The Role of the Principal in Strengthening Character Education in School By Involving Tripusat Pendidikan

Nasrika, Wildan Zulkarnain, Sunarni
Jurusan Administrasi Pendidikan
Fakultas Ilmu Pendidikan Universitas Negeri Malang
Jl Semarang Nomor 5 Kota Malang Jawa Timur
E-mail: nasrika.1701316@students.um.ac.id

Abstract: This study describes: (1) the role of the principal in the implementation of character education in schools; (2) the involvement of "tri pusat pendidikan" in supporting the implementation of strengthening character education in schools; (3) the importance of strengthening character education in schools. This study aims to determine the role of the principal in maximizing the strengthening of character education in schools by involving the role of the "tri center of education" to obtain maximum results. Character education cannot be separated from the role of the family environment and the community environment so that the roles of the three environments are interrelated. Character education applied in schools is carried out using the concept of self-discipline which will shape the personality of students through habituation. Schools in implementing character education also involve the role of the community and parents to participate in character education in schools. This study uses a descriptive qualitative approach and the type of case study research. The data collection process carried out in this study was carried out by interviews, observation, and documentation.

Keywords: Leadership, tripusat pendidikan, character education

character education is an activity that is carried out in a systematic way to instill moral values as one of the efforts made as a way of maturation. The process to be able to maturing students cannot be done easily considering the many influencing factors. One of them is that students go through a period of searching for identity where at the stage of maturation there is often uncontrolled juvenile delinquency. This reflects that the maturation stage must receive more intensive assistance considering the impact it has given is quite large. It is important for monitoring and assistance from families, schools, and the community considering the rampant deviations committed by students can occur due to various factors originating from the three environments. The role of the family as the first place for students to get to know many things is a major factor besides that, schools have a role to provide structured character education by involving community support. Involvement between family, school, and community is included in the three educational environments or can be called the *tripusat Pendidikan* experienced by every student.

This research is based on previous research (Suriansyah, A & Aslamiah, 2015) which argues that to be able to shape the character of students, principals, parents and the community need to be involved. The principal's strategy in shaping the character of students is carried out through philosophical leadership, exemplary, discipline, instructional leadership, quality leadership, and empowering teachers and education staff. The teacher's strategy is to shape the character of students through example, habituation, and a touch of the heart. Furthermore, the strategy of parents and the community is to carry out effective communication and also implement partnerships with schools. According to Sultoni (2015), good monitoring from families, schools, and the community considering the rampant deviations committed by students. Students go through a period of searching for identity where at this stage often

uncontrolled juvenile delinquency occurs. This reflects that the maturation stage must receive more intensive assistance considering the impact it has given is quite large. According to Sultoni (2015), symptoms that occur in society often foster immoral attitudes in students so the community in this case is also responsible. The role of the community environment in giving influence is very strong. This can happen because students also make direct contact with the surrounding community in carrying out daily interactions. The influence is concluded that a bad social environment will also form a bad character for students and vice versa. In an environment where people tend to have good habits, the characters formed will also be good.

According to Suparlan, H (2015), the birth of strong leaders in the future is formed due to the realization of the participation of interested parties in building the character of these parties, namely the synergy between schools, families, and communities. According to Jahroh, W, S & Sutarna, N (2016), the role of the three environments is first, the family environment as a determinant of the good or bad character of students. The existence of the school's role as a second environment that actually provides education in an effort to provide good character guidelines. Third, namely, the community which supports students in interacting socially.

The synergies from *tripusat Pendidikan* actually provide a response to character education that is to be realized in education. The role in optimizing character education can actually be felt if it can be realized with full awareness. As described above, the tripusat Pendidikan has duties and responsibilities in shaping the nation's generation. The education center is used as a foundation stone in strengthening and strengthening character education so that it can be successful so as to be able to print the next generation that can be the direction of the progress of the nation and state. This can be realized through schools that provide teaching and environments, families, and communities that provide support and supervision.

Character education is included in the school curriculum which is carried out in a learning system that takes place in schools. A school is a place for students to spend the most time interacting. Therefore, schools are places that have the most impact on strengthening character education for students. However, that does not mean that parents and the community are passive because most of the roles are in schools. The role of the principal to be able to establish good cooperation with the educational environment has a great influence on the success of character education. As is well known, students will not be separated from the influence of the three centers of education during the process of development and growth. Schools as institutions are trusted to be parties that can connect the three educational environments so that character education can be carried out optimally.

The reason for the importance of synergies from *tripusat Pendidikan* occurs because students are at the stage of finding their identity which makes them often commit delinquency. It is undeniable that brawls occur between students, bullying, smoking, and various other forms of delinquency that are not in accordance with values and norms. Students are the next generation of the nation who play an important role in the sustainability of the nation's development. However, there are still many students who cannot control their attitudes and behavior. It is not only juvenile delinquency that is rife, the culture that has become the national identity has also begun to be forgotten and replaced by foreign cultures. The phenomenon that occurs is sufficient to provide a reason that strengthening character education is important to be implemented so that students are equipped to be able to distinguish between good and bad.

METHODS

The focus of this research is: (1) the role of the principal in the implementation of character education in schools; (2) the involvement of *tripusat Pendidikan* in supporting the implementation of strengthening character education in schools; (3) stakeholder resistance to the implementation of strengthening character education in schools. Thus, this research is expected to obtain information related to the role of school principals in strengthening character education in schools by involving the role of the tri-center of education carried out at Panjura High School.

The research design used is based on the research focus that has been formulated, so the method used is qualitative using case studies. This research was conducted at Panjura High School Malang, which is located at Jalan Kelud No. 9 Kauman, Klojen, Malang City. The school is one of the senior high schools in the area. The distance taken by researchers from campus to Panjura High School was taken in approximately ten minutes.

Researchers used data collection procedures using interview, observation, and documentation techniques. The interview is a technique of collecting data by asking questions to related informants. Observation is a technique related to data collection activities by going directly to the field in order to achieve the desired results. The data collection process carried out by researchers while in the field aims to get the initial concept (data collection). Second, the data obtained from data collection activities are then selected and filtered based on adjusting the research focus (data condensation). Third, then the results of the data condensation activities are compiled in the form of a synopsis (data presentation), the last four, namely the researcher presenting the data and making conclusions (verification). All of these stages are interconnected with each other in the implementation of research.

The stages carried out in this research start from the first stage or the preparation stage. At this stage, researchers are required to submit an application for an observation permit at Panjura High School Malang. During the licensing process, there needs to be a stage of making a list of questions and what documents are needed when the observation takes place later at the location. Furthermore, when all the letters have been completed, then proceed with a preliminary study of the field in order to obtain general data used to develop the research context. The next stage is implementation. At this stage, the research is carried out by gathering facts and evidence obtained from the field that can be scientifically justified. The last stage is writing. Activities carried out at this stage of writing include compiling research data that have been obtained in the form of research articles.

RESULTS

Panjura High School Malang is an environment that is a place for students to gain knowledge. Schools that are designed to provide knowledge to students cannot be separated from their duty to pass on character values to students. Every school should be designed as a comfortable and inspiring place for students, educators, and education staff, as well as facilitate the habituation of positive attitudes and behavior for all school members based on the noble values of Pancasila which are part of teaching and learning activities as well as the culture at school. As a form of implementing character education, Panjura High School Malang has a habit pattern that already exists in schools to be used as an effort to habituate character education.

The Principal's Role in the Implementation of Strengthening Character Education

The principal provides direction to students through MPLS (School Environment Introduction Period). The directive activities carried out by the school principal is a form of giving control to students so that students have a picture related to the culture in the school. This briefing activity is carried out by the principal to provide an introduction to the school environment so that students can adapt to the conditions at school. Students are also given directions related to character values. Directions to students are routinely carried out as a form of giving direction by the principal regarding the concept of self-discipline, so schools need to provide directions that contain examples related to the reality that occurs in society so that students can distinguish between good and bad. The reinforcement provided by the principal related to school culture, character values, and ways of behaving is expected to be a guide for students to be able to behave and behave at school by always obeying the existing rules so that with the habits that have been carried out students can become habits in the future.

The introduction of the school environment is important to provide direction to students in behaving and behaving. In addition, from this opinion, students need to be given knowledge related to school culture and about habits that are applied in schools. This is done so that students can adapt to the conditions at school so that adjustments in attitude and behavior can be in accordance with the character values that the school wants to implement.

Strengthening character education in SMA Panjura Malang can be formed from the implementation of directives carried out outside class hours and insertion into the learning process. Direction is one way that is considered effective to shape the character of students. The level of high school education is a phase of change for students from teenagers to adults. These changes lead to confusion in behavior and the increased curiosity of students about everything, it is feared that if it is not properly facilitated it will tend to lead to negative things. There is a need for special guidance for students to deal with every development and changing times in order to be able to position themselves to respond to these changes. In addition, the need for guidance is carried out because the status of this school is a private school where the students who enter are not superior children with good habits brought from home but a variety of students with diverse family cultures.

Character education in schools is carried out with the aim of preparing students who are equipped with character values that are ready to be applied when entering community life. So that this can be done, it is necessary to make efforts so that at Panjura High School, habituation is carried out to practice these character values in everyday life through school culture. Strengthening character education is carried out starting from the MPLS (School Environment Introduction Period) with the aim of providing understanding related to the patterns that exist in Panjura High School. When these values have been instilled, they will continue to be applied to KBM (Teaching and Learning Activities).

The concept of self-discipline is a school culture that is instilled in students to get used to it. The concept of self-discipline is a continuation of the activities of directing principals who want to shape the responsibilities that must be carried out by students without any party supervising or feeling supervised. The obedience of students will automatically be carried out with full awareness within themselves. This is done as an effort to be able to achieve a strong character in each student. Self-discipline is done by giving students the freedom to behave without a disciplinary officer. Self-discipline is one of the concepts applied by school principals to be able to form students based on morality. The school has a vision and mission that directs students who have good morals.

The principal conditions the school environment by creating a pleasant climate for carrying out education. So that character education for students can be understood and applied properly. The formation of a pleasant learning climate is done by giving students the freedom to be responsible for themselves. The school provides rules that must be implemented without a supervising ordinance officer to provide witnesses for violators. Students at school become officers of the rules for themselves. The concept that wants to run a school is that if students consciously obey the rules that exist in the school, whether or not there are officers who guard or supervise them, they will always be ordered to comply with the rules that have been made.

A more friendly approach to students is carried out in order to assist in the implementation of strengthening character education in schools. A more friendly approach is taken for students so that they feel that school is a second home for them to live in and feel comfortable. Students and education respect each other without feeling awkward. So that students are more open to what are the difficulties during learning at school. This will make it easier for teachers to find alternative solutions to problem-solving.

Involvement of *TRipusat Pendidikan* in Supporting the Implementation of Character Education

Panjura High School Malang as an educational environment cannot be separated from the influence of the family and community environment. This is because students are also directly present and experience interactions in that environment. The importance of the role of the three environments cannot be separated from one another. Schools have a goal to educate the nation's life, so its role to involve the family and community environment as an effort to provide support in character education needs to be done. SMA Panjura Malang in providing education to students always involves parents as parties who have a direct interest in the development and growth of students during their education. In addition, community involvement related to the provision of socialization is also carried out to provide knowledge from experts as speakers. The thing that underlies the importance of parental involvement is that schools provide education to children who come from various backgrounds and also have different characters

from one another. So to be able to know the character of the child, it is also necessary to monitor the parents. In addition, parental involvement is also carried out to anticipate student misbehavior.

The relationship between the school environment and the family environment, as a place that is trusted by parents of students to provide education, has become the duty of the school to always cooperate with parents. As the party most closely related to the school, parents of students need information related to the growth and development of students during their education at school. Parents of students are the parties who entrust education to the school so that the cooperation that exists between the two parties cannot be separated from one another. The school continues to seek cooperation with parents through various forms of relationships, such as regular meetings with parents of students or by providing school and teacher telephone numbers for parents to use for consulting services.

The form of cooperation between schools and the educational environment that can support the success of character education begins with communicating with parents. Communication with parents of students is carried out as a form of involvement related to providing information about the development of students at school. Meetings with the homeroom teacher can also be done by parents of students. Parental meetings with the principal are also held regularly every semester by providing information related to the situation at school related to the implementation of education. Socialization carried out by the community is also carried out to be able to guide students. the community is also involved in instilling character education through socialization by BNN and the health office. This collaboration will form social control for the students themselves so that the activities carried out can be directed at more positive things. The environment formed starting from the school environment, family environment and community environment that can support the growth and development of students will certainly be able to affect the quality of human resources who are academically and morally intelligent.

The collaboration between the three will form social control that can help in the success of character education given to students. Schools are very aware of the importance of the environment around students. Students are part of the environment, the school collaborates that can help to shape the character of the students. Guidance and conditioning in schools are not enough to be able to provide supervision to students so synergies from the family environment are needed to be able to control students so that students are not only controlled at school but also controlled at home.

The Importance of Strengthening Character Education

The background of the school is why it is important to strengthen character education in schools. One of the reasons is because of the erosion of character values themselves. Panjura High School tries to apply morals that can equip students later. There are so many phenomena that make these character values fade. So that it raises its concerns for schools and the community so that efforts are needed to be able to maintain and pass on character values. The background of students who come from various environments is one of the reasons why character education needs to be given. Character education itself is the answer to concerns about the erosion of existing values. Character education provides knowledge related to good and bad values in behaving and behaving. One thing that can be pursued is to provide social control to students so that these values become a habit.

Juvenile delinquency is also one of the triggers in the erosion of character values. The search for identity at this time is also a factor that can affect if not guided properly. Students experience interactions with the school environment, family environment, and community environment that cannot be separated from the lives of students. Therefore, there are many factors that can affect the formation of the character of students. Instilling character values here is important to be given to students. This is done on the grounds that students need direction and full control from interested parties to be able to carry out and instill character education. Character values are important to be able to equip students to become superior human resources academically and morally. The hope of the community through education in schools is that students have attitudes and behaviors that are in accordance with noble values, in this case, the school tries to familiarize students with applying these values in everyday life.

DISCUSSION

The Principal's Role in the Implementation of Strengthening Character Education

The principal has a dual role as a leader, namely carrying out administration in schools with the aim of being able to create a good learning atmosphere and situation, and carrying out supervision so that educators, namely teachers, can improve in carrying out their duties and responsibilities. The dual tasks carried out by the principal cannot be separated because the two balance each other (Zulkarnain, W, 2017). The principal in terms of carrying out his duties and responsibilities as the implementer as well as the originator of the concept of self-discipline in Panjura High School is carried out conceptual planning with full consideration and taking into account the situation and conditions of the students and educators at the school. and educators can relate to each other in harmony. In addition, to facilitate the implementation of procedures for the application of self-discipline. Character education activities are also carried out in many ways in Teaching and Learning Activities (KBM) which are administratively regulated in the Learning Implementation Plan (RPP). These activities include the habit of praying before and after learning, manners, greetings, and greetings that are accustomed to students. Students are also given the freedom to exercise self-control to continue to comply with school rules without a school ordinance officer. Therefore, the principal performs his role in supervising the success of character education in schools.

The concept of self-discipline and character education at SMA Panjura provides new changes for the application of character education in a unique way that can be implemented by students so that the principal here can influence students to comply with regulations and provide guidance to educators and educators to set an example. This is in accordance with the concept of leadership according to Benty, D, D, N & Gunawan, (2017), namely educational leadership is an activity carried out to be able to influence a person or group of people in the educational environment so that they can sincerely and voluntarily carry out their duties and responsibilities. responsible for achieving educational goals. According to Suparlan, H, (2015), the birth of strong leaders in the future is formed due to the realization of the participation of interested parties in building the character of the students of that party, namely the synergy between schools, families, and communities. According to Juharyanto (2015), education is carried out to make an adequate contribution to the formation of the nation's character. The ethos, integrity, discipline, and social solidarity of the community at large, which are still considered low, will eventually strengthen in line with the strengthening efforts carried out by the school or more precisely, the one who has the highest role, namely the principal. The role of the principal is very important to be able to carry out his duties and responsibilities as a leader who can bring success in character education in schools. the principal himself as a speaker.

The principal's strategy in implementing character education at SMA Panjura Malang is done by applying the concept of self-discipline. This concept is used to instill character education in students to match the vision and mission of the school which has the aim of forming students who have character. The vision itself is formed from ideas, ideas, and aspirations that depart from the conditions of the school that are used to achieve goals (Alifiyah, I., Imron, A., & Juharyanto, 2019). The application of this concept is of course accompanied by efforts to provide direction to students by the principal. In addition, the direction is given to educators and education staff to be able to create harmony in the implementation of the concept of self-discipline. The direction given by the principal is in the form of giving real examples to students related to the phenomena that occur so that from this direction they will provide understanding to students about the culture that exists in schools related to how to behave and behave. Students will instill character values in themselves indirectly they become officers of order for themselves.

According to Sudrajat, A, (2011), the world of integrated education in schools has a role as a means that can be used to transmit both values and knowledge that can be used to provide education to students through one of the character education programs. Deviations made by students can occur as a result of the surrounding environment that supports these deviations. Therefore, character values need to be developed and implemented for students. Schools as one of the institutions that have the responsibility

to be able to develop and implement strengthening character education as part of the activities carried out in schools. Therefore, character education is a form of special service provided by schools to be able to provide guidance to students in order to instill character values. According to Zulkarnain, W, (2016), special service management is part of the management activities carried out to facilitate the management of students in schools so that learning activities can run smoothly.

Involvement of Trpusat Pendidikan in Supporting the Implementation of Character Education

Tripusat Pendidikan are closely related to the education that children undergo during their development and growth. *Tripusat Pendidikan* itself can be said as an educational environment experienced by students. The term tri-center of education itself is used by Indonesian education leaders, namely Ki Hajar Dewantara where this term describes the *tripusat Pendidikan* that affects the behavior of students. *Tripusat Pendidikan* covers three educational environments, namely: family education (informal education); education in schools (formal education); and education in society. These three environments influence each other and have an inseparable role. The family environment is the first environment for children to get basic education, norms, habits, love, affection, cooperation, behavior, discipline, and so on. The school environment has a role to provide education that cannot be provided in a family environment, including providing learning to children and creating interactions with peers. The community environment also has a role to be able to participate in supporting school education and can play a role in implementing education.

Education is needed for a human being as one of the factors that can influence in shaping personality. Education is carried out inseparable from the influence of the surrounding environment which influences the formation of character. According to Triwiyanto, T, (2015), the educational environment is a place for humans to interact with one another so that their abilities can be honed and developed in a better direction. The educational environment itself has the meaning of everything that is around humans in the form of inanimate objects, living things, or a series of events that occur in the surrounding environment that can have an influence. Involvement of three education centers in supporting the implementation of strengthening character education in schools. Schools realize that character education implemented in schools will not succeed without the intervention of parents and the community so schools strive to continue to collaborate. Communication between schools and parents is carried out continuously so as to create control over students both inside and outside school. In addition, schools also involve the role of the community to take part in providing socialization to students.

Every human being has a desire or urges to take an action that violates the rules due to failure to fulfill development (Amora, I, S & Suminar, 2012). However, this can be overcome by self-control that every human being has so that consideration will be created in the aspects of values and norms that must be held. Students have a desire to commit juvenile delinquency and many students are unable to control or have self-control and lack the attention of an educator to provide learning about the importance of character education as a factor in the failure of character education (Irani, L, C., Handarini, D, M). ., & Fauzan, L, 2018). Students need assistance and guidance that can lead to things that are in accordance with values and norms. In addition, students come from various different environmental backgrounds so the role of the family, school, and community environment plays a very important role in shaping students (Unayah, N & Sabarisman, M., 2015).

Education is needed for a human being as one of the factors that can influence in shaping personality. Character formation has a huge impact on students in the future. Therefore, efforts are needed to be able to achieve a generation of noble character. Through education carried out in schools, character education can be implemented as a form of strengthening for students. According to the optimization of the role of parents, it can be carried out with several forms of activities, including the following: (1) making interesting programs for parents of students; (2) involving parents of students in school activities; (3) apply the principles of accountability and transparency; and (4) establish communication and create a conducive climate. At SMA Panjura, character education has become something that has been implemented starting from the beginning of the leadership of the principal who took the idea of

self-discipline. Self-discipline itself is the result of conditioning the school environment that can effect changes in attitudes and behavior of students by adapting to the new culture in the school. The idea was created as a form of effort made by schools to give students the freedom to distinguish between good and bad. The implementation of the idea is carried out by involving various interrelated parties such as the National Narcotics Agency and the health officials who play a role in providing socialization to students. Apart from that, the school also always provides examples and understanding related to the implementation of these ideas by directing the principal or inserting character values through daily learning activities carried out by the teacher. So that the impact of character education in schools can be optimal, the school also works with parents of students to participate in controlling students. this is done so that the behavior of students at home and at school is not much different. Communication activities carried out by parents and schools are carried out through the intermediary of each homeroom teacher or also carried out simultaneously every semester at a meeting with the principal and followed by taking report cards with the homeroom teacher. This is done with the aim that all parents also know about the culture in the school and every parent knows information related to the progress of student development.

The Importance of Strengthening Character Education

Resistance is an attitude, trait, or action that opposes, or blocks pressure from outside. Stakeholder resistance refers to the attitudes or actions of stakeholders within the organization to provide support in terms of opposing the rise of deviations from the incompatibility of attitudes and behavior with existing values and norms. So that the implementation of strengthening education carried out in schools is carried out by collaborating with stakeholders involved in education in schools. The goal of stakeholders is to assist in the success of strengthening character education carried out in schools.

According to Kawuryan, S, P, (2014), the times have made the role of parents as moral controllers begin to fade so that there is a place where students can spend more time, namely school, however, students lose moments with society. According to Sultoni (2015), instilling character education, cannot be improved simply by sticking to words or in the form of advice, but must use the role of the tri center of education as an imitation of students. Sudjana in Sultoni (2015), states that the linkages between these three educational environments are fostered and developed on the principle of the Tri-Condition of Education, namely consistency, continuity, and convergence. So that the strategy that can be used in building efforts in maximizing the role of the tri-center of education starts from the school.

The character of students is different, students have different personalities brought from their environment so efforts are needed to be able to change habits that are not in accordance with character values. Students who are accepted at SMA Panjura come from various environments which of course will affect the character of each student. The school strives to provide insight to students about the characters that need to be possessed as a person who will blend in with the community. The implementation of character education in schools requires support from the community, not only material support. The community can provide support in the form of thought, motivation, and cooperation (Pakniany, N, S, L, P., Imron, A., & Degeng, I, N, S, 2010). The role of parents in education is still relatively low due to their busyness of parents. This is what underlies the lack of parental concern for activities carried out at school. The participation of parents in school activities is an important element as a form of family and school responsibility.

According to Imron, A (2016), the prevalence of juvenile delinquency requires special attention from educators, parents, and the community to be able to develop the child's personality. Without the contribution of these components, character education carried out in schools will not function. The form of values instilled in schools can be implemented through school culture. School culture is an activity related to attitudes, behaviors, activities, and symbols carried out in schools that lead to improvement (Arifin, Bafadal, I, Imron, A, Sonhadji, A, 2017). The implementation of character education in Panjura High School is carried out by involving the role of the family and community as parties who have an interest in the implementation of education. Support from parents as parties who have a direct relationship with the school is manifested in the awareness to take an active role in every meeting and activity related to the development of students. In addition, the community is also involved in learning

activities at school. Community involvement is carried out through regular socialization. Schools will not be separated from the role of the community in learning activities, therefore schools also build relationships with parties who can provide competency development for educators. The school also encourages and facilitates every teacher to develop their competencies. The form of support provided by the school is to provide opportunities for teachers to participate in development activities such as seminars, workshops, and various other development activities. This is done so that teachers become competent educators who they are able to provide learning to each student.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Panjura High School implements strengthening character education in schools by conditioning the students by giving directions related to school culture. The direction is carried out as an effort given by the school so that students can adapt to the new norms and rules that will be followed while carrying out education. The concept was adopted by the school as an effort to train students to become a habit that is carried out at school so that it has an impact when outside school. The implementation of character education is also carried out by involving the educational environment such as the family and community environment in supporting the strengthening of character education in schools which is also very important in schools, especially communication with parents of students. Parents of students are given space to consult with teachers regarding the development of students. The community is also involved in providing character education strengthening activities such as the school's collaboration with the National Narcotics Agency (BNN) and the education office which routinely provides socialization on MPLS activities.

Suggestion

The result of this study is that the strengthening of character education carried out at Panjura High School Malang is carried out by carrying out approaches that can attract the sensitivity of students to be able to comply with the rules with the concept of self-discipline. In addition, in its implementation, schools also collaborate with parents of students and the community so that they can help and provide support for character education carried out in schools. So that the findings of this study can be used for the development of Educational Administration science, especially in terms of principal leadership in creating a school environment that can support strengthening character education for students. In addition, this research can be used as study material to be able to carry out innovations in strengthening character education that can be implemented in schools.

REFERENCES

Alifiyah, I., Imron, A., & Juharyanto, 2019. KEPEMIMPINAN VISIONER KEPALA SEKOLAH DALAM MENGEMBANGKAN KARAKTER PESERTA DIDIK | Alifiyah | JAMP : Jurnal Administrasi dan Manajemen Pendidikan.

Amora, I, S & Suminar, 2012. Hubungan Antara Tingkat Kontrol Diri Dengan Kecenderungan Perilaku Kenakalan Remaja 1, 6.

Arifin,. Bafadal, I., Imron, A. & Sonhadji, A, 2017. Cultivating Character Education Through Transforming School Cultural Values.

Benty, D, D, N & Gunawan, I, 2017. Manajemen Pendidikan, Suatu Pengantar Praktik. Alfabeta, Bandung.

Imron, A, 2016. Pendidikan Kepribadian Anak Menurut Abdullah Nashih Ulwan | Edukasia Islamika.

Irani, L, C., Handarini, D, M., & Fauzan, L, 2018. Pengembangan Panduan Pelatihan Keterampilan Mengelola Emosi sebagai Upaya Preventif Perilaku Bullying Siswa Sekolah Menengah Pertama | Irani | Jurnal Kajian Bimbingan dan Konseling.

Jahroh, W, S & Sutarna, N, 2016. PENDIDIKAN KARAKTER SEBAGAI UPAYA MENGATASI DEGRADASI MORAL | Jahroh | Prosiding Seminar Nasional Inovasi Pendidikan.

Juharyanto, 2015. STRATEGI PENGUATAN KARAKTER INSTITUSI OLEH KEPALA SEKOLAH SEBAGAI PEMIMPIN PENDIDIKAN DI ERA GLOBAL - ADOC.PUB.

Kawuryan, S, P, 2014. Pendidikan Karakter di Sekolah.

Pakniany, N, S, L, P., Imron, A., & Degeng, I, N, S, 2010. Peran Serta Masyarakat Dalam Penyelenggaraan Pendidikan | Pakniany | Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan.

Sudrajat, A, 2011. MENGAPA PENDIDIKAN KARAKTER? | Sudrajat | Jurnal Pendidikan Karakter [WWW Document]. URL https://journal.uny.ac.id/index.php/jpka/article/view/1316 (accessed 8.18.21).

Sultoni, 2015. KESINAMBUNGAN PENDIDIKAN BUDI PEKERTI DI KELUARGA, SEKOLAH, DAN MASYARAKAT - PDF Download Gratis [WWW Document]. URL https://docplayer.info/42097667-Kesinambungan-pendidikan-budi-pekerti-di-keluarga-sekolah-dan-masyarakat.html (accessed 8.12.21).

Suparlan, H, 2015. FILSAFAT PENDIDIKAN KI HADJAR DEWANTARA DAN SUMBANGANNYA BAGI PENDIDIKAN INDONESIA | Suparlan | Jurnal Filsafat [WWW Document]. URL https://jurnal.ugm.ac.id/wisdom/article/view/12614 (accessed 8.18.21).

Suriansyah, A & Aslamiah, 2015. STRATEGI KEPEMIMPINAN KEPALA SEKOLAH, GURU, ORANG TUA, DAN MASYARAKAT DALAM MEMBENTUK KARAKTER SISWA | Suriansyah | Jurnal Cakrawala Pendidikan [WWW Document]. URL https://journal.uny.ac.id/index.php/cp/article/view/4828 (accessed 8.12.21).

Triwiyanto, T, 2015. Pengantar Pendidikan. Bumi Aksara, Jakarta.

Unayah, N & Sabarisman, M., 2015. FENOMENA KENAKALAN REMAJA DAN KRIMINALITAS | Unayah | Sosio Informa [WWW Document]. URL https://ejournal.kemsos.go.id/index.php/Sosioinforma/article/view/142 (accessed 8.18.21).

Zulkarnain, W, 2017. Dinamika kelompok : latihan kepemimpinan pendidikan / Wildan Zulkarnain | Perpustakaan UIN Sultan Syarif Kasim Riau [WWW Document]. URL http://inlislite.uin-suska.ac.id/opac/detail-opac?id=2077 (accessed 8.12.21).

Zulkarnain, W, 2016. Layanan Khusus Peserta Didik Sebagai Penguat Manajemen Pendidikan (preprint). INA-Rxiv. https://doi.org/10.31227/osf.io/rbvdy.