



Managing Behavior Based on Character in The Era Of Globalization

Heriyadi Heriyadi ^{1*}

¹ Universitas Nurul Jadid, East Java, Indonesia

*Corresponding Author: yheri1169@gmail.com

Abstract : Character education management is to shape one's personality through character education. The results are seen in a person's real actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work, empathy, and so on. This research aims to learn about the management of student character education in responding to the challenges of modernity in the era of globalization at schools based on pesantren. This research uses a qualitative method with a case study type with a case study design. The case study in this research is an in-depth study of individuals, a group, an organization, an activity program, and so on at a certain time. Data collection techniques in this study were carried out circularly using three approaches: 1) participant observation, 2) in-depth interviews, and 3) documentation. While the data analysis in this study was carried out through; data reduction, data presentation, and drawing conclusions or verification. Findings about the management of student character education in responding to the challenges of modernity in the era of globalization at schools based on pesantren include; 1) the planning of the student character education management program at schools based on pesantren is to plan the formation of the vision and mission according to the goals of the foundation, after that, design the formation of the structure and determine the main tasks and functions, plan the budgeting of program needs and plan the arrangement of the program by student character education. 2) The implementation of the student character education management program at schools based on pesantren is carrying out the vision and mission listed in positive value habits and three methods, namely understanding, habits, and exemplary by character education; members of the institution are responsible and work according to their duties and authorities, provide needs by the school program and carry out program arrangements that are carried out together.

Keywords : Managing Behaviour; Character; Globalization.

Article History : Received: February 2023 Revised: May 2023 Accepted: May 2023

Copyright © 2023 Journal of Research in Educational Management, All Rights Reserved



This is an open access article distributed under the terms of the Creative Commons Attribution-Share Alike 4.0 License License

INTRODUCTION

Education management integrates the education management process and system to achieve educational and development goals. In addition, education management is the art and science of managing educational resources to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society (Arar & Nasra, 2020). Nation and state. As a goal that has been set, it certainly has systemic steps in achieving the goal to be achieved. The understanding of management from the point of view of its function is the process of planning, organizing, leading, and controlling (Ghufron et al., 2023).

Along with the increasing era of globalization, the education world faces various complex problems. If this problem is not immediately addressed appropriately, then the world of education will be left behind by the times. Awareness of the appearance of the world of education in solving and responding to various challenges in every era is a must. This is understandable, considering that the world of education is one of the institutions directly involved in preparing the future of humanity (Mundiri, 2018). The failure of the world of education in preparing the future of humanity is a failure for the nation's survival.

Several problems of the younger generation are in the spotlight among the general public, such as status violations, running away from home, skipping school, drinking, illegal racing, etc. Status violations like the one above are usually difficult to record in quantity because they are not included in legal violations. In addition, behavior that deviates from the norm includes premarital sex among adolescents, teenage female abortions, and others (Arifudin et al., 2021). This could be due to a lack of character education management at an early age from institutions and parents as the first education a child gets. In addition, the mental condition of children is unstable, making it difficult to control their emotions and difficulties in filtering everything that enters their minds and souls. Thus resulting in rebellion and not thinking first before acting. So that this has an impact on students' lack of discipline in participating in all activities and learning at school.

Character education management is to shape one's personality through character education (Crossan et al., 2022; Haryanti et al., 2022). The results are seen in a person's real actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work, empathy, and so on. Personality is considered a feature, characteristic, style, or distinctive character of a person that originates from formations received from the environment, such as the family in childhood, which is also innate (Bandura, 2005). Character education management contains three main elements, namely, knowing the good (knowing the good), loving the good (loving the good), and doing good (doing the good). In Character Education, goodness is often considered a series of good qualities (Saleh, 2020). The existence of this character in education management can build the personality and civilization of students. This is because, with character education management carried out in education, it is an organization that

accommodates several ways of managing students to help students through the era of globalization, which is full of challenges of modernity (Fadlillah, 2023). Educational institutions that can shape students' character are a form of business that must be considered because, looking at this modernization period, it is very modern. Institutions are an active process. Therefore there is a need for management and special strategies in good marketing to increase the quantity or number of students with superior quality and professionalism through school management that produces students with character in responding to the challenges of modernity in the era of globalization. Schools with a good number of students and a perceived quality of character will form a strong character in the eyes of society (Sa'diyah, 2022).

Many previous researchers have researched the problem of student character education management. As was done by Muh Idris entitled Character Education from an Islamic Perspective and Thomas Lickona, the results of their research were: that character education is a trusted solution to solving educational problems. In this perspective, the character is very synonymous with morality, so that character can be interpreted as an embodiment of universal human behavior values and includes all human activities, both the relationship between humans and God (*hablumminallah*), human relations with humans (*hablumminannas*) and human relations with the environment (Idris, 2018).

In addition, Atik Maisaroh, Bambang Budi Wiyono, and Imron Arifin conducted their research with the title Program Management for Strengthening Character Education in Elementary Schools (Maisaroh et al., 2018). The research on character education strengthening program planning has several stages, namely observation, coordination meetings, compiling work programs, program implementation, results and evaluation, and evaluation, the school principal is assisted by the school development team and school coordinator, program implementation through four stages of activity, namely integration, acculturation, exemplary, and collaboration with parents, the program evaluation process is direct, program evaluation goes through four stages, namely preparing an evaluation plan, supervising, processing data, and meeting repairs. Meanwhile, this study refers to the novelty of student character education management with the challenges of modernity in the era of globalization which was carried out schools based on pesantren.

METHOD

Method

This study employed a qualitative approach using a case study design to obtain an in-depth understanding of the management of student character education in addressing the challenges of modernization in the era of globalization. A case study design was selected because it enables researchers to investigate complex educational phenomena within their real-life context and to capture the perspectives of participants comprehensively (Baharun, 2020). The research was conducted at the selected educational institution that has implemented character education as an integral component of its educational management. The

research site was purposively selected due to its commitment to integrating character education into academic and extracurricular activities.

Data were collected through participant observation, semi-structured interviews, and document analysis. The participants were selected using purposive sampling and consisted of the school principal, teachers, student affairs coordinators, and students who were actively involved in character education programs. Participant observation enabled the researchers to examine the implementation of character education in everyday school activities, while semi-structured interviews provided in-depth insights into participants' experiences and perspectives. Documentary evidence, including school policies, character education programs, and institutional reports, was analyzed to complement the primary data. The collected data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. To ensure the trustworthiness of the findings, credibility was established through source triangulation and methodological triangulation by comparing information obtained from observations, interviews, and documentary evidence.

RESULT AND DISCUSSION

1. The Strategic Planning of Student Behavior in The Era of Globalization

Program planning is the key for an institution to determine which direction an institution will be taken, and the good or bad direction of the institution depends on the planning to be carried out. In planning a character education program, according to the findings of researchers who conducted research at School based on pesantren used management theory, Georgy R. Terry, and character education, Thomas Likona.

Good planning will be achieved by considering the conditions in the future and the plans and activities that will be decided to be carried out. The need for planning lies in the fact that humans can change the future according to their will (Mundiri, 2019). The future is the result of past circumstances. Thus the basic foundation of planning is the ability of humans to consciously choose the alternative future they will want and then direct their efforts to realize the future they choose, in this case, what kind of management will be applied, so that on that basis, a plan will be realized with Good.

The principal of schools based on pesantren, said that the planned programs implemented were made to form a character for students; one of the first steps taken by the institution was to form a vision and mission (Humaidi & Mudarris, 2022). The vision and mission planning was designed according to the schools based on pesantren foundation, namely the schools based on pesantren. It aims to shape students' character with good morals, achievement, environmental awareness, and global competitiveness. In addition, the vision and mission are by the foundation's goals, designed together so that all parties concerned can accept the program results.

As with the steps above, the vision and mission of the institution become a reference in formulating goals, expectations, and directions in planning character education. So that

the expectations to be achieved are what the institution desires. Likewise, the formation of structures, programs, and others. The next step is to plan to establish an institutional or organizational structure. This aims to determine the division of tasks and authority. The structure at schools based on pesantren is well established, and the assignments are clear, making it easy to move on to the implementation and evaluation stages. Furthermore, schools based on pesantren determines how the program will be implemented using the modern school curriculum but does not also eliminate matters relating to the pesantren, namely reciting the Koran and fostering ahlakul karma. Character education at schools based on pesantren is planned through various activities, including instilling student character values. The principal of schools based on pesantren, said that before the planned programs were implemented, the institution inserted a dialogue with the teacher, which was disseminated to students. It is intended that the program will be carried out well. The programs implemented by the institution are made to form students' character. With the planned student character education program above, schools based on pesantren is also planning some financing for the needs of the character education program, which aims to support the effectiveness and efficiency of managing the program.

The Deputy Head of Student Affairs at schools based on pesantren provided information, in the process of implementing the character education program later, there was one support for the maximum implementation process, namely program management. The purpose of this is to create conducive activities for students and make it easier for teachers to carry out student character education learning. So from the above, schools based on pesantren also designed several program arrangements to be implemented. From the results of this research, basically planning student character education programs that are designed must be in accordance with the goals of the institution. So that there is no gap between the program being implemented and the vision and mission that has been formed.

2. The Strategic Action of Student Behavior in The Era of Globalization

The school's success in achieving its targets or goals is strongly influenced by the school's commitment to implementing what has been formulated as its vision and mission (Muali & Rohman, 2023). The purpose of schools as educational institutions is to help students to develop optimally in terms of physical, moral, social, and spiritual knowledge and skills. The school's vision and mission should contain the values of student character education needed by all school members in carrying out their daily activities to create a professional, safe, comfortable, and family-friendly school environment.

In the case above, the implementation of the vision mission is contained in the educational method used by schools based on pesantren to apply the values of character education for students in responding to the challenges of modernity in the era of globalization. In addition, this is also in line with the initial goal of the schools based on pesantren, reciting the al-Qur'an and fostering good morals. In line with the statement by

the Principal of schools based on pesantren, the implementation of the vision and mission discussed by the foundation, school principals, and teachers is contained in the educational methods used by the school. This is to apply the values of character education and to follow the initial goals of the pesantren, namely reciting the al-Qur'an and fostering good morals.

The learning method for character education at schools based on pesantren is the innate method applied by the pesantren, namely understanding, habit and example, the last is the additional method, namely deliberation. The method of understanding here is determining a student's ability to understand, and understand character education in schools. Another word to understand is to know about something and be able to see it from various points of view. For example, a teacher can be said to understand a program if he can provide an explanation or give a more detailed description of it using his own words (Supardi, 2022). Furthermore, the habitual method is a follow-up to the understanding method. This method aims for everything that is learned by students to be carried out automatically, even when implementing it students do not need to think broadly, because it is done continuously so that it becomes part of the students' thoughts and souls. Meanwhile, the exemplary method at schools based on pesantren is anything that should be imitated or good to emulate with regard to the words, deeds, attitudes and behavior of teachers or students that are learned at school.

From the three explanations, one of the language teachers at schools based on pesantren said that, as an institutional teacher who runs the program using the character education method of understanding, exemplary and habituation, there are no difficulties in carrying out the learning and teaching process.

Specifically, the deliberation method at schools based on pesantren is an additional method formed by the school to follow the character education rules of the pesantren and in order to educate students to become students who have innovation and broad knowledge. In addition, this method is applied to train students to speak on the basis (dalil), from books that have been read and knowledge gained, apart from that deliberations will emphasize students on the nature of discipline and mutual respect for the opinions of others.

The next step is to implement the establishment of an institutional structure. The division of labor in the form of a structure at schools based on pesantren is carried out based on its management function. It aims to serve the interests of the institution by placing competent people according to their fields and expertise. In addition, the implementation of the structure at schools based on pesantren was formed in a deliberative manner and the assignments were clear and good. This is intended to make it easier for a teacher to carry out the vision and mission process of the program that has been regulated by the school.

Another thing that needs to be considered in carrying out student character education is karma (Muali & Qodratillah, 2018). Manners here are the behavior of a student towards fellow creatures. At schools based on pesantren, character education learning as above is implemented by the teacher through welcoming students in the morning.

Welcoming students also provides a good example for students to come to school on time. Before students come, the teacher is already at school. This indicates that the teacher is ready to share, transfer knowledge and facilitate knowledge to their students.

Every morning at 07.00 am, the teachers line up neatly to welcome the students at the school gate. Besides welcoming students with smiles, greetings and greetings, do not forget that teachers also motivate students to be active and diligent in learning. In addition, the teacher also monitors the discipline and neatness of students in dressing. If there are participants who don't use school attributes, the teacher will immediately give directions or tidy them up. From the above, a different example of instilling character education and values of life in students is exemplary habituation to older people, teachers and school principals. Deputy Head of Student Affairs at schools based on pesantren said, at schools based on pesantren during recess, students when they met teachers or older people, bowed and said hello first. This is one of the examples to older people that is carried out here.

In Islamic teachings, to start all forms of activity, must begin with prayer. Prayers are said differently depending on the form of the institution's activities. The implementation of these activities at schools based on pesantren has become a culture that has been ingrained for a long time. It is intended that whatever will be studied or discussed by students will be useful or blessed in this world and the hereafter. Technically, the implementation of these activities is conditioned by the management of the Intra-School Student Organization (OSIS). In the morning, before carrying out teaching and learning activities, the principal, teachers and students will line up neatly in the yard of schools based on pesantren.

For technical readings, it will be led by class representatives who are already listed in the schedule formed by the OSIS board and attended by all students and teachers who are in the school yard. Sometimes after reading the prayers, the school principal or school administrators take the time to socialize on school-related matters. OSIS administrator emphasized that the osis committee makes a prayer leader's schedule, once a month, going around each class to ask who will read the prayer, then it is recorded. And for each class, the prayer may not be that person again. After that, it is typed and pasted on the information board.

In addition to instilling the values of character education above, schools based on pesantren also emphasizes the values of independence and being social. These values can be seen in the various activities and habits implemented in the institution. The value of independence teaches students that they must be able to meet their own needs without relying on others. Students are accustomed to being independent to discover how far they are capable and can develop their potential while at school. Whereas habituation that can be used as a suggestion for instilling the value of independence is preparing for daily learning needs.

The social value teaches students to help each other and help each other because humans are social beings who need each other. The social values that are accustomed to at schools based on pesantren can be seen in every student activity. schools based on pesantren students said that some examples of activities that can instill an attitude of mutual help are cleaning the classroom and school environment together and collecting class fees so that when there is a competition at the school level, students have no trouble finding funds. At the same time, the value of discipline is directed and emphasized on activities that are mandatory or supporting in nature, namely congregational prayer activities and reciting the Koran. Discipline values will form human beings who are by the norms of the code of conduct that align with Islamic principles.

In addition to the above activities, schools based on pesantren also carries out character education for students formed by extracurricular activities. These activities are intended to develop student's talents and interests and form a creative and innovative spirit within students. Extracurricular activities at these institutions include PMR and UKS, Hadrah, Student Press, Martial Arts, entrepreneurship, and others. Student Council and Extra Men's Advisor said that all the extras were intended so that students who took part could have a creative and innovative spirit, later these students could also develop the talents they already had; students were educated, not to be shy and have confidence in their potential.

When carrying out the program, if there are students who break the rules or do not take part in activities without permission, they will be punished. This aims to form a sense of responsibility in students for school activities. Students become accustomed to doing them without constant reminders and coercion from other people so that habituation in institutions can run smoothly and be well received by students (Wahid et al., 2022). The determination of punishment remains directed at the cultivation of religious values, as an example of the punishment given, such as students being asked to read several verses of the Qur'an or memorize several short surahs.

Based on the results of this study, it can be stated that: The right training program at schools based on pesantren can influence students' appeals in developing character so that they are able to answer the challenges of the times in the era of globalization. The implementation program at schools based on pesantren has an effect on the development of student character, without implementing the program it cannot be developed, so that the implementation of the program is expected to be carried out as well as possible, so that every step of the program can provide character education to students.

True character education is not just a habit of good things applied to students or students. However, this habituation must always be carried out continuously so that the character values instilled can become good student habits (Lubis et al., 2022). However, sometimes educators pay less attention to whether these character values have been

entrenched in students. Therefore, in building character in educational institutions, it is necessary to evaluate its implementation.

CONCLUSION

The research findings lead to the following conclusions regarding the student character education management program School based on pesantren; 1) The strategic planning of student behavior in the era of globalization. The planning phase of the student character education management program involves several critical steps. Firstly, it entails the formulation of a well-defined vision and mission aligned with the foundational objectives. Following this, the design of the program structure is established, encompassing the delineation of key responsibilities and functions. Additionally, meticulous budget planning for the program's requisites is undertaken. Lastly, the program's framework is meticulously organized, incorporating various aspects of student character education; 2) The strategic action of student behavior in the era of globalization. The implementation phase of the student character education management program embodies the realization of the predefined vision and mission. This is effectively accomplished through the incorporation of positive value habits and the utilization of three primary methods: understanding, habituation, and exemplification. The members of the institution exhibit a high level of responsibility and adhere to their designated roles and responsibilities, effectively contributing to the program's success. Necessary resources and requirements are catered to by the school's program, ensuring the program's smooth execution. The program arrangements are carried out collaboratively, involving the concerted efforts of various stakeholders.

In essence, the planning phase emphasizes the foundational aspects of the program, aligning it with the institution's goals and structuring it for efficiency. On the other hand, the implementation phase focuses on the realization of the set objectives through positive habits and collaborative efforts. The comprehensive approach to student character education management at School based on pesantren highlights the institution's dedication to fostering holistic development among its students.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to Universitas Nurul Jadid, East Java, Indonesia, for its institutional support throughout this research. Special appreciation is extended to the school leaders, teachers, students, and all participants who generously contributed their time, experiences, and valuable insights during the data collection process. Their cooperation was essential to the successful completion of this study. The author also gratefully acknowledges the anonymous reviewers and the editorial team for their constructive comments and valuable suggestions, which have significantly enhanced the quality of this manuscript.

BIBLIOGRAPHY

- Arar, K., & Nasra, M. A. (2020). Linking school-based management and school effectiveness: The influence of self-based management, motivation and effectiveness in the Arab education system in Israel. *Educational Management Administration & Leadership*, 48(1), 186–204. <https://doi.org/10.1177/1741143218775428>
- Arifudin, O., Mayasari, A., & Ulfah. (2021). Implementasi Balanced Scorecard dalam Mewujudkan Pendidikan Tinggi World Class. *Edumaspul - Jurnal Pendidikan*, 5(2), 767–775.
- Bandura, A. (2005). *Theories of Personality*. McGraw-Hill Companies.
- Crossan, M. M., Nguyen, B., Sturm, R. E., Vera, D., Ruiz Pardo, A., & Maurer, C. C. (2022). Organizational learning through character-based judgment. *Management Learning*, 135050762211009. <https://doi.org/10.1177/13505076221100918>
- Fadlillah, F. (2023). The Training on Quizizz as a Learning Media for Elementary School Teachers. *GEMEINSCHAFT: Journal of Social and Community Engagement*, 1(1), 1–10.
- Haryanti, A. S., Hufad, A., & Leksono, S. M. (2022). The Strengthening of Character Education Based on Local Wisdom Through Hikayat Nyimas Gamparan. *Pedagogik: Jurnal Pendidikan*, 9(1), 15–27. <https://doi.org/10.33650/pjp.v9i1.3495>
- Humaidi, A., & Mudarris, B. (2022). The Visionary Leadership of Headmaster in Improving School Achievement. *Journal of Research in Educational Management*, 1(1), 11–19.
- Idris, Muh. (2018). Pendidikan Karakter: Perspektif Islam Dan Thomas Lickona. *Ta'dibi: Jurnal Manajemen Pendidikan Islam*, 7(1), 77–102.
- Lubis, S. J., Widyastika, D., Sitorus, R. H., & Medan, U. B. (2022). School Education Journal Pgsd Fip Unimed. *School Education Journal Pgsd Fip Unimed. SEJ (School Education Journal)*, 12(1), 57–63.
- Maisaroh, A., Wiyono, B. B., & Arifin, I. (2018). Manajemen program penguatan pendidikan karakter di sekolah dasar. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 1(3), 302–312.
- Muali, C., & Qodratillah, K. R. (2018). Pengembangan karakter guru dalam menghadapi demoralisasi siswa perspektif teori dramaturgi. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 8(1), 102–114.
- Muali, C., & Rohman, F. (2023). Upaya Kepala Sekolah Dalam Mengembangkan Aspek Literasi Siswa Melalui Perpustakaan. *Jurnal Educatio FKIP UNMA*, 9(1), 42–47.
- Mundiri, A. (2018). Inovasi Pengembangan Kurikulum Pai di SMP Nurul Jadid. *Tadrib*, 4(1), 34–42.
- Mundiri, A. (2019). Strategi Lembaga Pendidikan Islam dalam Membangun Branding Image. *Pedagogik; Jurnal Pendidikan*, 3(2), 58–72.
- Sa'diyah, H. (2022). Manajemen mutu pendidikan dalam meningkatkan sumber daya manusia. *Bidayatuna*, 1(2), 183–204.
- Saleh, S. (2020). PERAN Lembaga Pendidikan Dalam Membentuk Karakter Bangsa. *Pendidikan Ilmu-Ilmu Sosial*, 1(1), 101–112.
- Supardi. (2022). Pembelajaran Nahwu dengan Metode Deduktif dan Induktif. *Keislaman Dan Pendidikan*, 3(1), 24–34.
- Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, A. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research*, 1(2), 82–94.