

The Quality of Character Education Management Based on Cultural Values in Lombok, Indonesia

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This study aims to measure the quality of the implementation of character education which is based upon cultural values. The goal is to implement the principles of effective character education and effective character education management. This research uses a quantitative research design with a survey method. The data collection comprised distributing questionnaires to students and teachers, with as many as 212 respondents from five schools in Central Lombok, and the City of Mataram. In relation to the questionnaire validity, 25 of 34 questions were deemed with a good reliability. The results showed that the quality of character education management, which is based upon cultural values, was not sufficient. The research proposes several recommendations.

Key words: *Education, Management, Character Quality*

Introduction

After the election of Nadiem Makarim, as the Minister of Education of Indonesia, new ideas immediately appeared, including the concept of ‘free learning’. Although it is believed that character education does not experience change or development, on the contrary, it requires more depth and measurability. This idea arose after the issue of eliminating the National Examination (UN), and it will be replaced by a character survey. The reason being that teachers are too busy with the administration of learning, so they ignore the meaning of learning. They are constrained by the administrative business that accompanies their roles. Mega Iswari, Nurhastuti, and Zulmiyetri (2019) report that vocational schools implement



'character education 2013 integrated' in learning and inclusion programs. Through this, students can develop their character with the values that are applied in school. However, schools still face many problems in carrying out character education, especially from the perspectives of teachers, the Government, and infrastructure.

The idea of character surveys in substitution of national exams appeared suddenly. The reports pertaining to the success or evaluation of the implementation of character education do not yet exist. The Ministry of Education is still completing socialisation and training in strengthening character education throughout all provinces of Indonesia. In fact, character emerges as a result of the existence of character education in schools. The evaluation of character education should be conducted prior to the character survey, and at the minimum, in the form of a survey of the quality of the implementation of character education. For this reason, this research is important.

Character education first appeared in the United States (Lickona, T., 1996), as a result of the Aspen Declaration (Renata, R., Kristiawan, M., & Pratami, F. A. R., 2017), which spawned more than 40 character education programs in America (Sultoni, A., 2016). This term was then used in Indonesia (Sudrajat, A. 2011). Thomas Lickona became an icon or symbol of character education in America (Kosim, M., 2012).

Character education is understood and defined in various variants (Berkowitz, M. W., 2012). Furthermore, it is an attempt by schools to implement moral values, ethics, and civic education. Lickona defines character education as the inculcation of virtue to children through education (Lickona, T., 1996). Character education is also interpreted as understanding kindness, feeling goodness, and doing good (Williams, MM, 2000). According to Aristotle, character is a state related to choice (Lapsley, DK, & Narvaez, D., 2007). Agboola, A., and Tsai, KC (2012) define character education as behaviour adjustment, and being a good person.

Based on these various sources, it can be understood that character is a choice, and instruction (disposition) that causes someone to choose to do a particular behaviour. Whereas, character education is the school's effort to implement moral values, ethics, and citizenship through the cultivation of virtues, so that children can make conscious choices, and adjust their behaviour to become good people.

Lickona proposed the ten virtues of wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility (Nesfield, V., 2016). Whereas, Peterson and Seligmann proposed a framework of six virtues that were universally applicable: wisdom, courage, humanity, justice, simplicity, and transcendence (Peterson, C., & Seligman, M. E., 2006). Indonesia uses the five basic Pancasila values as the main values of character

education, including religion, independence, integrity, mutual cooperation, and nationalist values. These five main values are the cultural values of the Indonesian people.

Management education has been gaining popularity in Indonesia since 1999 (Hartani, A. L., 2011). Educational management deals with how people behave, while evaluations are carried out practically (Gray, H. L., 1982). Management makes education programs and activities run well (Kurniadin, D., Machali, I., & Sandra, M., 2013). Therefore, education management is defined as the management of all the needs of educational institutions, both effectively, and efficiently (Romlah, M. P. I., 2016). It encompasses all educational activities by utilising facilities, personnel, material, and spiritual elements to achieve educational goals (Gunawan, I., & Benty, D. D. N., 2017). Through the process of regulation, and through the actions of educational planning, the implementation, control, and evaluation of educational activities is possible (Pananrangi, H. A. R., & SH, M. P., 2017).

The substance of education management includes curriculum or teaching, human resources, students, facilities and infrastructures, finance, and public relations (Faculty of Education, State University of Malang, 2015). Character education is included in the curriculum management and teaching work because it involves character education materials, and extra-curricular.

The purpose of this survey is to measure the quality of the implementation of character-based character education. The survey objective is to obtain the level of quality of the implementation of cultural values-based character education. The survey results will serve as a source of evaluation of the implementation of character education models, which are based upon cultural values.

This survey includes the implementation of the principles of effective character education which are based on cultural values and from the perspective of teachers and students; and the management of character education which is based upon cultural values. The research sites include high schools in Central Lombok, West Lombok, and the City of Mataram, as well as junior high schools in Central Lombok, West Lombok, and the City of Mataram.

Method

Data Collection

The study collected data in order to obtain valid and objective information on the 11 principles of implementing an effective character education, as established by the Character Education Partnership. The researcher questioned the eleven indicators of the implementation of effective character education with teachers, and students by using a questionnaire. The questionnaire contains questions regarding:

1. The respondent's identity.
2. The eleven principles of effective character education implementation.
3. The management of character education which is based on cultural values.

The respondents in this survey consisted of students, and teachers who were in junior and senior high school. The respondents were chosen randomly according to the location of the study. The data collection occurred in January 2020, and at each level of the education unit. The data collection techniques used direct methods. In other words, directly visiting the respondents at school, and in some cases, even collecting several respondents in one class. The number of respondents totalled 286 people. After normalising the analysed data, the researchers selected only 212 data units. The amount of data was reduced from the minimum number of 286 respondents for a population of 1,000 people.

Validity and Reliability

This research is a quantitative study, which uses survey methods, and questionnaires as the research instruments. Therefore, it must meet the validity, and reliability of the instrument. The research respondents consisted of 286 students, and teachers. The testing of the validity of the questionnaire uses the construct validity method with item to total correlation, while the reliability of the questionnaire uses Cronbach Alpha's internal consistency.

Table 1: Questionnaire Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.900	34

The validity results show that some indicators are not valid as a measurement tool because the results are less than 0.456, which was the case for nine of the 34 questions. Meanwhile, the reliability testing shows it is acceptable and reliable because it is greater than 0.6.

Processing and Data Analysis

The data processing uses tabulation and mapping in tables to be analysed, as follows:

1. Mapping the identity of respondents using tables and describing tables descriptively.
2. Data on the quality of the implementation of character-based cultural education, which includes eleven principles that are measured on an ordinal scale. The level of measurement of the quality of implementation is:



- a. Very Not Good
- b. Not good
- c. Good
- d. Very good

The measurement scale on all indicators uses the ordinal scale, then the respondents' answers are considered based on the highest frequency. The measurement scale uses a Likert scale: 0 = Invisible (I); 1 = Some Done (SD); 2 = Done Well (DW); 3 = Done Very Well (DVW); 4 = Good Example (GE).

The assessment of the quality of character education based upon cultural values, is determined as follows:

75–100	Very Good
50–79	Good
25–49	Not Good
24	Very Not Good

Results

The results of the survey data analysis regarding the respondents' identities is observed from three categories: gender, profession, and workplace. Based on gender, the survey results showed that the participants were comprised by women at 67.5 per cent, and men at 32.5 per cent. Furthermore, 18.4 per cent belonged to the teaching profession, while students occupied a majority of 81.6 per cent. In regard to workplaces, 36.8% were from junior high schools, and 63.2 per cent from senior high schools. This finding shows that survey respondents were dominated by female students. Furthermore, this survey population was also dominated by respondents who study at a senior secondary level.

The first principle of character education promotes core ethical character values, and performance values that support a good basic character. The indicator is that the school identifies students' characters comprehensively, so that they include students' thoughts, feelings, and behaviour.

Table 2: Principle 1: Character education promotes core ethical character and performance values that support a good basic character

Management Aspects (MA)	Indicator	I	SD	DW	DVW	GE	MEAN
Planning	1. The school identifies students' characters comprehensively, so that they include students' thoughts, feelings, and behaviour	5.7%	35.8%	32.5%	18.9%	7.1%	18.585

In response to the first principle, a majority of 35.8 per cent of students and teachers responded 'some done (SD)', while a minority of 5.7 per cent selected 'invisible' (I). The average value was 18.5. This means that some aspects are carried out, such as determining, and defining the nation's cultural values, but not all of the nation's cultural values are reflected, and the behaviour is not connected to the nation's cultural values.

Table 3: Principle 2: Effective character education includes aspects of thinking, feeling, and behaviour

MA	Indicator	I	SD	DW	DVW	GE	Mean
Planning	2. The school is intentional and effective in helping to understand the main values according to its development, interpreting it in daily life, and the reasons some behaviours are right, and others are wrong.	12.3%	36.8%	29.7%	17.0%	4.2%	16.415
	3. The school intentionally and effectively helps to appreciate core values, reflects them on realising them, and is committed to them.	9.9%	31.6%	30.7%	23.1%	4.7%	18.113

Responding to the second principle, and indicator two, a majority of 36.8 per cent responded that only a few were carried out (SD), and a minority if 4.2 per cent reflected that the implementation was exemplary (GE). The average value was 16.5. This means that teachers and school staff have developed cultural values but are not proactively socialising why schools need these values. The teacher and staff do not involve students to discuss, and justify these cultural values.

In response to the second principle, and indicator three, a majority of 31.6 per cent said it was some done (SD), and a minority of 4.7 per cent responded that the implementation was exemplary (GE). The average score was 17.9. This means that teachers and staff are less proactive in developing a deep commitment to the nation's cultural values. Furthermore, teachers and staff are not strong enough to meet the students' needs for commitment to the nation's cultural values.

Table 4: Principle 3: Effective character education uses a comprehensive, conscious, and progressive approach to student character development

MA	Indicator	I	SD	DW	DVW	GE	Mean
Planning	4. Character education is a priority in classroom management.	4.2%	13.7%	35.4%	31.1%	15.6%	24.009
	5. Character education is incorporated into sports, extracurricular activities, school culture, is held in high esteem by adults, and is carried out seriously by students.	4.2%	19.3%	32.1%	26.9%	17.5%	23.396

Responding to principle three, and indicator four, a minority if 4.2 per cent of teachers and students said that they were not clear (I), while a majority of 35.4 per cent recorded that they were done well (DW). The average score was 24.0. This means that the class teacher involves students in discussing the need for national cultural values' competencies, but not routinely. The class teachers also respect students, and involve students to develop religious, independent, integrity, mutual cooperation, and nationalism values but they are not routine or consistent.

Furthermore, in response to principle five, and indicator five, a minority of 4.2 per cent of teachers and students said that they were invisible (I), while a majority of 32.1 per cent recorded doing well (DW). The average value was 23.3. This means that the school community has shown the nation's cultural values but continues to experience difficulty in communicating to model the nation's cultural values. The national cultural values have been implemented in schools, but are less consistent in realising them.

Table 5. Principle 4: Effective character education creates a community that cares about schools

MA	Indicator	I	SD	DW	DVW	GE	Mean
Planning	6. Making national cultural values by forming students' concern for others	1.4%	15.6%	41.0%	30.7%	11.3%	23.491
	7. There is no tolerance for bullying or violence, ensuring actions to prevent and resolve it effectively.	4.2%	18.4%	24.5%	39.2%	13.7%	23.962

Responding to principle four, and indicator six, a minority of 1.4 per cent of teachers and students said that they were invisible (I), while a majority of 41.0 per cent recorded that they had done well (DW). There was an average score of 23.4. This means that teachers and students are already good at creating an environment of mutual respect, due to kindness being standardised in their interactions. This has created a sense of security, but a sense of belonging has not yet become a priority of the learning goals. The educational strategies, such as learning models, mentoring, appreciation, and interdependence, have not been prioritised. The teachers also keep records of students' acts of care and giving compliments when they occur, as well as correcting bad behaviours when they occur.

In relation to principle four, and indicator seven, a minority of 4.2 per cent of teachers and students said they were invisible (I), while a majority of 39.2 per cent said that they were done very well (DVW). There was an average value of 23.9. The school has been good at identifying and dealing with peer harassment, and preventing and dealing with bullying through certain processes. However, schools are less proactive in increasing students' understanding of the nation's cultural values, and cultural conflicts. There was also a lack of providing positive interactions between students from the various classes and levels.

Table 6: Principle 5: Effective character education means giving students the opportunity to commit moral actions

MA	Indicator	I	SD	DW	DVW	GE	Mean
Planning	8. Schools make clear targets for students to carry out moral actions, politeness, responsibility, sportsmanship, helping people, and providing services to schools and the community.	2.4%	20.3%	33.5%	25.9%	17.9%	23.679
	9. The school gives students the opportunity to engage in religious, independent, integrity, mutual cooperation, and nationalist values action in the school. Students participate and influence them positively.	7.5%	26.9%	37.7%	22.6%	5.2%	19.104

Responding to principle five, and indicator eight, a minority of 2.4 per cent of teachers and students said that they were visible (I), while 33.5 per cent recorded that they had done well (DW). There was an average score of 23.6. This means that teachers and staff support, and teach, and expect politeness, and good responsibility but there are no clear guidelines and expectations regarding community service. The schools and teachers also lack in the communication of these guidelines, and expectations upon community service for moral action.

In regard to principle five, and indicator nine, a majority of 37.7 per cent said it was well implemented (DW), while a minority of 5.2 per cent said the implementation was exemplary (GE). There was an average value of 19.1. This means that the school has provided opportunities for students to carry out character-based character values in school, but the implementation is less effective.

Table 7: Principle 6: Effective character education includes a curriculum that is meaningful, respects, and develops character and makes student successful.

MA	Indicator	I	SD	DW	DVW	GE	Mean
Implementation	10. The school applies a strategy of implementing religious cultural values, independence, integrity, mutual cooperation, and nationalism, cultural skills and cultural intelligence.	6.6%	22.2%	40.6%	25.9%	4.7%	20.000
	11. The teacher promotes character education for intellectual growth and academic performance.	1,4%	16.5%	35.4%	26.9%	19.8%	24.717
	12. The school appreciate good character	5.2%	19.8%	39.2%	25.5%	10.4%	21.604

Responding to principle six, and indicator ten, a majority of 40.6 per cent said it was done well (DW), and a minority of 4.7 per cent said the implementation was exemplary (GE). There was an average score of 20. This means that schools have provided adequate and ongoing training, but do not provide opportunities for sharing best practices, and diverse teaching strategies.

In regard to principle six, and indicator eleven, a minority of 1.4 per cent of teachers and students said the efforts were invisible (I), while a majority of 35.4 per cent responded ‘doing well’ (DW). There was an average score of 24.7. This means that the teacher has promoted character education based on the nation's cultural values, but has not promoted a culture that is true and good.

Table 8: Principle 7: Effective character education to strengthen student self-motivation

MA	Indicator	I	SD	DW	DVW	GE	Mean
Implementation	13. The school appreciates good character.	4.7%	18.4%	29.7%	34.0%	13.2%	23.255
	14. The school recognises the strength of character and celebrates the quality of students naturally, such as beneficial, gives gifts, and rewards students.	2.8%	19.8%	43.9%	27.4%	6.1%	21.415
	15. The school emphasises the value of religious culture, independence, integrity, mutual cooperation, and nationalism as an approach to behaviour in discussion, explanation, and consequences.	6.1%	29.7%	26.9%	29.2%	8.0%	20.330

Responding to principle seven, and indicator 12, a minority of 5.2 per cent of the teachers and students said that they were invisible (I), while a majority of 39.2 per cent recorded that they had been done well (DW). There was an average score of 21.6. This means that schools are good at making explicit statements about character education, but teachers and students have not yet realised the importance of intrinsic moral motivation.

In regard to principle seven, and indicator 13, a majority of 34.0 per cent responded that it was done very well (DVW), while a minority of 13.2 per cent said the implementation was exemplary (GE). There was an average score of 23.2. This means that teachers and staff have been good at recognising and expressing gratitude to each other in the school environment, as part of daily life. However, schools lack the ability to recognise character strength and quality, and give rewards, including giving rewards periodically. Furthermore, public relations departments have not been used to socialise character education practices.

In response to principle seven, and indicator 14, a minority of 2.8 per cent of teachers and students responded they were 'invisible' (I), while a majority of 43.9 per cent recorded 'doing well' (DW). There was an average value of 21.4. This means that teachers have been good in dealing with behavioural problems, and consistent punishment, but the school does not arrange the rules of discussion, explanation, and the consequences of committing violations, and dealing with behavioural problems by reflecting, self-motivating, improving, and moral growth.

Table 9: Principle 8: Effective character education involves school staff of the learning community, sharing responsibilities, adhering to the values of religious, independent, integrity, mutual cooperation, and nationalist values culture to guide student education

MA	Indicator	I	SD	DW	DVW	GE	Mean
Implementation	16. Schools allocate time for the planning and implementation of character education based on religious cultural values, independence, integrity, mutual cooperation, and nationalism values.	6.6%	26.9%	41.5%	19.3%	5.7%	19.057
	17. Teachers and staff model the values of religious culture, independence, integrity, mutual cooperation, and nationalism in their relationships with students, and students feel they do it.	13.2%	31.1%	30.2%	18.4%	7.1%	17.500

Responding to principle eight, and indicator 15, a majority of 29.7 per cent said it was some done (SD), while a minority of 6.1 per cent responded that the implementation was exemplary (GE). There was an average value of 20.3. This means that schools have built the implementation of character education based on national cultural values, and have committed to character education. However, teachers and staff have not received training and information about their role in promoting character education, have not been assessed by the school principal, and have not included character education in their work.

In relation to principle eight, and indicator 16, a majority of 41.5 per cent said it was done well (DW), while a minority of 5.7 per cent responded that the implementation was exemplary (GE). There was an average score of 19.0. This means that teachers and staff are polite to students but have not modelled the nation's cultural values, using the nation's cultural values to reflect on their own behaviour and procedures.

Table 10: Principle 9: Effective character education encourages the distribution of authority and long-term support for character education

MA	Indikator	I	SD	DW	DVW	GE	Mean
Implementation	18. Principals, teachers, staff, students and parents are involved in planning and implementing and participating in character education activities based on cultural values.	8.5%	28.8%	28.3%	22.6%	11.8%	17.406
	19. The principal fights for the implementation of character education based on religious cultural values, independence, integrity, mutual cooperation, and nationalism values.	7.5%	25.5%	40.6%	19.3%	7.1%	20.425

Responding to principle nine, and indicator 17, a majority of 13.2 per cent said the efforts were invisible (I), while a minority of 7.1 per cent responded that the implementation was exemplary (GE). There was an average grade of 17.5. This means that the school has made character education a school vision and mission, but has not included character-based character education on the agenda of regular school meetings. To achieve this requires providing time developing promising ideas, and providing funding for cultural values-based character education.

In regard to principle nine, and indicator 18, a minority of 8.5 per cent of teachers and students said that they were invisible (I), while a majority of 28.8 per cent responded that only a few were carried out (SD). There was an average value of 17.4. This means that school leadership has demonstrated the goals and principles of character education, which are based on national cultural values. However, it has not become an example in character education based on cultural values, and has not yet mainstreamed character education based on the nation's cultural values.

Table 11. Principle 10: Effective character education involves families, and communities as partners for character development

MA	Indicator	I	SD	DW	DVW	GE	Mean
Implementation	20. Principals and their representatives, including staff, parents, and students, are involved in the planning and implementation of ongoing cultural values-based character education.	20.8%	23.1%	34.4%	14.6%	7.1%	16.415
	21. Schools involve families and communities in the implementation of cultural values-based character education.	18.4%	25.0%	27.8%	21.2%	7.5%	17.453
	22. Schools and parents communicate with parents, provide advice and help strengthen cultural values-based character education.	19.3%	35.4%	25.5%	13.2%	6.6%	15.236
	23. Schools partner and receive assistance from the community	13.2%	23.6%	32.1%	25.0%	6.1%	18.726
Evaluation	24. Schools partner and receive assistance from the community	21.2%	26.9%	29.7%	18.9%	3.3%	15.613

Responding to principle nine, and indicator 19, a majority of 40.6 per cent said it was implemented well, while a minority of 7.1 per cent stated the implementation was exemplary (GE). There was an average score of 20.4. This means that principals have been good at providing input in decision-making related to character education, but have not yet formed a character education committee, which is responsible for the management and planning of character education based upon national cultural values.

In relation to principle ten, and indicator 20, a majority of 34.4 per cent said it was well implemented (DW), while a minority of 7.1 per cent responded that the implementation was exemplary (GE). There was an average value of 16.4. This means that the schools provide parents with the opportunity to involve themselves in character education which is based on the nation's cultural values. However, the school has not offered a seminar and development of children's parenting resources, and skills in general, and also has not made parents active contributors, and participants in the character education activities based on the national cultural values.

In regard to principle ten, and indicator 21, a majority of 27.8 per cent said it was done well (DW), while a minority of 7.5 per cent reported that the implementation was exemplary (GE). There was an average score of 17.4. This means that the school does not establish communication and connections with parents, and also does not utilise contact books, such as character report cards, character notes, character education bulletins, character education conferences for parents and teachers, whatsapp groups, and workshops.

The responses to principle ten, and indicator 22 showed a majority of 35.4 per cent said only a few were carried out, while a minority of 6.6 per cent said the implementation was exemplary (GE). There was an average value of 15.2. This means that schools have partnered with the community but have not yet recruited assistance from community groups, and involved the community in character education programs, which are based on the national cultural values.

In respect to principle ten, and indicator 23, a majority of 32.1 per cent said it was well implemented (DW), while a minority of 6.1 per cent responded that the implementation was exemplary (GE). There was an average value of 18.7. This means that the schools had carried out education but had not yet conducted an assessment that focussed on the effectiveness of implementing a character based education based on the nation's cultural values. The school has not yet assessed the impact of character education on student achievement and positive outcomes; on the school climate; parents; and the success of the school.

Table 12: Principle 11: Effective character education assesses the character of schools, teachers, and staff as character educators, and students manifest good character

MA	Indicator	I	SD	DW	DVW	GE	Mean
Evaluation	25. Make periodic reports on the implementation of character education based on cultural values.	13.2%	23.6%	35.4%	20.3%	7.5%	18.538
	26. The school assesses student progress in terms of understanding, emotional attachment, and quality commitment to good character.	13.2%	31.1%	29.7%	18.4%	7.5%	17.594

Responding to principle ten, and indicator 24, a majority of 29.3 per cent said it was done well (DW), while a minority of 3.3 per cent said the implementation was exemplary (GE). There was an average value of 15.6 This means that the school has not had an audience with parents, teachers, and students, including the education office to report on the implementation of character education based on the nation's cultural values.

In regard to principle 11, and indicator 25, a majority of 35.4 per cent said it was done well (DW), while a minority of 7.5 per cent said the implementation was exemplary (GE). There

was an average value of 18.5. This means that schools have collected data on school attendance, learning achievement, and disciplinary action, and teachers and students benefit from the nation's cultural values-based character education program. However, the school has not yet assessed students' progress with a variety of approaches, and students have not compelled an assessment of the importance of cultural values for themselves.

The responses to principle ten, and indicator 26 showed a majority of 31.1 per cent said done well (DW), while a minority of 7.5 per cent said the implementation was exemplary (GE). There was an average value of 17.5 This means that The school has carried out data on student attendance at school, academic achievement and student assessment using the character education assessment approach but the school has not used student report cards, parent conferences, questionnaires, honest actions, and benefited from the whole program.

The Quality of Character Education Management Based on Cultural Values

The Character Education Partnership proposes a way to measure the quality standards of character education by providing the average number of each principle, divided by the number of principles. The results can be seen in Table 13.

Table 13: Quality Management of Character Education Based on Cultural Values

Principle	Score Average	Score Management	Management Aspect
1	18	23	Planning
2	34		
3	47		
4	46		
5	42		
6	65	19	Implementation
7	64		
8	36		
9	37		
10	81		
11	35	16	Evaluation
Quality value	45	58	

Conclusion

Based on the results of the analysis, and the measurement of the survey results, it can be concluded that the quality of the implementation of character education management, which is based upon the cultural values in Lombok, Indonesia, is poor in quality.



Recommendations

1. The Provincial Education Office must make character education, which is based upon cultural values, as the mainstream of education, and at all levels of education.
2. School principals should position character education, which is based on cultural values, as the core of education and not as an addition or a side. This includes the rearrangement of character education management that is based on cultural values. Furthermore, train teachers, and staff as character models based on the national cultural values, as well as make character education a part of the principal's assessment. In addition, maximise public relations to socialise character education, which is based on the national cultural values.
3. Teachers need to build varied classes with various models and strategies for comprehensive character education, such as making character notes, and character appreciations to students.



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