

MANAGEMENT PROGRAM IMPLEMENTATION FOR STUDENT DISCIPLINE CHARACTER THROUGH POSITIVE VALUE HABITUATION PROGRAM MANAGEMENT

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ABSTRACT

The research aims to investigate how Positive Value Habituation program management comprises planning, organizing, implementing, and monitoring. This research employed a descriptive analytic approach with a qualitative methodology. Observation, interviews, and documentation studies are utilized as methods of data collection. Based on data processing, the research results are as follows: Based on data processing, the research obtained are: (1) Program planning is carried out by means of a leadership work meeting to formulate and discuss what policies need to be applied in the program reference, program objectives to apply disciplined character, determine the schedule for a program, materials and determine the budget needed to carry out a program (2) Organizing is done by creating a school organizational structure for the division of tasks to staff to facilitate the program implementation process (3) Program implementation with routine, spontaneous, and programmed activities which are followed by students based on planned plans. has been determined. (4) Program supervision is carried out, namely to students by calling their parents, to personnel by giving rewards and

INTRODUCTION

This occurrence currently breaches several disciplinary rules. Examples of undisciplined conduct include littering, improper parking, arguing over resources, and so on. In addition, indiscipline is prevalent in the school setting, as seen by tardiness, lack of complete school uniform, violation of school regulations, treading on plants, scribbling on walls or desks in class, skipping school, being absent from school, and late assignment submissions. The rise of several types of undisciplined behaviour demonstrates that the knowledge offered regarding the nature of discipline has no good effect on the daily conduct of students. Ironically, Indonesia's education system is riddled with moral degradation. According to (Dwi Cahyo 2017), it is also possible to refer to as moral decline a condition in which individuals or groups no longer observe the laws of society. In the world of national education, moral decline symptoms as a whole are not a primary concern. Moral education, values, character, and morality, regardless of the terminology, are not the primary emphasis of

education and instruction. The crisis of morality that arises among teenagers as the nation's next generation is caused by the inability of formal, informal, and non-formal education to create meaningful teaching roles for students (Iskarim 2017). Education has until far only concentrated on enhancing the value of knowledge. Experts are of the belief that national education is primarily focused on cognitive or intellectual development, followed by the development of a good emotional side (Purwanti 2017).

According to (Meutia Karunia 2019), the moral values shown by some of the younger generation, although in very small proportions, provide hope for the future, but are very unfortunate and undermine the prestige of the world of education. Students who should show attitudes and behaviours that include morality actually show the opposite behaviour. While according to (Suparno 2018), Our schooling is still too centered on the knowledge side. It is also still limited to finding numbers, not basic test abilities of students from events experienced in ordinary everyday life.

Suparno's assertion is accurate; our learning process still focuses heavily on cognitive information, such that students are unaware of what they are now experiencing. (Suryadi 2012) also believes that the emergence of co-automation, a distinct split between intellectual education on the one hand and co-automation on the other, is the primary cause of moral and character degradation among students, graduates, and even management of educational institutions by implying that there is no relationship or growth between the cognitive (knowledge) and affective (behaviour) parts of their daily lives. (Farida 2016) asserts that there are three human components that must be developed in the framework of education: the cerebral, emotional, and psychomotor perspectives. These three perspectives are equally significant and directly related to the achievement of educational objectives.

In order for (Baharuddin 2019) to achieve quality education, competent administration is required. Management is a vital component that cannot be separated from the learning process, since it is difficult to conduct effective, optimum, and efficient learning without management. Consequently, the management job must consist of planning, organizing, implementing, and supervising, or POAC, in an effort to facilitate the implementation of learning in line with the learning outcomes (Rukayah and Ismanto 2016). Management and organizations cannot be separated since they are interrelated. Organization may be seen as the management of the individuals engaged in order to attain specific objectives. While management is a science, it is also a cycle consisting of organizing, classifying, activating, and regulating operations to establish and accomplish preset goals via the use of human resources and other resources (Suripatty 2019). The driving force of an organization or institution is its management. Without management, a company or institution cannot function efficiently. If the learning process is followed with quality management, it will be successful (Manullang 2014). As a preventive measure to address the nation's expectations for disciplined conduct in light of the different occurrences mentioned, Assalaam Elementary School (SD Assalaam) instills good habits in students' everyday lives. The formation of character values is connected to the extent to which a person can demonstrate self-control in society by exhibiting conduct that is internally or externally regulated to respect universal norms (Rasyad 2015). Given the objective of the school, which is to shape and strengthen the students' character, one of these characteristics is discipline. Because school-aged children readily take both positive and negative influences, the habituation approach is a very successful technique for molding their character. This is consistent with the results of the research (Manan 2017). Habituation in the world of education is very necessary considering that students need someone they admire, including the teacher himself. This is the basis for any information or behaviour obtained through habituation which is very difficult to change or eliminate, so this method is very helpful in educating. By instilling good habits, good behaviours will be ingrained in him and will not be easily influenced by bad things from the environment because he already has the foundation of good behaviour. The background for the emergence of this program is in accordance with the vision and mission of Assalaam Elementary School (SD Assalaam), namely fostering morals and also as a guideline or standardization applied to Assalaam Elementary School (SD Assalaam) because the students who enter Assalaam Elementary School (SD Assalaam) come from various regions in the city of Bandung who have heterogeneous behaviour and various backgrounds depending on their role. the environment in which they live. Based on the background

stated above, the formulation of the problem in this study is to find out how planning management, organizing management, implementation management and management supervision of the habituation program of positive values to apply the disciplinary character of students are carried out by Assalaam Elementary School (SD Assalaam), Bandung.

METHODS

In this qualitative descriptive analytic study, the researcher was personally involved in the observed activities related to planning, organizing, implementing, and supervising a program. The researchers performed their investigations from October to conclusion. This study employs a qualitative descriptive methodology, which entails meticulously describing data according to field-specific facts. The key research subjects included students, parents, Islamic education teachers, the deputy curriculum coordinator, and school principals. Subject selection is based on the main topics to be discussed, while secondary subjects are in the form of data gathered indirectly, such as in this study through the use of the following data gathering techniques:

The techniques used by researchers in this study include (1) Observation, namely by making direct observations to the field where the research is carried out, as Mumammad Ali quoted Priatna (2020). Observation is research conducted by observing objects, either directly or indirectly, usually using techniques that (2) Documentation according to Sedermayanti in Priatna documentation is a data collection technique that is not directly aimed at research subjects, but through documents. Documents are written records whose contents are any written statements prepared by a person or institution for the purposes of examining an event, and are useful as sources of data, evidence, natural information which are difficult to obtain, difficult to find and open up opportunities to further expand the body of knowledge about something being investigated. . The documentation used is by viewing or analyzing documents made by the subject in the form of administrative/planning used before learning is carried out. interviews, the researchers conducted interviews with the school principal as a role holder in the school, the Islamic Education teacher as the program implementer, the homeroom teacher as the supervisor of the program and the students as the objects who carried out the program.

Researchers used interviews using a communication tool in the form of a cell phone to facilitate the course of the interview by recording and preparing stationery. Furthermore, participatory observation observes learning, planning, and implementation, documentation techniques. To test the validity of the research, namely the degree of credibility test, transferability test, dependability, confirmability. Qualitative data analysis techniques are carried out interactively and continuously until complete, so that the data is saturated using Miles and Huberman's analysis technique, namely data reduction in the form of simplifying the data reduction process delivered by school principals, PAI teachers, and homeroom teachers related to the program. is currently underway, the presentation of data is done so that researchers can master data and not be fixated on other data, so that it will be easy to understand and researchers can plan further actions according to the data obtained in the field. The data presented is regarding the data and the conclusion that the management of the positive values bias program carried out by Assalaam Elementary School (SD Assalaam) Bandung is in accordance with management theory (Sutama 2019). In testing the validity of the data, this study used a triangulation technique, by reviewing the correctness of certain data with the data obtained; referential adequacy, data validity testing techniques by completing data collection with voice recorders, photo cameras, and video cameras (Buckley and Irawan 2015).

RESULTS AND DISCUSSION

RESULTS

Program Planning for Habituation of Positive Values at Assalaam Elementary School (SD Assalaam), Bandung

Results of the interview

<p>The researchers asked about program planning for Mr. H. Budion as the program's main supervisor.</p>	<p><i>"The initial step for planning is to have a work meeting at the beginning of the school year after the work meeting, then there will be programs laid out after the religious field meeting, then there will be a plenary meeting, there we will perceive that this program will be offered, after the program it is offered that later there will be a special meeting of PKS leaders with all schools, after a policy is set or not it will be set as a program after that it will be submitted to the Foundation.</i></p> <p><i>"The preparations that need to be made regarding the planning of the positive values habituation program are first from the policies of the leadership or founders first so that there is a program to educate children's character then we have a working meeting, we involve all religious teachers there later the objectives of the program formulation are stated, then there discusses scheduling, discusses material, discusses policies related to discipline related to student affairs so that it will be related to Religious PKS and Student PKS and the last one is the budget that needs to be prepared.</i></p>
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Program planning for habituation of positive values, namely by holding work meetings (raker) between PAI teachers including the Religious PKS to formulate a program. In the meeting discussed about the programs that will be offered. After a working meeting between PAI teachers and Religious PKS, the next meeting is a meeting at the teacher level, namely a plenary meeting, then a leadership meeting, and finally a meeting with the foundation.

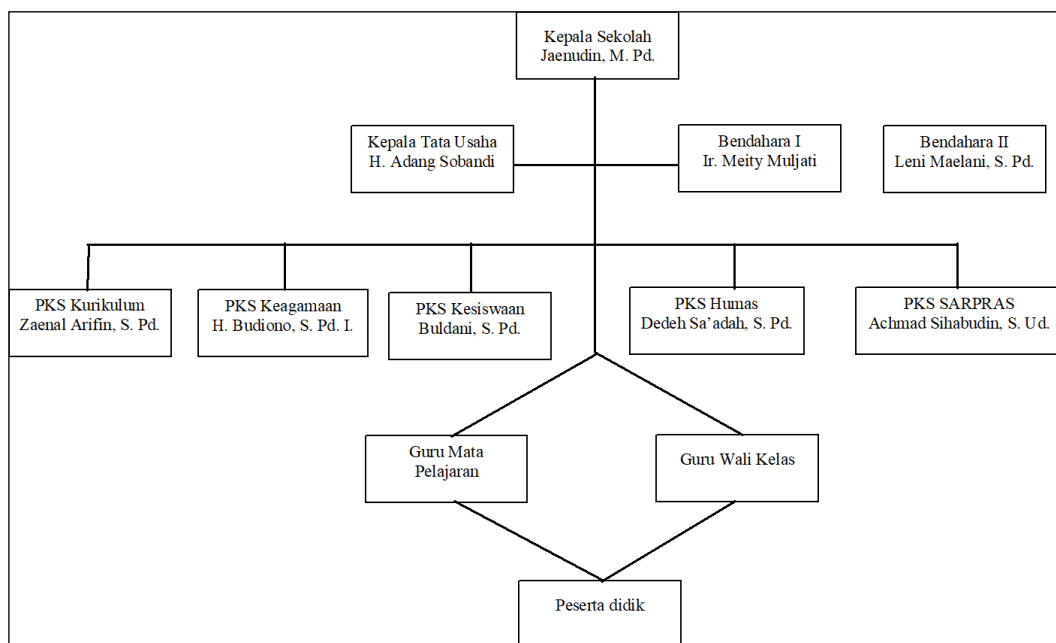
So in detail in determining a program it is necessary to have several stages that must be carried out at Assalaam Elementary School (SD Assalaam) Bandung, namely as follows (1) Work meeting, this meeting consists of all religious teachers discussing the program to be offered; (2) Plenary meeting, this meeting consists of all teachers to unite perceptions of a program to be planned; (3) Leaders' meeting, this meeting consists of PKS members from all fields with school principals to formulate any policies that must be established and involve a budget; (4) Meeting with the foundation to agree whether the program can be accepted or rejected.

The preparation of the positive values habituation program is described in detail as follows: (1) Policies that refer to AD/ART, the policies here are the central point in making decisions that will be carried out as well as the course of a program. With the existence of a policy, a program will not get out of the way that has been set. Program planning is adjusted to the policies set out in the AD/ART in accordance with the vision and mission of Assalaam Elementary School (SD Assalaam) Bandung, namely fostering morals and achieving achievements. The first thing that is upheld is that which lies in the morals of the students; (2) Program objectives formulated at work meetings. A good

program is created based on work meetings. A work meeting is a staff meeting activity to discuss issues related to the implementation of the tasks to be faced. In designing program objectives, activities are carried out at the beginning of the formulation or in an annual meeting attended by the principal, assistant principal, and teachers involved to formulate a program of activities at school. Overall, the goal to be achieved by Assalaam Elementary School (SD Assalaam) Bandung is to form a personality with good morals; (3) Making a program schedule for habituation of positive values, making a schedule of activities or timelines adjusted to the situation and conditions as well as the teacher who is the activity supervisor in each session. (a) Schedule of tahfidz Islamic boarding school supervisors & Tahajud prayers; (b) Schedule of worship companions (guiding ablutions, correcting ablutions and guiding prayer readings after ablution); (c) Prayer schedule (tidying up the prayer rows, correcting prayer movements, and discipline students in prayer); (d) Morning recitation schedule; (e) Schedule of prayer priests; (f) Al-Qur'an supervisor schedule; (g) Friday recitation schedule; (h) Schedule to lead prayers during briefings; (i) Schedule of morning prayer leaders. (4) Program material for habituation of positive values. Material is a form of material or a set of learning to assist accompanying teachers in activities that have been arranged systematically in order to meet predetermined standards. In this case Assalaam Elementary School (SD Assalaam) Bandung has made materials that support the implementation of programs such as; (a) morning study materials; (b) determine the material for recitations; (c) Juz Amma material that students must memorize at every level. (5) The budget required for implementation. The budget for Assalaam Elementary School (SD Assalaam) Bandung is sourced from student income which is budgeted every year. If a new program is offered, the budget will be calculated first, whether it exceeds the budget or not. If it exceeds the budget, the program will be considered first.

Organizing the Positive Values Habituation Program at Assalaam Elementary School (SD Assalaam) Bandung

In detail, the main tasks and functions of the personnel at Assalaam Elementary School (SD Assalaam) Bandung are as follows:



Implementation of Positive Value Habituation Program at Assalaam Elementary School (SD Assalaam) Bandung

<p>The researcher asked about the implementation of the program for Mr. Deden Burhani as the coordinator in charge of the program.</p>	<p><i>"In the implementation of the positive values habituation program, there are several categories that are accustomed to both children and teachers as good role models for children, namely the first is routine activity which is always carried out in class or at school, the second is spontaneous activity, so this is it. carried out unintentionally, the third is exemplary activities, namely good personal activities carried out by teachers who are expected to be imitated by children, and the last is programmed activities or incidental activities that are planned annually depending on place and time, that is a habituation program positive values in Assalaam Elementary School (SD Assalaam)."</i></p> <p><i>"It was carried out after the second bell to carry out the midday prayer at 11. 38 students left the classroom and ran to the ablution place to perform ablutions in line with each other. Besides that, they were supervised by the teacher who was assigned the task of supervising the students if anyone was joking or playing. -main will be given a warning and to pay attention to the procedures for ablution students if there is something wrong then they will be told the correct procedure. After taking ablution, the students entered the mosque carrying prayer items such as prayer mats for men and mukenas for women which they had prepared when they were going to school. Furthermore, the call to prayer is echoed by the students after that they carry out the prayer which is led by the teacher who gets the task, besides that there are teachers who do not carry out the prayer whose function is to supervise students when during prayer there are students who are playing around / joking while praying. In carrying out congregational prayers, there is a teacher who is in charge of supervising students during ablution or prayer, each week the supervision schedule varies.</i></p> <p><i>"There is a new program for teachers every Monday and Thursday it is sunnah to fast.</i></p>
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	<p><i>That day no one was allowed to eat and drink in the teachers' room even though some were not fasting, so they had to find a place to eat if they were not caught or find a place to eat outside the school. There is also a one-week Al-Quran khatam program. So our teachers divided into several groups to read several pages per teacher. Come on time, we have a reward system for teachers who are disciplined, dress neatly, live simply, praise good work. All of this is applied by the teachers so as to set an example for students to set an example for students.</i></p>
<p>Next, the researcher asked Mr. Zaenal Arifin as the assistant principal in the field of curriculum regarding the program that was running from the school leadership</p>	<p><i>"It is true that Assalaam Elementary School (SD Assalaam) is a school that places more emphasis on religion because it has more religious material a week. Religious material is given five hours a week, two hours from the national curriculum and three hours from the Assalaam Elementary local curriculum."</i></p> <p><i>"For guidance on memorizing juz amma, it is given from grade one to grade five. So when students are in fifth grade students automatically have memorized as many as thirty-seven letters and when they are in sixth grade they only repeat them so they don't forget. One of the repetition strategies is in the morning recitation of juz amama there is also a test every year 2 times, namely the even and odd semesters, before the final semester assessment (PAS) in the odd semester and before, the midterm assessment (PTS) in the even semester. The examiners were not from religious teachers, but our TPQ teachers also worked with TPQ Assalaam. So students who come to TPQ to learn to memorize juz amma at the request of the teacher and every month there is a report from TPQ to SD Assalaam which is then reported to the parents of students related to the level of development of the students. If there are students who have not memorized the thirty-seven letters, then there is intensive guidance from the teachers so that it is hoped that when they graduate from Assalaam Elementary School (SD Assalaam) they will have memorized at least one Juz, then read and write and memorize the Al Quran, memorize selected letters Al Waqiah, Yasiin, Al Mulk , Al Kahfi for grade 6 is done, Juz Amma is sunnah for those who want it. Furthermore, there is a Ramadhan boarding</i></p>

	<i>school which is programmed every year, commemoration of Islamic holidays and Islamic New Year, natural recitation, sacrifice, sunnah fasting, visits to orphanages, Istighasa, visits to places affected by disasters, and art competition.</i>
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Based on the results obtained related to the description of the implementation of the activity program, the researchers obtained. (1) Routine activities, namely habits that are carried out regularly, both in class and at school, such as: Morning sun, morning recitation, congregational prayers, prayer before and after study, recitations; (2) Programmed/Incidental Activities, namely habituation learning activities that are programmed and planned formally both in class and at school, such as: Duha prayer; (3) Spontaneous activities, which are forms of habituation that are not determined by place and time (spontaneous/reflex activities), such as: Queuing culture, eating and drinking while sitting; (4) Programmed/Incidental Activities, namely habituation learning activities programmed and planned formally both in class and at school, such as: Intensive guidance on memorizing Juz Amma, Reading and writing memorizing the Qur'an (BTHQ), Tahfidz Islamic Boarding School, Memorizing selected letters, Ramadhan Islamic Boarding School/Commemoration of Islamic Holidays, Sacrifice, Fasting the sunnah of Arafah, successful Istighatsah UASBN, Visits to Assalaam homes, visits to people affected by disasters and art pen competitions.

Monitoring/Evaluation of Positive Values Habituation Program at Assalaam Elementary School (SD Assalaam) Bandung

The researcher asked about the evaluation of the program to Mr. H. Budion as the program's main supervisor.	<i>"Evaluation of the positive values habituation program is carried out by evaluating the personnel or person in charge, meaning that the teacher has good performance in supervising students. If the performance is good, a reward will be given. If it is bad, then the lightest punishment will be given, namely a reprimand that is the most severe switch to another function. The performance of the personnel responsible for the impact on students if the teacher's performance is not good, there will also be an impact on students. The second is related to the child's parents by calling the parents that the child's behavior is difficult to manage stubbornly and there is also a daily report on the child's behavior in the positive values habituation guidebook which at the end of the semester is reported to the parents about the development of the child's behavior. And finally we discuss the program at the year-end evaluation meeting to discuss which ones need to be improved and which ones need to be improved, because in that evaluation we look at the weaknesses, not the strengths. We fix the weaknesses, we improve the strengths".</i>
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The implementation of program management at Assalaam Elementary School (SD Assalaam) Bandung is now being monitored or evaluated. Assalaam Elementary School (SD Assalaam) Bandung is supervised by personally watching the implementation of program management. Based on the type and manner of monitoring/evaluation revealed by the interview findings, the following might be specified: (1) Evaluation of staff or the supervisor. This assessment is conducted in terms of the performance process of the staff in charge of various student supervision activities, such as morning recitation supervision. supervising if there are students who are joking or not standing in line, supervising when students are performing ablution if there are students who do not perform ablutions properly or there are students who joke while performing ablutions, watching during congregational prayers or sunnah prayers if there are students who joke or play around while praying, or other activities that support the process of inculcating positive value habits; (2) This review is conducted when there are kids that are difficult to handle or who do not follow school regulations. Therefore, each day, students record their actions in a logbook, and PAI teachers are educated on the significance of instilling the principle of honesty in their students. So that daily book checks are conducted by the homeroom teacher, and that monthly scores are compiled from the daily scores. Both the homeroom teacher and the Islamic Education teacher supervise the students. If a student's acquisition score decreases, the student will receive a warning and the student's parents will receive a report on their child's condition. So that, at the end of the semester, there will be a report to the student's parents describing the student's morals and whether the discipline followed the rules or not, and so that, when the class size increases, the homeroom teacher will view the child's personality report and decide how to treat the child; (3) Assessment of the program, Evaluation of the program is conducted at the conclusion of the academic year, during which it is considered whether the program of habituation of positive values may be improved, since not just Islamic Education teaching course teachers but all teachers are accountable for the success of this program. If there is a shortfall, it will be remedied, and if there is an excess, it will be augmented.

DISCUSSION

Planning is the process of developing a sequence of activities and steps to be taken by an individual or organization in order to attain the desired outcomes. In terms of learning, planning is a decision-making process based on multiple considerations that will be implemented to achieve goals, with the planning containing several series of decisions as well as explanations of several parts such as objectives, policies, determining methods, determining materials, determining programs, and certain procedures of the activities to be carried out (Suryapermana 2017). According to (Marno and Supriyanto 2008). Planning is carried out by considering several strategies including the leader's strategy, the results of supervision, future needs, new discoveries, encouragement from various parties and suggestions from within the organization and outside the organization. In planning a positive values habituation program, the first things that need to be prepared include: first the policy, the policy becomes the central point in making decisions that will be carried out as well as a general reference and guideline for the course of a program regulated in the AD/ART so that it doesn't go out of vision and SD Assalaam mission. Second, paying attention to program objectives, with goals, a program will run in the same direction as to where the goal is achieved. The purpose of the habituation program of positive values is to make students have the character of discipline. In the long term, the aim of this program is to make every student have good morals. third material, material is a form of material or a set of learning about the content that will be given to students both inside and outside school including morning recitation challenge material, recitations, and memorizing juz 'amma. fourth budget, budget is the estimated cost that will be incurred in the process of implementing the program. The budget is the central point for the implementation of a program, so in preparing the budget, you have to be really careful so that costs can be used as effectively and efficiently as possible. Fifth, the preparation of the schedule, the preparation of the schedule of activities or the timetable according to the situation and condition of the teacher personnel who are responsible for various

activities including morning sunrise activities, morning recitation, schedule of obligatory prayers, dhuha prayers, and tahfidz Islamic boarding schools. The results of the explanation mentioned above are in line with the theory put forward by Samuel Batlajery in (Baharun 2016) which stated that Planning may be defined as the process of establishing the goals and objectives to be attained and implementing strategic actions to reach these objectives. A manager will know what to do and how to do it via planning. In defining a plan, it is vital to establish goals to be attained in an institution so that the institution has clear directions for its future, and Assalaam Elementary School (SD Assalaam) has applied this strategy. The habituation program of positive values to apply the character of discipline has identified the relevant policies, program objectives, and activities during the planning phase. In its execution, however, a policy has not been formalized in the form of a legal instrument, thus planning is frequently based on reasoning in the abstract or simply in outline, and so is neither measured nor directed.

Organizing provides a venue for groups to carry out actions in pursuit of shared objectives. The organizational component of Assalaam Elementary School (SD Assalaam) is responsible for a variety of activities and responsibilities, including being the school's captain of school leadership. As the captain of an educational institution, the principle becomes a pivotal character who makes several policy and strategic choices. The success of an educational institution is attributable to its position as administrator, motivator, and supervisor (Mulyadi 2016). The organization carried out by Assalaam Elementary School (SD Assalaam) has gone well with the establishment of an organizational structure as well as the division of tasks and authorities including the school principal, vice principal for curriculum, deputy principal for public relations, vice principal for infrastructure, deputy principal for education, deputy head of religious school and teacher. This statement is in accordance with what was conveyed by Samuel Batlajery in (Baharun 2016) which stated that organizing is: Organizing is a series of processes of giving orders, allocating resources and organizing activities in a coordinated manner to each individual or group to implement and carry out the plan. The activities involved in organizing include three activities, namely (1) various components of activities expected to achieve group goals and objectives, (2) handing over tasks to managers and subordinates to organize these groupings, (3) establishing authority among groups or units -organizational units. In this case, Assalaam Elementary School (SD Assalaam) has carried out its organizational function well, namely the creation of a division of labor system to carry out the duties and authorities of each unit in achieving a predetermined goal. Organizing the program of habituation of positive values is the formation of a division of tasks from various activities to support the cultivation of the disciplinary character of students. The habituation program for positive values is under the responsibility of the assistant principal in the field of religion who carries out his role.

Implementation is the elaboration of a series of plans and division of work tasks that have been mutually agreed upon. Implementation of learning management is a series of steps that regulate how the direction and management process can run (Harun and Ibrahim 2017). The implementation of the program at SD Assalaam Bandung includes: Routine activities are habituations that are carried out regularly, both in class and at school, such as: Morning Sun, Morning Recitation, Congregational Prayers, Recitations, Prayers before and after learning. Spontaneous activities, which are forms of habituation that are not determined by place or time, such as: Greeting and kissing hands, Disposing of trash in its place, Queuing culture, Eating and drinking while sitting. Exemplary activities, namely habituation activities by prioritizing giving examples from teachers and other education managers to students, such as: Talking friendly, Arriving on time, Dressing neatly, Living simply, Praising good work. Programmed activities, namely habituation learning activities that are programmed and planned formally both in class and at school, such as: memorizing Juz Amma, reading and writing memorizing the Qur'an (BTHQ), memorizing selected letters, Ramadhan Islamic Boarding School/Commemoration of Islamic Holidays (PHBI) , Dhuha prayer, successful Istighatsah UASBN and Tahfiz Islamic Boarding School. In line with opinion (Mulyasa 2013), Education through habituation can be carried out using programmed activities and non-programmed activities such as (1) routine, scheduled habituation, (2) spontaneous, unscheduled habituation in special events, (3) exemplary, habituation in the form of daily behavior. It is in accordance with the theory According

to Mulyasa (2013) education through habituation can be carried out through (1) routine activities; (2) spontaneous and (3) exemplary. So in the implementation it must be followed up with real so that the goals that have been set can be achieved properly. According to (Baharuddin 2019), Execution/direction is coordinating all subordinates, so that they want to cooperate and work successfully to achieve goals. Implementation/direction makes all individuals who gather can work together and work seriously and enthusiastically to achieve goals in accordance with planning and organizing efforts. The implementation carried out by Assalaam Elementary School (SD Assalaam) was in accordance with the theory which revealed concrete actions from the planning that had been determined with the division of work tasks and authority in each unit. The implementation of the SD Assalaam program is to apply the habituation method to students. Because by using the habituation method a child who is still sitting at the elementary level will easily form mindsets, attitudes and actions by good habits that exist in school. However, in its implementation, this program was not very effective due to the different backgrounds of the students, the absorption capacity and the time it took was long enough to generalize positive habituation to all students so that a disciplined character was formed.

Supervision is the last function of the management process that must be carried out by superiors or leaders in carrying out their obligations and commitments. This supervision has the ability to decide whether the implementation of work is in accordance with the regulations or not, as well as to prevent inconsistencies. Supervision/evaluation is carried out such as supervising students by giving warnings of reprimand and punishment if someone violates the program provisions, calling parents and giving reports to parents on the character development of students, to personnel responsible for activities by giving rewards and punishment on teacher performance, and finally supervision/evaluation of programs that have been running by means of a year-end evaluation meeting which discusses ongoing programs, seeing to what extent the existing programs are effective or not. It is in line with what was described by (Meriza 2018) that supervision is the practice of monitoring rather than doing all organizational actions to verify that every work performed conforms to predefined objectives. Assalaam Elementary School (SD Assalaam)'s monitoring has been proceeding smoothly and in accordance with the idea that has been proposed. This program's supervision examines the extent to which a program is operating well, including monitoring each program and establishing success indicators. The outcomes of the oversight will serve as remedial measures for future program development. In practice, however, this supervision does not cover all aspects of the development of student discipline, only those related to the daily activities of students at school, and there is no standard supervision format/system for determining supervision/standardization of this program; these aspects are embedded in all participants. Students rely only on the teacher's verbal explanation of his or her reasoning ability to parents.

CONCLUSION

Holding work meetings within the Islamic Education teacher environment, all teachers, and leadership meetings to produce and develop a policy that refers to AD/ART, program objectives to be implemented by examining background, material as material used to support program implementation, formulation of schedules between personnel in supervising programs, and budget costs to support the implementation of the program. Assalaam Elementary School (SD Assalaam) has performed organizational functions in management effectively, as evidenced by the existence of an organizational structure and division of tasks, authority, and responsibility among school principals, Vice Principle Curriculum, Vice Principle of Public Relations, Vice Principle of Facilities and Infrastructure, Vice Principle of Student Affairs, Vice Principle of Religious Affairs, Vice Principle of Teachers. Nonetheless, the program of habituation of positive values falls under the purview of Vice Principle of Religious Affairs, which fulfills its duty; hence, a staff composed of Islamic Education teachers is responsible for the program's execution. Assalaam Elementary School (SD Assalaam)'s implementation has been successful, as indicated by the school's rigorous planning, equitable distribution of work, and mutually agreed-upon goals, all of which promote the program's

appropriate implementation. Therefore, the program is implemented through a variety of activities, including routine, spontaneous, exemplary, and scheduled ones. (SD Assalaam)'s supervision has effectively carried out its management functions, namely setting benchmarks and correcting deviations encountered by supervising students by contacting parents about student behavior, evaluating personnel or those to whom responsibility has been delegated by giving rewards and punishments, and evaluating the institution or program itself, which is conducted through annual evaluation meetings. By addressing the difficulties and deviations that arise as a consequence of the monitoring, the results will be used for remedial action or future program development.

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