



CHARACTER EDUCATION MANAGEMENT IN TAWAR MOJOKERTO PUBLIC PRIMARY SCHOOLS

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ABSTRAK

Pendidikan karakter harus ditanamkan sejak dini, mengingat banyak nya terjadi kekerasan di Lembaga Pendidikan pada akhir-akhir ini. Penelitian ini bertujuan mencari gap dengan penelitian terdahulu dengan menganalisis visi dan misi sekolah yang berkaitan dengan Pendidikan karakter dan kedua adalah mengetahui implementasi dari Pendidikan karakter di sekolah dasar yang menjadi lokasi penelitian. Penelitian ini merupakan penelitian kualitatif yang menggunakan pendekatan studi kasus, dimana data yang digunakan adalah data primer yang menjadi sumber informasi adalah kepala sekolah, guru dan siswa di sekolah. Cara mendapatkan data melalui observasi dan wawancara yang dilakukan secara mendalam, sedangkan pemilihan sample menggunakan purposive sampling. Teknik analisis data menggunakan model berupa reduksi data, penyajian data, penarikan kesimpulan dan verifikasi. Waktu penelitian dilakukan rentang oktober hingga desember 2023. Hasil penelitian menunjukkan bahwa Pendidikan karakter ini fokus pada aspek afektif seperti keterampilan spiritual dan sosial, yang tidak hanya terintegrasi dalam mata pelajaran tetapi juga didukung oleh program P5 dan PPRA. Penganggaran untuk penyelenggaraan pendidikan karakter didukung oleh beberapa sumber dana. Kepala SDN Tawar juga menugaskan pendidik dan tenaga kependidikan dengan cara mendelegasikan wewenang. Pendidikan karakter melalui kegiatan intrakurikuler di SDN Tawar terintegrasi dengan semua mata pelajaran, sementara kegiatan pengembangan diri meliputi bimbingan konseling, kegiatan ekstrakurikuler, dan pembiasaan.

ABSTRACT

Character education must be instilled from an early age, considering that there has been a lot of violence in educational institutions recently. This research aims to find gaps with previous research by analyzing the school's vision and mission related to character education and secondly, knowing the implementation of character education in elementary schools which are the research locations. This research is qualitative research that uses a case study approach, where the data used is primary data and the source of information is the school principal, teachers and students at the school. The way to obtain data is through in-depth observation and interviews, while sample selection uses purposive sampling. Data analysis techniques use models in the form of data reduction, data presentation, drawing conclusions and verification. The research period was carried out from October to December 2023. The results of the research show that this character education focuses on affective aspects such as spiritual and social skills, which are not only integrated in subjects but are also supported by the P5 and PPRA programs. Budgeting for the implementation of character education is supported by several funding sources. The principal of SDN Tawar also assigns educators and education staff to delegate authority. Character education through intracurricular activities at SDN Tawar is integrated with all subjects, while self-development activities include counseling guidance, extracurricular activities and habituation.

INTRODUCTION

Globalization and digitalization are things that cannot be stopped, which have an impact on the character of a nation (Supanji, 2021; Wanda, 2017). The character of a nation must be maintained and maintained as a national identity. This character strengthening can be done from an early age since elementary school (Hernawati, 2023). Low levels of character education give rise to problems that have tremendous impacts, such as students' low respect for teachers, students becoming temperamental individuals or having difficulty controlling their emotions (angry). (Suhud, 2021). Difficulty controlling emotions or anger can be seen from the increase in violence against students. Quoted from Kompas.id, in 2023 there will be 136 cases of violence at school that will claim lives. (Aranditio, 2023). Violence data collected by CNN Indonesia shows even more sad results because in the period January to April 2023 there was violence against 251 students. (CNN, 2023). Many laws and regulations have been drafted both at the central level and at the regional level, but they are still not able to improve children's characters, so real action needs to be taken through character education management at the elementary school level.

Character education can be interpreted as a system that is related to each other by instilling character norms or values which are implemented in schools for students with the assumption that they will be carried forward in their environment, whether in the family, school or in society, in this case the participants. The aim of education is to make a good contribution to the environment (Lestari, Ma'arif, Kartiko, Karim, & Siregar, 2021; Marini, Maksum, Edwita, Satibi, & Kaban, 2019; Mei-Ju, Chen-Hsin, & Pin-Chen, 2014; Muhtar, Supriyadi, Lengkana, & Cukarso, 2021). In Indonesia, character education has become the highest priority, this is realized by strengthening character education, commonly known as PPK (Atika, Wakhuyudin, & Fajriyah, 2019; Ismail, Suhana, & Zakiah, 2020). PPK is currently very important because we are currently entering the digital era or industrial revolution 4.0 (Hendayani, 2019; Marsono, 2019). The way to include character education can be by integrating it with all subjects at school (Wati, 2015). The values that must be conveyed in character education include religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, respect for achievement, friendship and social care. (Fatah, Widodo, & Rohmadi, 2018; Srimawirya, Musaddat, Jaelani, & Gunayasa, 2021). Instilling religious values can also strengthen character education (Kartiko, Zuana, Sirojuddin, Rofiq, & Maarif, 2020; Masitah & Kartiko, 2022). The aim of character education at the elementary school level is to develop the

emotional potential and conscience of students, so that they have soul and social sensitivity, self, family and society. (Syahnaz, Widiandari, & Khoiri, 2023).

This research aims to look for differences by exploring things that were not studied by previous researchers. To get this, the researcher asked the first question, how is character education seen from the vision and mission at Tawar State Elementary School, Mojokerto? Focus this question on the vision and mission of the school and be answered by someone who really understands the theme of this research. The second question is how is the habituation program running at SDN Tawar Mojokerto? The focus of this question will look for information about what habits have been carried out. A thorough discussion will be discussed in the next section.

Based on the description in the previous section, the researcher believes that exploration of aspects that have not been researched before can provide new insights that are useful for developing methods and strategies for character education at the elementary school level. This research is directed at making a real contribution to the development of character education, by filling knowledge gaps that have not previously been covered. It is hoped that the research results can become a reference for other schools in designing and improving their character education programs.

RESEARCH METHOD

This research design uses qualitative research with a case study type of research, this was chosen because it obtained results and a deeper focus (Aspers & Corte, 2019; Gerring, 2017). This research was conducted at SDN Tawar Mojokerto. To get optimal results, researchers conducted research from October to December 2023 and conducted it intensively.

The data used in this research is primary data obtained directly from informants selected based on the purposive sampling method. Purposive sampling is a sampling technique where the collection process has certain considerations (Groeneveld, Tummers, Bronkhorst, Ashikali, & Van Thiel, 2015). The data sources in this research are school principals, teachers and students. The data collection technique chosen in this research uses observation and interviews. In this research, a data validity test was carried out (Creswell & Creswell, 2013; L. Haven & Van Grootel, 2019).

Data analysis techniques use models (Huberman & Miles, 2002) in the form of data reduction, data presentation, drawing conclusions and verification. Data reduction is the stage of selecting the data found according to what is needed in the research. Data presentation is an

activity in creating a research report so that it is easy to understand and analyze in accordance with the research objectives. Drawing conclusions is a conclusion based on compound statements or premises that are interconnected.

RESULTS AND DISCUSSION

Results

Character Education Planning

Character education at SDN Tawar is well planned and has been outlined in the Education Unit Level Curriculum Document (KTSP) and SDN Tawar Operational Curriculum (KOM), and is clearly depicted in the vision of SDN Tawar, namely Religious, Innovative, Literate, Friendly, Wise towards the Environment, High Achievement, Honorable with the Al-Quran. This is as expressed by the principal of SDN Tawar as follows.

"SDN Tawar has a religious vision, by providing or instilling religious and spiritual values, by strengthening and practicing these values among students, while innovation is shown by the ability of teaching staff to apply innovation by using technology in learning and providing new methods in learning. Study. "Literacy is strengthened by the use of digital literacy and integrating media in learning and is child-friendly and inclusive by applying the principles of justice, equality and friendliness in interactions between students, teachers and school staff."

This result was confirmed by the teachers at the school

"applying religious values and values in all subjects at the school, and we also receive training so we can develop new learning methods."

While we got the same answer from students to a similar question which was simplified so that they could understand it, it was as follows

"Mr and Mrs teachers always remind us of good and bad things according to our religion, and in this school all teachers and friends are never differentiated, such as when someone makes a mistake they will be punished, but whoever wins will get a prize"

The character education planning process at SDN Tawar begins with the preparation of the SDN Tawar Work Plan (RKM) for 2020 to 2024, starting with SDN Tawar Self Evaluation (EDM) as a reference in the development of SDN Tawar. This result was revealed by the principal with the following answer

"This school has taken the time to create a work plan as a reference and basis for carrying out evaluation activities in the future. "Right now we want to become a superior school by preparing priority or mainstay programs, namely the SDN Tawar Adiwiyata, SDN Tawar Sehat, SDN Tawar Tahfidz, and SDN Tawar Literasi programs."

To implement Based on the RKM, SDN Tawar followed up by making an Annual Work Plan (RKT). In 2023 there are 5 priority programs that will be used as advantages of SDN Tawar. The priority or superior programs are the SDN Tawar Adiwiyata, SDN Tawar Sehat,

SDN Tawar Tahfidz, and SDN Tawar Literasi programs. To facilitate the implementation of character education, SDN Tawar has also created SDN Tawar Operational Curriculum Document (KOM) for 2023/2024.

Organizing Character Education

The implementation of character education is contained in the 2023 KTSP and KOM documents. In the 2023/2024 school year there are two classes that are still implementing the 2013 curriculum, namely class three and class six, while classes one, two, four and five have implemented an independent curriculum. This character education is included in the affective domain, namely spiritual and social skills. In grades one, two, four and five, apart from being integrated into subjects, the Project for Strengthening the Pancasila Student Profile (P5) and the Rahmatan Lil Alamin Student Profile (PPRA) was also added. The implementation of character education is also supported by budgeting which comes from grant funds in the form of BOS, donations from the city government and committees. To expedite the implementation of character education at SDN Tawar, the principal of SDN Tawar as the highest leader at SDN Tawar divides tasks between educators and education staff in the hope that it can be more effective and efficient. Delegation of authority from the head of SDN Tawar to educators and other SDN Tawar residents as the person responsible for implementing the program at SDN Tawar. This was expressed by the Principal of SDN Tawar with the question, What are the sources of funds that support the implementation of character education at SDN Tawar?

"Funding sources that support the implementation of character education at SDN Tawar include grants from BOS (School Operational Assistance), city government donations, and funds from the committee"

These results were also expressed by the teacher as follows

"Sources of funds that support the implementation of character education at SDN Tawar include grants from School Operational Assistance (BOS), donations from the city government, and also funds from the committee".

The principal of SDN Tawar as the highest leader at SDN Tawar took steps to expedite the implementation of character education by dividing tasks between educators and education staff. This aims to increase effectiveness and efficiency in program implementation. The principal of SDN Tawar also delegates authority to educators and other staff members at SDN Tawar as those responsible for implementing the program. This step shows a commitment to involve the entire school community in supporting and implementing the character education program optimally.

Implementation of character education at SDN Tawar

Character education through extracurricular activities at SDN Tawar with integration into all subjects includes the integration of character values derived from the vision of SDN Tawar and Core Competency 1, namely the Core Competency of Spiritual Attitudes and Core Competency 2, namely the Core Competency of Social Attitudes. Self-development is divided into two, namely programmed and non-programmed. The self-development included in the program consists of counseling guidance and extracurricular activities at SDN Tawar. Non-programmed activities are activities that are habitual and carried out routinely, spontaneously and exemplary. By integrating character values into all subjects, SDN Tawar shows a commitment to forming students not only in academic aspects but also moral and ethical. This helps students understand that education is not only about acquiring knowledge, but also about developing a good personality. This is confirmed through students' answers about the character of education as follows:

Student A with the question How are character values at SDN Tawar integrated into various subjects? Provide answers:

"Character values at SDN Tawar are integrated into various subjects by including aspects of character in daily learning, such as teaching cooperation in mathematics or respecting diversity in social studies lessons"

Student B, with a question regarding examples of unprogrammed activities in character formation at SDN Tawar, gave the following answer:

"Non-programmed activities are routine behaviors displayed by teachers and students, such as greeting others, helping friends who are in trouble, or voluntarily cleaning the school environment."

Programmed self-development, such as counseling guidance and extracurricular activities, provide opportunities for students to be actively involved in the process of forming their character. These activities can help students develop the social, leadership and problem-solving skills needed in everyday life. Meanwhile, non-programmed self-development activities, which include routine habits and role models, strengthen this approach by promoting the practice of character values in everyday life. This helps establish a school culture that supports and strengthens character learning outside of the formal academic environment.

Controlling of character education at SDN Tawar

Controlling character education at Tawarh Elementary School is carried out in various ways, namely for intracurricular activities it is carried out by observing students' attitudes and behavior by referring to attitude assessment guidelines in the learning process, apart from that

there is also academic and clinical supervision carried out by the principal of Tawarh Elementary School with the aim of helping and improving the quality of teaching in class and collaborating with the supervisor of SDN Tawar as a supervisory function and following up in the form of further guidance. Assessment in extracurricular activities is based on the process and active participation of students in the extracurricular activities they choose. The assessment in this extracurricular is qualitative and students are considered complete in participating in the extracurricular if they get a minimum satisfactory score, and for scouts as an extracurricular this score is mandatory as a condition for students' grade promotion. This habituation is carried out starting from entering SDN Tawarh until it is time to go home. All educators are given the task of guiding a habituation program that has been agreed upon by the SDN Tawarh community which is qualitative in nature and is the output of a self-development assessment, while the assessment uses a portfolio.

First, control for intracurricular activities is carried out through observing students' attitudes and behavior using attitude assessment guidelines that are integrated into the learning process. This approach emphasizes direct observation of student interactions in the classroom, allowing teachers to provide immediate feedback and identify areas that require special attention.

Second, academic control and clinical supervision carried out by the principal of SDN Tawar and school supervisors aims to improve the quality of teaching in the classroom. Through this supervision, educators can receive further guidance and support in developing their teaching skills.

Third, assessment in extracurricular activities is based on the process and active participation of students, with an emphasis on quality rather than quantity. This helps ensure that extracurricular activities are not only attended to formally but also provide real benefits in the development of students' character.

Fourth, habituation is carried out thoroughly from the time students enter until they leave school. This approach shows a commitment to building a school environment that supports student character development in every aspect of school life.

Discussion

Generally, problems in society are closely related to the younger generation. According to Lictona (Hardi, Jamaris, & Solfema, 2024; Indawati, Kartiko, Suyitno, Sirojuddin, & Fuad, 2022; Saputro & Murdiono, 2020), In general, the various problems that arise in wider society are most clearly visible among the younger generation. Character education is very important

to be integrated into formal education. Character education is one answer to overcoming current moral conditions (Wandari & Rohana, 2023) According to the Character Education Partnership (Singh, 2019) Character education is a planned and proactive method carried out by schools, districts and states in order to instill the values of honesty, caring, responsibility, justice and self-respect. yourself or someone else. The Indonesian government has formulated policies to shape the nation's character. This policy is contained in the national policy on national character for 2010-2025 which states that character is the result of a combination of heart, mind, sport, feelings and initiative. (Alawiyah, 2016).

In order to integrate character education in educational institutions, SDN Tawar also creates policies that are included in programs or activities at school. In order to realize the vision and mission of SDN Tawarh, goals for SDN Tawar were created in 2023. The goals are 1. SDN Tawar educators can create and organize plans for teaching and learning activities and carry out learning using Process Standards and assessment standards as a reference. 2. SDN Tawar educators are starting to get used to developing learning using the PAIKEM model. 3. SDN Tawar was able to increase the average SDN Tawar exam results with an average score of 7.5. 4. SDN Tawar was able to increase the average final exam results of SDN Tawarh with an average score of 7.5. 5. SDN Tawar was able to obtain an average score from the Regional Education Standardization Assessment (ASPD) with an average score of 6.7. 6. SDN Tawar was able to achieve 10 achievements in provincial level academic and non-academic competitions and 3 achievements at national and international levels. 7. SDN Tawar implements the SDN Tawarh healthy and SDN Tawar adiwiyata programs and 8. Develops appreciation and increases the program for the practice of Islamic teachings and strengthens religious moderation

Vision, mission and goals are very closely related, even though they have different meanings, mission and goals are a unity that cannot stand alone. The mission formulation can be realized if it is explained in more detail into various objectives. The strategy implemented by SDN Tawar is in accordance with the principles of Talcott Pearson's functional imperative concept theory. This concept starts from Adaptation, namely the process of adjusting character values at SDN Tawar, the second is achieving the goal, namely the goal of instilling character values at SDN Tawar, the third is integration, where at this stage the instillation of character values can be carried out. carried out intracurricularly, co-curricularly and extracurricularly, and the fourth is latency, namely character cultivation which is carried out continuously and sustainably so that it becomes the culture of SDN Tawar.

Based on Marno and Supriyatno, Planning is an important and indispensable part of every effort to achieve goals. Character education planning at SDN Tawar is very clear in the KTSP and KOM documents, including in the vision of SDN Tawar. Apart from that, it is also found in the RKM and RKT. In 2023 there are 5 priority programs, namely SDN Tawarh Adiwiyata, SDN Tawarh Sehat, SDN Tawarh Tahfidz, and SDN Tawarh Literasi. SDN Tawars in implementing character education can be carried out in the classroom and also outside the classroom. Integrated character education in subjects at SDN Tawar for grades three and six still applies the 2013 curriculum with the following subjects, namely Islamic religious education: Al-Qur'an hadith, morals, fiqh, Islamic history, Pancasila and citizenship education, Indonesian, Arabic, Mathematics, Natural Sciences, Social Sciences, Arts and Crafts, Physical Education, Sports and Health, Local Content: Javanese, Tahsin/Tahfidz.

To facilitate the implementation of character education at SDN Tawar, the head of SDN Tawar as the top manager at SDN Tawar has good managerial competence. Managerial competency is one of the five competencies that must be possessed by the head of SDN Tawar in an effort to realize the goals of SDN Tawar and improve the quality of teaching and learning activities at SDN Tawars. To make implementation easier in the field, the head of SDN Tawarh arranged to divide tasks between educators and education staff in the hope of being more effective and efficient. In an organization, every person in it will carry out their duties accompanied by the rights they will receive as well as the expertise and capacity they have to realize the goals of the organization. This can be in the form of a division of tasks, authority and responsibilities whose details are based on the sections or each field where there is integration in the framework of work and mutual synergy, cooperation, harmony and one rhythm to realize the goals that have become a mutual agreement. Delegation of authority from the head of SDN Tawarh to educators and education staff as those responsible for programs or activities at SDN Tawarh in order to support the achievement of the vision, mission and goals of SDN Tawarh.`

The integration of character education at SDN Tawar into subjects in the 2023 curriculum and also the addition of P5 and PPRA to the independent curriculum is in accordance with what was stated by Ruwaida, et al (2023:237) that in its implementation there is creative character education and mutual cooperation. project learning. strengthen the profile of Pancasila students. Nata (Muslim, 2021:135) explains that character education is education for habituation, cultivation, internalization, application and transformation of good values in individuals. The exemplary strategy is by providing a good example, the exemplary strategy is very relevant and effective when combined with habituation (Munif, et al. in Kurniawan, et

al, 2023:389). In principle, the implementation of character education at SDN Tawar is through intracurricular, self-development including extracurricular and exemplary, as well as habituation.

Character education through extracurricular activities at SDN Tawar related to SDN Tawarh Tahfidz is integrated into intracurricular activities with a target of juz 29 and 30 for regular classes and special tahfidz classes of 5 juz with a time allocation of 4 JP and 8 JP per week. The literacy target of SDN Tawars is to produce students' literary works every year by allocating 1 JP for basic literacy and digital literacy. In addition, to equip students to become balanced individuals, SDN Tawar develops basic skills that are integrated with subjects. Environmental education for grades one, two, four and five which has used the independent curriculum is implemented in an integrated manner because in the independent curriculum there is no separation between the affective, cognitive and psychomotor domains and is sourced from the independent curriculum. Profile of Pancasila Students with the P5 and PPRA programs. The implementation of P5 and PPRA is packaged in two main projects and implements the values of P5 and PPRA, and can be displayed in an integrated manner from class 1 to class 6.

The self-development program at SDN Tawar is guidance and counseling, study clubs: mathematics and science olympiads, tahfidz, Indonesian literacy, English literacy, sports: karate, futsal, arts and culture: painting, qiroah, hadroh, dance and art batik. and crafts, and finally, there are scouts. The implementation of guidance and counseling is delegated to each class teacher and extracurricular activities are carried out according to their respective schedules starting at 14.30 and ending at 15.30 WIB. Non-programmed activities are habits and are carried out routinely, spontaneously and exemplary. Scheduled routine activities both in the classroom, namely during learning, and outside the classroom, namely class and environmental picket at SDN Tawar, midday prayers, noon prayers in congregation, prayers before and after learning, memorizing short letters, reading the Al-Qur'an , Asmaul Husna, flag ceremony, morning exercise, caring for plants, clean Friday, commemoration of religious days, national holidays, environmental day, camping, commemoration of SDN Tawarh's anniversary, recreation, as well as outbound and nail cutting. Spontaneous activities include giving a smile and greeting, shaking hands with the teacher and all students, apologizing, thanking, visiting sick people, breaking up fights, cleaning up competitions between classes, planting plants, visiting exhibitions, taking part in various competitions, and so on. an activity that takes the form of behavior in daily life and is more about providing a good example from educators and education staff to students.

Apart from that, it also involves the participation of parents or guardians of students in its implementation. The role of parents/guardians in the development of students is very important from an early age until they become mature individuals (Tresnawati, Ardelia, Aghisna, & Wulandari, 2023) At Tawarh Elementary School there are several programs as a form of participation of parents or guardians of students, namely "Kumpul Warga SDN Tawarh (SDN Tawarh Community Gathering) held at the beginning and end of the school year with the aim of getting to know each other and strengthening the ties between members of Tawarh Elementary School (students), teachers, staff and committee). "Freedom Day with Family" was held on the Independence Day of the Republic of Indonesia by all residents of SDN Tawar and involving parents or guardians of students which was held at SDN Tawarh with the aim of implementing a sense of love for the country "Exciting Activities with My Family" which is incidental and aims to foster creativity, self-confidence, cooperation with others, and a caring attitude towards students "My Hero, My Idol" where students commemorate Heroes' Day for one day and aim to recognize the heroic values of heroes. nation, as well as "Yes, We Are Different" which was implemented in the new school year by inviting Tawarh Elementary School residents to recognize diversity in the surrounding environment. with the hope of fostering mutual respect for diversity as a form of religious moderation. Apart from that, Sports Week is also held at the end of the second semester with the aim of fostering sportsmanship, cooperation and competitive attitudes with various sports activities.

SDN Tawar also develops arts learning into several programs that aim to develop language skills, foster cultural awareness, improve discipline, develop social skills, and stimulate brain growth and memory. There are four arts programs in order to develop student character, namely the first is an assembly program which is held once a week and is attended by all students and each class has student representatives and is carried out in turn, the second is an art performance. which is held at the end of the school year by presenting an art performance and witnessed by the students' parents, the third is a love of traditional music movements specifically for class V and VI students to learn traditional musical instruments from West Java, namely Angklung and Utara. Sulawesi, namely Kolintang and the fourth program, namely Arts Week, which is held at the end of semester 2 involving parents or guardians of students.

Supervision in a program is very important. (Sumarto, 2020) explains that supervision or control is formulating controls in an effort to carry out investigations into the activities carried out. Supervision activities include evaluation of the implementation of programs or

activities at SDN Tawars in the form of assessments. Assessments for both the 2013 Curriculum and the Independent Curriculum in the affective domain relating to attitudes, both spiritual attitudes and social attitudes, were also carried out by SDN Tawar. In this domain there are also levels such as in the cognitive and psychomotor domains. This level starts from reception, response, assessment, processing, and the process of character formation or characterization. Assessment instruments in the attitude domain can take the form of observation sheets, self-assessments, and assessments of peers or colleagues in the same class (Mustika, Ambiyar, & Aziz, 2021, Arif, M., & Sulistianah, S. 2019). For the learning process at SDN Tawar, academic and clinical supervision is also carried out. The results of this research are in accordance with Adams and Dickey's theory (Nurani, Syarifah, & Purwanto, 2023) which explains that supervision is an effort carried out by the supervisor with the aim of ensuring that the teacher being supervised is able to make improvements and improve learning with the hope of increasing the competence of educators to achieve learning goals. Academic supervision is carried out and implemented by the principal of SDN Tawar for teachers in order to provide professional guidance (Arjunaini, Dahliawati, Ridho, Marsidin, & Rifma, 2023). Apart from that, the Head of SDN Tawar SDN Tawar also provided guidance regarding what educators face in implementing character education at SDN Tawar. Clinical supervision provides assistance to teachers to reduce the level of gap between teaching theory and real practice in the classroom when teaching (Nadia, Indriani, Yulia, & Marsidin, 2023, Arif, M., Munfa'ati, K., & Kalimatusyaroh, M. 2021). Apart from that, character education in extracurricular activities is also assessed using a qualitative model with attendance and mastery of material during extracurricular activities as assessment parameters. Meanwhile, habituation is monitored by teachers with the same assessment model, namely a model that describes students' habituation achievements with the attitudes and behavior that emerge in students as assessment parameters. Based on the research results, it shows that there is a lot of habituation carried out at SDN Tawar and this is in accordance with the nature of habituation, namely that habituation is a way of education in Islam which will ultimately be internalized by students in the future. As a start to the educational process, habituation is very effective in instilling moral values in students. Overall, all education management programs at SDN Tawar are evaluated by SDN Tawar by involving related parties and reported to parents or guardians of students and related parties as a means of realizing accountability for the character education program at SDN Tawar.

CONCLUSION

Character education at SDN Tawar is carefully planned and written in detail in the KTSP and KOM. SDN Tawar's vision also includes this aspect. The planning process begins with compiling the 2020-2024 RKM, starting with EDM and creating the RKT. In 2023, MIN will also form KOM and KTSP with SDN Tawars Tahfidz and SDN Tawars Literacy as its reinforcement. The implementation of character education at SDN Tawar is documented in the 2023 KTSP and KOM documents. This character education focuses on affective aspects such as spiritual and social skills, which are not only integrated in subjects but are also supported by the P5 and PPRA programs. Budgeting for the implementation of character education is supported by several funding sources. The principal of SDN Tawar also assigns educators and education staff to delegate authority. Character education through intracurricular activities at SDN Tawar is integrated with all subjects, while self-development activities include counseling guidance, extracurricular activities and habituation. Supervision of character education at SDN Tawar is carried out through various methods, including observation of students' attitudes and behavior in extracurricular activities, academic and clinical supervision, as well as assessment of extracurricular and habituation activities, as well as through observation and portfolio assessment.

The results of this research can add to the body of knowledge regarding character education in elementary schools theoretically and practically. This research has limitations in the variables and methods used, so in the future we can add any variables that influence character education and use different research methods considering that there are many types of research methods that can be used so that they become more perfect in the future..

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