

Management of Character Education in the Perspective of the Extracurricular Program



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ABSTRACT: The purpose of this study is to examine how character education is managed at madrasa Tsanawiyah Negeri (MTsN) 1 Balangan and MTsN 3 Balangan in terms of extracurricular activities. A multi-site qualitative descriptive approach was employed in this study. In-depth interviews, participant observation, and documentation, including planning, organizing, implementing, evaluating, and following up, were used to gather data. The madrasa principal, the head of the madrasa committee, the *wakamad*, teachers, and students were all sources of the research data. Techniques for gathering data included observation, interviews, and documentation. This research made use of interactive data analysis, such as data reduction, data presentation, and generating conclusions. Triangulation of sources and procedures was used to check the data's veracity. The results of the study showed that the management of character building is carried out in accordance with the existing management functions and character building strategies. Character education planning can be done in writing in detail or not in detail depending on the prevailing customs. Organizing character education can involve all components in the madrasa as needed. The implementation of character education is held periodically in extracurricular activities that have been specifically designed with elements of general or special goodness based on religious values. Evaluation of character education is carried out in various ways as a measure of the success of activities. Following up on character education in each school madrasa, various physical and non-physical improvements were made for extracurricular procurement.

KEYWORDS: Management, Character Education, Extracurricular

INTRODUCTION

The quality of education in Indonesia is currently quite concerning, as evidenced by a number of recent incidents of undesirable behavior. Persecution of teachers, a school student's murder, student violence, bullying, sexual harassment of children, fights that start over little issues, brawls that never end, disobedience to traffic regulations, drug misuse, suicide cases, and a variety of other situations that made headlines in the media. This act is contrary to American society, values, and etiquette, as well as religious traditions. This will have a significant impact on the lives of future generations. The future generation must be a generation of quality and character so that the existence of the nation and state and religion can be maintained (Suriansyah, 2015). Another alternative that is often put forward to overcome, at least reduce, the character problem being discussed is that education and education are considered as a preventive alternative, because education builds a new generation of a better nation. As a preventive alternative, education is intended to improve the quality of the nation's youth in a variety of ways that will help to limit and lessen the causes of various character issues.

Global phenomena are the most influential factors on a nation's values, character, and mentality, while other factors are internal, such as the direction of development in the world of education, namely the development of education based on prevailing culture, values, and norms, as well as subject-oriented (human-oriented) development). This implies that a focus on character education should be pursued in school (Suriansyah, 2015). Therefore, it is necessary to have concrete efforts that must be carried out immediately through education so that the children of this nation will have a stronger personality and character. At the very least, this effort should start with parents, educators, the community and the government itself. Then followed by sincere intentions and strong determination to change parenting and self-behavior, because this is the capital in shaping the behavior of the nation's children. Observing this, it is necessary to have a good and synergistic management between the various components of education involved, both formal, non-formal, and informal, both in families, schools, the environment, and the wider community.

Management is a field of science understand why and how people work together to achieve the goals that have been set (Suhaimi, 2018). Management is a process for achieve organizational goals that have been set by carrying out all management functions in between the functions of planning, implementing, and evaluation (Afifah, Thara, 2017). Management can be defined as the process of planning, organizing, staffing, leading, and controlling for optimizing the use of resources and carrying out tasks. tasks

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in achieving organizational goals effectively and efficiently. The management function can be divided into four functions, namely planning, organizing, implementing and evaluating. Suhaimi (2018) states that school management gives full authority to schools to plan, organize and direct the components of school education, which include, students, curriculum, education staff, facilities, funds, community relations, as well as teaching and learning processes.

Character education is the key in inculcating the noble character of the Indonesian nation which is carried out throughout life Indonesian. Heritage Foundation IHF in Sass (2011) formulates nine basic characters that are the goals of character education, namely 1 love for God and the universe and its contents; 2 responsibility, discipline and independence; 3 honest; 4 respect and courtesy; 5 affection, care, and cooperation; 6 confident, creative, hard working, and never give up; 7 justice and leadership; 8 kind and humble; and 9 tolerance, love of peace, and unity. Character education aims to improve the quality of implementation and educational outcomes that lead to the achievement of character education and noble character of students as a whole, integrated and balanced according to graduate competency standards (Suprayogi & Isdaryanto, 2017).

In relation to the above cases, Character education is education that develops cultural values and national character in students, so that they have values and character as their own character, apply these values in their lives as members of society and citizens who are religious, nationalist, productive, and creative. (Mardianti & Suriansyah, 2020). Through character education as an alternative in the world of education to be a way out of various moral and intellectual problems that are so critical as a means to improve the quality of education today. With the hope that the results of education will be able to display attitudes that reflect character values in life practice. This is as stated in Article I of the 2003 National Education System Law which states that the goals of national education include developing the potential of students to have personality, intelligence and noble character. Priansa (2014) states that character education is essentially aimed at forming a nation that is strong, competitive, noble, moral, tolerant, cooperative, patriotic, dynamically developing, oriented to science and technology, all of which are inspired by faith and piety to God Almighty based on Pancasila (Rahsel, 2016; Sinambela, 2012).

In order to realize the expected character formation, then there is a need for management to manage education character in the appropriate realm. Especially for students who are the object of planting character values in everyday life, so that students with character are finally formed. Therefore, character education management is an activity carried out to manage resources human resources in shaping the personality to suit the religious values. In line with this, schools must strive to revive character education. It is not an easy thing to remember when considering the culture that has been formed for so long that cognitive knowledge always takes precedence over character education. But it is not impossible to implement. Considering that character education is not completely excluded from schools, it's just that the portion is small and more of it is in extracurricular or extracurricular programs. This is as happened in several madrasa Tsanawiyah in Balangan, both public and private, which have implemented character education which is mostly carried out in extracurricular activities such as scouting, *ta'lim majlis*, *ta'limul qur'an*, *muhadharah*, and calligraphy, all of which are carried out with the aim of to instill character. This extracurricular, whether we realize it or not, is quite important for the development of students' character, and efforts that lead to it have actually been carried out, but in this study, researchers focused on MTsN 1 Balangan and MTsN 3 Balangan, where both MTsN implemented more character education. Through extracurricular activities, it was proven when the first observation researcher saw that his students showed character attitudes, such as polite manners, dressed neatly, greeted teachers both coming and going home and so on. From the results of observations and brief interviews with the principals, teachers and committees of MTsN 1 Balangan and MTsN 3 Balangan, the researchers can find out the context of the research, that the two MTs N have several extracurricular activities that are very prominent and different from other MTs in Balangan Regency.

METHOD

This study used a multi-site qualitative approach at MTsN 1 Balangan and MTsN 3 Balangan. The research instrument was the researcher himself. Data collection techniques used this study were interviews, observation and documentation. Respondents as key informants were principal of the *madrasa*, *wakamad*, teachers and madarasah committees. Data analysis was carried out using the interactive analysis of the Huberman model (2014). The instrument in this study included the management of character education which consists of planning, organizing, implementing, evaluating and following up. This analysis model consists of four steps that interact with each other from one step to another. These steps were data collection, data presentation, data reduction and conclusion drawing. This study tried to describe aspects that are relevant to the observed phenomena and describe the characteristics of existing phenomena or problems. This research is also included in the type of field research research with more than one research object or multiple sites, namely MTsN 1 Balangan and MTsN 3 Balangan. A multi-site study was a research design that involved several sites, places and research subjects. The research subjects were assumed to have the same characteristics. The data collection techniques used in this study were in-depth interviews, participant observation and documentation. Data analysis using two techniques, namely single site analysis and cross site analysis. The validity of the data used a validation test using credibility, dependability and conformability test techniques.

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FINDINGS AND DISCUSSION.

Based on the findings in the field through observation, documentation and interviews with various parties at two sites, namely MTsN 1 Balangan as site I and MTsN 3 Balangan as site II, researchers can describe as follows:

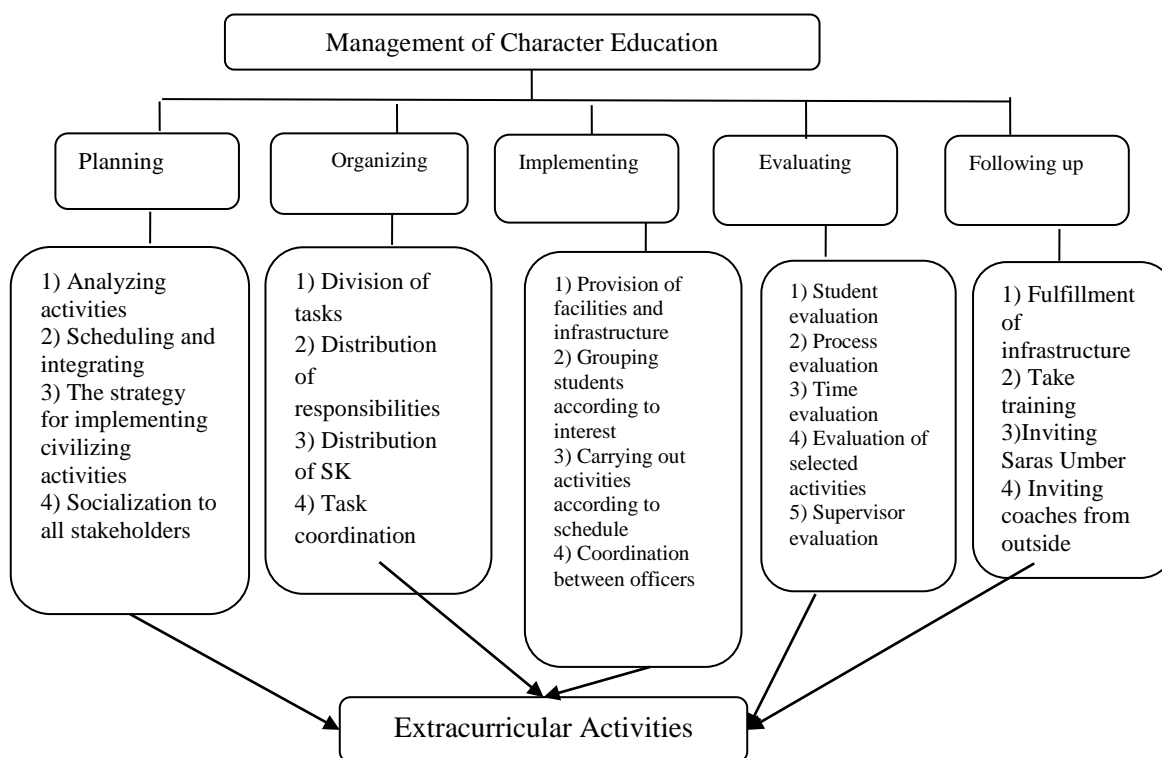


Figure 1: The Research Concept

Planning the Character Education

Character education planning becomes a priority based on the vision and mission by considering the needs and benefits for students and madrasas by involving all teachers, all planned activities are socialized to all madrasa residents and community members.

Organizing the Character Education

In organizing character education, it is carried out at the beginning of the school year by involving all teachers through a meeting mechanism and considering educational qualifications, activity, experience and skills, the results will be poured in the Decree of the Principal of madrasa.

Implementing the Character Education

The implementation of character education is not only carried out in teaching and learning activities in the classroom, it is also carried out in extracurricular activities and in habituation activities by instilling religious values and general goodness that have a positive impact on students' daily lives.

Evaluating the Character Education

Evaluation education Character includes head supervision of teachers who are reported periodically or directly in every activity in the field, if there is a violation, a warning or sanction will be given but in a family atmosphere.

Following-up Character Education

The follow-up to character education is that the madrasa tries to fulfill the facilities and infrastructure of activities and build networks to exchange ideas to gain knowledge and experience to improve their ability to carry out activities.

DISCUSSION

The information and data obtained from the description of the research results above can be interpreted through an explanation that leads to the formulation of the research problem. So that it can be directed at achieving the research objectives that the authors have formulated regarding the description of character education management in the perspective of extracurricular programs (multi site studies at MTsN 1 Balangan and MTsN 3 Balangan) have generally been carried out well and programmed. Furthermore, it can be discussed with the following explanation:

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Planning the Character Education

Character education planning is an effort to organize and arrange character education in detail. Therefore, character education planning must be paid attention to the various stages that occur in character education

1) Initial Phase

The initial phase in character education is an effort to introduce religious values (various characters) to students/community, through various approaches, such as teaching, recitation, providing guidance and counseling, advice and so on. In this stage, character education is more of a cognitive development (learning to know) which emphasizes the intellectual side of students/society. Therefore, memory and consistency of reading information play an important role for students for this stage of recognition. It is in this early phase that the foundations of education are laid. It is just that because of its informal nature, the introduction of the value of religiosity to children can be done anytime, anywhere and under any circumstances. For example, before going to bed, when eating together, when going out, during prayer times and other times, parents can contextually provide advice and direct direction to children.

In the non-formal education environment, the introduction of religious values can be obtained through recitations, lectures, training, courses, socializing among others and other social activities. When a person has interacted with other people outside his family, consciously or not, there has been a socialization of various values that exist in that society. From this social interaction, a person will be more familiar with socio-cultural life with a set of values that are held or upheld by the community concerned. As for the formal education environment, the introduction of the value of religiosity can be achieved through the presentation of subjects, such as religious subjects, morals, sociology, law, the basics of the state, language, history and all the subjects (courses) offered. The presentation of the material of religious values (various characters) in religious education subjects, morals and similar subjects certainly does not cause problems, because the value of religiosity is a direct part of these subjects. While the presentation of material on the value of religiosity in general subjects such as language, history, sociology and similar subjects is very dependent on the educator who gives the lesson. Here, educators are required to be able to relate or integrate their subject matter with the character values that have been determined by the madrasa.

2) Internalization Phase

After students or community members intellectually have known various characters that must be upheld, then the next stage of character education is appreciation. Because this appreciation effort tends to be internal, it is referred to as the step of internalizing the existing character values.

Efforts to internalize values take place in a certain process and get support from the social environment around them. This means that the variety of characters they receive through the first stage can really be lived by students by witnessing the social life around them where other people practice and uphold these moral values. Respect for guests, for example, students recognize him as a character that must be upheld because in his daily life he sees the people around him also respect and honor their guests. Based on the illustration above, the three educational environments (informal, non-formal and formal) can proportionally seek to internalize the moral values that have been introduced.

3) Strengthening Phase

The last of character education is strengthening or embodiment of character in real life. In this stage, the personality of students has been able to manifest in their daily lives, so that their presence is beneficial for themselves, their families, others, the surrounding environment, nation, state and religion. The various characters that he has learned and lived will be practiced in his life. Thus the real behavior of students is the result of the learning process so far. So do not be surprised if the success and failure of the educational process is seen from real everyday behavior. For this reason, learning is interpreted as a change in behavior. This means that a learner is someone who is in the process of becoming better, more useful, more civilized.

On the other hand, the planning of character education at MTSN 1 Balangan and MTSN 3 Balangan in Balangan Regency is based on the vision of character education set by each madrasa, which is an ideal that will be directed through the performance of educational institutions. Without a vision that is expressed through a clear statement that can be understood by all parties involved in the educational institution, every effort to develop character education will be in vain. Therefore, every school should determine the vision of education that will be the basis of reference for every work, program development and approach to character education carried out in schools.

Character education in madrasa will further alter each individual when they all feel involved in determining the vision so that the vision becomes part of the personal beliefs and beliefs of the educational institution community. If the vision within the educational institution already exists, the educational institution must also have a mission, namely a more practical operational description, whose indications can be verified, measured and evaluated continuously. Mission is an effort to bridge the daily practice in the field with ideals that animate the entire movement of educational institutions. The achievement of the mission is a sign of success in implementing the vision consistently. Character education planning is the process of determining values. The very basic thing when starting character education is determining the values that will be instilled or taught to students. According to Dharma (2008) the process of determining this value must involve the school community, namely teachers, parents and the surrounding community; so that schools will reflect the entire community they serve, able to produce students with characters

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according to community expectations. This process has been carried out by Pasaribu (2016) when intending to integrate character into the school curriculum. Bulach conducted a survey of parents, teachers, and religious leaders to obtain the types of values and behaviors that their children expected. Based on the survey results, schools design character content for their students.

Organizing the Character Education

According to George R. Terry in Tangkilisan (2012), organizing functions to classify and determine various important activities and provide power to carry out activities. Organizing in educational management is compiling what is needed by educational institutions. Organizing is defined as the activity of dividing tasks among people who are involved in working together at school. Organizing activities determine who will carry out the tasks according to the organizing principle. So that organizing can be referred to as the whole process of selecting people and allocating facilities and infrastructure to support the tasks of those people in the organization and regulate their working mechanisms so as to ensure the achievement of goals.

Organizing includes the division of work, assigning members of the organization to work on it, allocating resources and coordinating the efforts taken. Organizing is the second task of managers after the preparation of the plan has been completed. Carrying out the organizing function will increase the efficiency and effectiveness of the organization. According to Sedarmayanti (2018), organizing has several benefits, it can create and maintain relationships among all organizational resources by showing which resources should be used for certain activities, when, where, and how to use them. Organizing can help managers reduce the disadvantages of high costs, such as duplication of activities and organizational resources that are not fully used. Organizing has a role to improve managerial skills to suit the needs of the current management system. Organizing can encourage and create a more conducive organizational climate in the management system, either overall or partially. In extracurricular-based character education, we can detail the stages of organizing as follows:

- 1) Setting the goals of extracurricular organization within the framework of character education
- 2) Determine the main tasks of extracurricular management
- 3) Divide the main tasks into more detailed tasks in extracurricular activities
- 4) Allocating available resources in madrasas
- 5) Provide directions for tasks
- 6) Evaluate the results of the organizing strategies that have been carried out in extracurricular activities.

Implementing the Character Education

The implementation of character education is an attempt to implement and apply character values into extracurricular activities. These values can be understood as general good values in the social life of society and also common in religious life, in this case Islam.

Extracurricular activities are one of the informal activities at school in addition to co-curricular and intra-curricular activities. According to Noor (2012) extracurricular activities are educational activities outside of subjects and counseling services to assist the development of students according to their needs, potential, talents, and interests through activities that are specifically organized by educators and/or educational staff who are capable and authorized madrasas. .

Barnawi (2012) stated that extracurricular activities are educational activities outside the subject to help develop students according to their needs, potential, talents, and interests. Extracurricular activities are educational activities outside of subjects to assist the development of students according to their needs, potential, talents, and interests through activities that are specifically organized by educators and/or educational staff who are capable and authorized in schools.

Through extracurricular activities, it is expected to be able to develop abilities and a sense of social responsibility, as well as the potential and achievements of students (Benjamin & Fauth, 2019) . Based on the opinions of several experts above, extracurricular activities are informal activities outside the subject. Extracurricular activities aim to help the development of students in accordance with the potential, talents, and interests of students.

Based on Permendikbud number 81A article 2 of 2013 attachment III regarding curriculum implementation, extracurricular activities have the following functions and objectives: (1) developmental, (2) social, (3) recreational, and (4) career preparation functions.

- 1) Development function, namely that extracurricular activities function to support the personal development of students through expanding interests, developing potential, and providing opportunities for character building and leadership training.
- 2) Social function, namely that extracurricular activities function to develop the ability and sense of social responsibility of students. Social competence is developed by providing opportunities for students to expand social experience, practice social skills, and internalize moral and social values.
- 3) Recreational function, namely that extracurricular activities are carried out in a relaxed, encouraging, and fun atmosphere so as to support the development process of students. Extracurricular activities must be able to make school life or atmosphere more challenging and more interesting for students.
- 4) Career preparation function, namely that extracurricular activities function to develop students' career readiness through capacity building.

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Meanwhile, in the context of character education, the implementation of this extracurricular activity aims to increase the ability of students both cognitive, affective and psychomotor abilities. It should also be understood that extracurricular activities are carried out in order to develop the talents and interests of students in personal development efforts towards positive whole human development through habituation methods. The purpose of this extracurricular activity clearly illustrates that the character education of students in extracurricular activities needs to be fostered and built properly.

Evaluating the Character Education

Evaluation is an educational tool or educational component that is intentionally created and used for the achievement of educational goals. Priyanto (2016) states that abstract educational tools are related to problems of habituation, supervision, orders, prohibitions, rewards, and punishments. The explanation is as follows:

- 1) Habituation, students are accustomed to doing an activity that is learning, for example getting used to kiss the teacher's hand when entering school.
- 2) Supervision, namely making painstaking observations of the development of students in general, and supervision of the development of their learning achievements in particular.
- 3) Commands, namely giving various orders according to the abilities of students, taking into account the age of the students and their mentality.
- 4) Prohibition, which is to prohibit students from taking certain actions.
- 5) Rewards, namely offering awards/ prizes for students who carry out various orders and leave the prohibitions.
- 6) Punishment, namely stipulating legal sanctions that are educational in nature for all students who violate the rules, whether in the family, school or surrounding environment.

In general, evaluation for character education is carried out to measure whether a child already has one or a group of characters determined by the school within a certain period of time. Therefore, the substance of the evaluation is in the context of character education in an effort to compare children's behavior with the character standards (indicators) set by the teacher and/or school (Cahyani, 2016). The process of comparing children's behavior with character indicators is carried out through a measurement process. The measurement process can be done through certain tests or not through tests (non-tests). The objectives of the evaluation of character education are as follows:

- 1). Knowing the progress of learning outcomes in the form of ownership of a number of certain character indicators in children within a certain period of time;
- 2). Knowing the advantages and disadvantages of learning designs made by teachers; and
- 3). Knowing the level of effectiveness of the learning process experienced by children, both in classroom, school, and home settings.

Following-up the Character Education

1. Physical Support

In following up on the implementation of character education, it is natural for schools to provide physical support facilities for each activity program, should be considered to support the implementation of an effective extracurricular activity program. Facilities for this program include: (1) Extracurricular Office Room for meeting purposes, (2) Extracurricular Equipment Warehouse, (3) Extracurricular practice locations (4) Guidelines/sources and opportunities to participate in extracurricular programs offered; (5) Student bio data form, (6) Test tool and interview form, (7) List of students/groups of students for extracurricular activity services, (8) Extracurricular activity program design form, (9) Extracurricular activity monitoring and guidance form. (10) Evaluation form for the results of extracurricular activities (11) Certification form for the completion of student participation in trusted extracurricular activity programs.

2. Non-Physical Support.

Non-physical support can be in the form of support for the progress of teacher competence either through collaboration or through training. In terms of non-physical support In essence, supporting the key roles of each person in the school such as principals, vice principals, teachers, homerooms, teachers/BP officers, librarians, and OSIS management are optimized in their positions and related directly with the development of extracurricular activities programs. In addition, teachers/instructors should be teachers in schools who have relevant educational backgrounds and/or teachers who have a strong interest in it.

Meanwhile, if the school does not have a teacher/instructor with a relevant educational background and does not have a teacher who is interested in organizing extracurricular programs, the school can seek it by: (1) Inviting teachers/instructors in the extracurricular field from other nearby schools/educational institutions through cooperation mutually beneficial, (2) Utilizing existing and potential resource persons/experts in the community around the school. (3) develop the required capabilities through the teacher forum.

Training or training is defined as an activity that intends to improve and develop the attitudes, behavior, skills, and knowledge of its employees in accordance with the wishes of the company. Thus, the intended training is training in a broad sense, not limited to merely developing skills. defines training as a systematic process in which employees learn knowledge , skills , abilities or behavior towards personal and organizational goals.

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Training for madrasa teachers is a process of teaching certain knowledge and skills and attitudes so that employees are more skilled and able to carry out their responsibilities better according to standards. In further definitions there are differences in the meaning of training and education. Training refers more to the development of vocational skills that can be used immediately, while education provides knowledge about certain subjects, but is more general in nature, structured for a much longer period of time.

CONCLUSION

Management of extracurricular-based character education is based on general good values and special religious values in educating students' character. Common good values such as honesty, politeness, politeness, mutual respect, tolerance and so on. In special values related to religious teachings, the terms *amanah*, *shidq*, *uswah hasanah*, morality, *istiqomah* and *tawadhu* are used. Extracurricular-based character education program planning is planned in the articles of association and by-laws including (1) the Initial phase, (2) Internalization phase, (3) Strengthening phase. In organizing character education, madrasas take several steps as follows: (1) Setting the goals of organizing extracurricular within the framework of character education, (2) Establishing the main tasks of extracurricular administrators, (3) Dividing the main tasks into more detailed tasks. in extracurricular activities, (4) allocating available resources in madrasas, (5) providing directions for assignments, (6) evaluating the results of organizational strategies that have been carried out in extracurricular activities. The implementation of character-based education in learning is not a special subject. In coaching and extracurricular activities as an enrichment of Islamic knowledge as well as habituation of behavior according to noble character values in the form of *halaqoh tarbawiyah* activities or Islamic mentoring, student organization activities, sports and leadership. In boarding school management emphasizes human resource management and democratic leadership so as to encourage the participation and responsibility of all school components in achieving educational goals and fostering noble character. Evaluations carried out in extracurricular-based character education are carried out periodically through reports submitted by each person in charge of extracurricular activities. Evaluation also includes supervision carried out by the head of the madrasa to teachers and teachers to members or students. In this way, a harmonization is created in evaluating extracurricular-based character education. Following-up character education includes follow-up in the form of material support in this case in the form of fulfilling various facilities that are lacking in extracurricular programs. In addition, following-up is also in the form of non-physical matters such as providing access to cooperation and discussion forums as well as participation in various trainings, workshops, seminars, and webinars.

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