CHARACTER BUILDING MANAGEMENT WITH THE CONCEPT OF LOVE

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Abstract: This study aims to determine the character building management with the concept of love in LPI Malang. The research method used is a qualitative method by using data collecting technique such as interview, observation, and documentation. Objects in this study are in LPI Malang. The conclusion that can be gained from this research is that the character building management in LPI Malang City uses the concept of loving 360 degree, covering love to Allah and Prophet, love of parent/teacher, love fellow, love excellence, love self, love science and technology, love of the natural surroundings, the love of the nation and the country that is integrated in all learning activities in school.

Keywords: Management, Character Building, Love

Education is a growth process towards maturity that is influenced by several factors, one of which is environmental factors. The purpose of education is to improve one’s intelligence, skills, personality, and personal formation to become more mature. As explained in Law Article 20 of 2003 Article 3 that: National education functions to develop capabilities and form a dignified character and national civilization in order to educate the nation’s life, aiming at developing potential students to become human beings who believe, fear God The Supreme, noble, healthy, knowledgeable, capable, creative, independent, and a democratic citizen and responsibility (Kementrian Agama, 2003).

The above matter explains that in addition to aiming to educate the nation’s life, the function of national education is actually to shape the character of students. Schools as formal education institutions are required to instill character values in students. Students not only get knowledge (cognitive) but also related to attitudes (affective) and skills (psychomotor). Various kinds of characters are given in an integrated and balanced manner so that the character is well attached to the students early on.

But in reality, various issues of morality, character, and character are still significant problems in everyday life. This is a result of the decline of the noble values of the nation in the life of society and the state. Education is considered a preventive alternative (prevention) because education builds a new generation of nations that are better in various aspects that can reduce or reduce the causes of character problems. Character education is a very important role, so it is very important to be instilled in students early on, especially for elementary school students.

Character cultivation in its implementation in schools is carried out in an integrated manner, both through classroom learning activities and extracur-
Character Building Management With The Concept of Love

Curricular activities. Character education is also linked to the attitude of the school plan, which is designed with other community institutions, to shape the behavior of students directly. Thus, ideally, the implementation of character education is an integrated part of the management of education in schools.

MANAGEMENT

In language (etymology) management comes from the verb “to manage” which means taking care of, regulating, driving, controlling, handling, managing, organizing, running, implementing, and leading. The word “Management” comes from the Latin language “mano” which means hand, then being “manus” means working multiple times (Hidayat and Machali, 2010). Another opinion, management comes from English which is a direct translation of management which means management, management, or governance. While the word management comes from the root of the word to manage, which means taking care of, managing, implementing, managing, and treating (Echols and Shadily, 2007).

According to Carlise and Howard in Maqbulah (2011), explained that management is the process of directing, coordinating, and influencing the operations of the organization to obtain the desired results, and improve the performance of the organization as a whole. The nature of management is a set of knowledge about ontology, epistemology, and axiology in finding solutions to organizational problems to achieve an organizational goal by working together with the people and resources that the organization has.

According to Nawawi, Management is a series of processes consisting of planning (organizing), organizing, implementing (actuating), controlling (controlling) and budgeting (budgeting). Likewise, the same opinion above, Mulyono defines that management is a process of planning, organizing, mobilizing, and controlling to determine and achieve goals through the use of human resources and other resources (Athoillah, 2010). Management is the key to the success of achieving goals in an organization supported by human resources and other sources.

Based on the above understanding, the management means everything related to the process of planning, organizing, directing and controlling organizational resources to achieve goals effectively and efficiently.

CHARACTER BUILDING

In language the notion of character building consists of 2 syllables, that are “to build” and “character” means to build that has the nature of improving, fostering, establishing. While the characters are character, character, morals, or character that distinguish someone from others (Nuraeni, 2016).

In the concept of education, character building is a process or effort that is carried out to foster, improve and or shape character, character, psychological traits, character, and society so that it shows good temperament and behavior based on Pancasila values. According to Meoko in Shofwan (2015), Character building efforts will describe the main things, including: first, is a process that is continuously carried out to shape the character, character and psychological traits that are based on the spirit of dedication and togetherness. Second, perfecting the existing character to realize the expected character in the framework of government administration and implementation of development. Third, fostering existing character so that it displays a conducive character in the life of the community, nation, and state based on the values of the nation’s philosophy, namely Pancasila.

From this explanation, it can be concluded that character building is a process of cultivating good values to students which includes the components of knowledge, awareness or willingness, and actions to implement these values, both in relation to God Almighty, fellow human beings, environment, as well as the country and the nation so that they become perfect humans.
CHARACTERISTICS OF CHARACTERS

Megawangi in Shofwan (2015), states several benchmarks for students if they have character: (1). Love for God and the universe; (2). Responsibility, discipline, and independence; (3). Tolerance and peace of mind towards others; (4). Good and humble; (5). Leadership and justice; (6). Self-confidence, creative, hard work, and never give up; (7). Affection, care, and cooperation; (8). Respect and courtesy; and (9). Honesty.

Likewise, Naim (2012), explains that there are several important things to consider in understanding children. First, children are not miniature adults. Children are still children, not miniature adults. Second, the world plays. Their world is the world of play, which is a world full of spontaneity and fun. Third, develop. Apart from growing physically, children also develop psychologically. Fourth, happy to imitate. Children are happy to imitate because one of the processes of forming their behavior is derived from imitation. Fifth, creative. Children are creative. For example, great curiosity, love to ask questions and the like.

Zubaedi (2011), suggested that the values developed in character education in Indonesia were identified as coming from four sources, namely: 1). Religion, Indonesian society is a religious society, therefore, the values of character education must be based on values and rules derived from religion; 2). Pancasila, the state of the Republic of Indonesia was upheld on the principles of nationality and statehood called Pancasila. For this reason, national character education aims to prepare students to become better citizens, namely citizens who have the ability, will, and apply the values of Pancasila in their lives as citizens; 3) Culture, a truth that no human lives in a society that is not based on cultural values recognized by the community. This cultural value is used as the basis and source of value in character education; 4). The National Education Objectives, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (National Education System Law), formulates the functions and objectives of National Education that must be used in developing education efforts in Indonesia

Character education includes the development of substance, process, atmosphere, or environment that inspires, encourages, and facilitates someone to develop good habits in Zubaedi’s daily life (2011). Character education needs to be given both in general and specifically because it is very important in the formation of citizenship.

Thus, character education is a system of planting character values to students which include components of awareness, understanding, caring, and high commitment to implement these values. Character education is a system of planting character values to students which includes the components of awareness, understanding, caring, and high commitment to implement these values.

CHARACTER BUILDING MANAGEMENT

According to Nurlina (2014), the process of forming character of students, as evidenced by an understanding of character, life values, the formation of noble character and character, is seen not enough through the process of cultural learning and character, but must be done holistically, or supported by various components that influence it including the education management system carried out in educational organizational units.

Character building management has a role and is needed to provide support for the smooth and successful character-based education process or character formation in a holistic manner. As a manifestation of one’s understanding and knowledge of noble values in life that comes from cultural, religious and national order such as: moral values, ethical values, laws, ethical values, virtues and religious and cultural Shari’a and manifested in attitudes, behaviors and everyday personalities to be able to distinguish from one another. Thus the character, in essence, is not only understood and known or only taught but must be imitated.

This shows that character building management is very important to support the goals to be achieved. Character building management is effectively integrated into school management, especially school-based management. Character education in schools is also strongly associated with school management or management. Management in question is how
Character Building Management With The Concept of Love

Character education is planned (planned), implemented (actuating), and controlled (evaluation) in educational activities in schools adequately. Such management includes values that need to be instilled, curriculum content, learning, assessment, educators, and educational staff or other related components. Thus, school management is one of the effective media in the application of character education in schools. In character education at school, all components must be involved.

Based on this explanation, to support the success of the process of forming students’ character through character building, it must be supported by character building management, namely the system of management and implementation of education by internalizing and integrating character values in (a) each component of education management (input, process, and output); (b) in the process of planning, organizing, implementing, monitoring and evaluating education management; and (c) on performance targets, namely management (curriculum and learning, students, workforce, finance, infrastructure, administration, organization, the role of society and the environment, climate and culture) based on character.

METHOD

This study used qualitative research methods. Qualitative research can help to get answers to a phenomenon, facts, and reality that are faced while providing understanding and understanding of a problem. The types of data in this study are events, words, respondents and the rest of the actions are additional data such as documents, interviews, and others obtained from primary or secondary sources or data. In addition, it was combined with notes, documentation/archives of the Malang City LPI, as well as the results of in-depth interviews obtained through informants related to the research subject.

In data analysis techniques researchers investigate, describe and or trace the root of the problem. Analysis activity is the first step to find and find the best solution to overcome the problem at hand. The problem faced in this case is the complex and complex world of education. If research data has been obtained, the next step is processing data and data analysis data. The data processing of research data depends on the type of data. In this study, the authors used data collection as above. Data analysis techniques use technical analysis that includes three activities which together reduce data, present data, and draw conclusions (verification).

DISCUSSION

Based on the results of data collection in this study obtained from the management of foundations, teachers, and students at Malang City LPI, it can be explained that character building management in LPI Malang City fosters 8 characters of students with the concept of love, as follows:

Love God and the Prophet

There are three indicators that students love God, that is always dhikr, Grateful, and pray to Allah:

a. Dhikr means that students always remember Allah wherever they are, when they stand, sit, and lie down, and are happy or difficult. The result of dhikr to Allah, then Allah will always be with students.

b. Grateful means that students always believe in the many blessings of God given to them, so they cannot be counted. The result of being grateful is that students are expected to be very in love with God and busy themselves by giving thanks to God physically and mentally, and getting happiness.

c. Pray means students always carry out obligatory pray and Sunnah.

While love for the Prophet is based on a thought, that education/character formation is apostolic. Even in the study of several scholars, it was concluded that noble character as a result of character building is the heart of Islamic teachings.

Indicators: students like to read prayer, always answer Sahu’alahi Wassalam when the name of the Prophet is called, know the Prophet personally, always emulate the Sunnah of the Prophet, and make the Prophet Muhammad as an idol for all students.
Love parents/teacher
Students love their parents, so they always behave pleasantly to their parents. Indicator: students are very affectionate, respectful, polite, obedient, and assist their parents.

Love of others
Students love others, so they always behave in ways that please others and benefit others. Indicators: students always behave and behave politely, and openly, and help among others based on mutual respect.

Love excellence
Students have high achievement motivation, systemic and systematic thinking, acting managerially, reflecting and relentless changes in completing tasks, so that they are always perfect in carrying out their duties and being a reference for others. Indicators: achievement, systemic, systematic, managerial motivation, reflective thinking, relentless change, and full responsibility for completing tasks.

Love yourself
Students have the motivation to maintain personal hygiene, love themselves, and prioritize honesty. Indicators: students are always clean, clean, neat and Islamic in their efforts, clean, neat, and orderly incompleteness of learning, honest, and humble in words and deeds.

Love science and technology
Students have a strong desire for self-development in achieving their life goals. Their desires are pursued through increasing curiosity and high enthusiasm for learning and effective learning tips so that they have a broad insight through independent learning. Indicator: students have a sense of curiosity, enthusiasm for learning, a variety of effective learning, and independent learning.

Love the environment around
Students are accustomed to having the motivation and awareness always to maintain cleanliness, maintain and care for the surrounding environment, realizing that the damage to the natural environment results from irresponsible human actions and does not love the environment, and makes the school green. Indicator: students are accustomed to not littering, always caring for plants by not damaging existing plants, always maintaining class cleanliness and environment, and having an awareness to make the school green.

Love the nation and country
Love of nation and state is part of faith. Students are expected to have a spirit of nationalism, love and preserve the noble culture of the nation, love domestic products, be proud of being Indonesian children, and have the spirit of patriotism.

The eight characters are developed using the 360 degrees love conceptual framework, with the hope that the graduates become perfect, happy human beings in the world and the hereafter.

In this case, according to Dalyono (2006), school is one factor that also influences the growth and development of children, especially for intelligence. Schools can develop children’s mindsets because at school they can learn various kinds of knowledge. So that a school is a place of education for children which includes teaching that results in the growth and development of character development for their students.

Character Building is one word but can have meaning in different people. Schools are deliberate means designed to carry out education. The progress of the age, the family, is no longer able to fulfill all the needs and aspirations of the younger generation towards science and technology. The more advanced the community, the more important the school’s role in preparing the younger generation before entering into the community development process.

The concept of love in Sufism teaches values of character education. Even though love is only focused on God, it does not mean ignoring human relations with each other, even with the concept of love that is very influential in the relations of fellow humans, namely the birth of compassion between them, so that there can be no hurt or something, even for those who have the love referred to in
Character Building Management With The Concept of Love

Sufism teachings are certainly no one who deviates from the values of character education in number 18 namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love homeland, respect for achievement, friendship/communicative, love of peace, love to read, care for the environment, social care, responsibility (Ismail, 2012).

In this case, the Ministry of Education and Culture makes a line of thinking in achieving character education outcomes, namely tough, competitive, noble, moral, tolerant, collaborative, patriotic, dynamic, science and technology-oriented which are all based on the Almighty God One based on Pancasila. So, the expected outcome is a nation that is noble, moral, ethical, cultured, and based on Pancasila. Therefore, improving character education in schools is carried out both in quality and quantity.

One of the teachings of Sufism that can bring peace and calm is love because it is a gift from Allah SWT. His servants who have the sanctity of the soul and are proven by good character, so that in community life can be a mercy to others. Therefore, in the concept of love there are values of character education which are theoretically not presented in detail, but practically manifested in everyday life.

Basri in Damis (2014) added that the value of character education contained in the concept of love is to foster an attitude of harmony in religious life, nation, and state, giving rise to peace in society, because the concept of love makes a person moral, so that in every speech and behavior always pleases others. The value of character education can be seen in the form of love that loves each other between fellow human beings based on rules established by religious teachings.

CONCLUSION

From the results of the above research, researchers can conclude that the management of Character Building at the Malang City LPI has the understanding that the management of character building becomes a habit. Education through a habitual attitude that ultimately forms a trait inherent in someone, deliberate learning, programmed through subjects. Character building in the LPI of Malang City is an effort to form students to have moral morality based on Islamic values. Character building management at LPI Malang uses a concept of full 360 degrees of love, including love for Allah and Rasul, parents/teacher love, fellow love, love excellence, self love, love of science and technology, love of nature, and love of the nation and the country is integrated in all learning activities in schools.

Therefore, it is expected that schools not only pay attention to their students’ academic competency needs but also character building so that graduates become academically prepared and have good character. LPI’s desire in Malang City to foster student character with 8 characters of love has been poured into its strategic plan and systematic and integrated program design. As a result, this program does not directly change the character of students but has provided a positive color in the learning atmosphere. In the future, character building management must be carried out with high commitment and continuous improvement efforts.

REFERENCES


