

Character Education Management: A Case Study of the Role of Teachers in High Schools

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Abstract

This study aims to identify and analyze the role of teachers in shaping character education management in Senior High Schools (SMA). Character education is a top priority in shaping students' personalities and morals, and teachers play a central role in its implementation. Using qualitative methods with a case study approach in several selected high schools, this study found that teachers not only act as learning facilitators, but also as the main agents in instilling character values such as honesty, responsibility, and discipline. However, the implementation of character education in high schools faces several challenges, including the lack of special training for teachers, minimal support facilities, and inconsistent school policies in integrating character education. Therefore, strong support from school management and the involvement of parents and the community are important factors in the success of the implementation of character education. Based on the research results, it is recommended that there be ongoing training for teachers and increased synergy between schools, families, and the environment in supporting character education.

Keywords: character education, teacher role, school management

Introduction

Character education is one of the important aspects in the national education system to form a generation with noble character, integrity, and social responsibility. At the Senior High School (SMA) level, the implementation of character education is faced with various challenges, such as the lack of integration of character values in daily learning and the weak commitment of stakeholders to character education (Rachman et al., 2023). This problem raises a gap between the goals of national education as mandated in Law No. 20 of 2003 concerning the National Education System and the reality of the implementation of education in the field (Fathurohman, 2019; Firdaus & Nugraheni, 2024).

Various studies have been conducted to examine the role of teachers in character education. Simbolon (2022), explains about the role of teachers in shaping the implementation of national spirit in State Senior High School (SMAN) 1 Raya. The character of national spirit is urgent in teaching and learning activities in schools and in society. (Assidiq et al., 2019) shows the importance of religious character education in shaping the personality of students in high school. However, these studies mostly focus on individual aspects, such as the effectiveness of teaching methods or student engagement, without paying enough attention to the systemic management of character education.

The gap lies in the lack of research that discusses character education from a holistic school management perspective. Many studies have not linked the implementation of character education with comprehensive school management planning, supervision, and evaluation. In addition, the lack of relevant teacher training and the lack of parental and community involvement create obstacles in the development of sustainable character education (Aisyah,

2021; Tasijawa et al., 2024). Therefore, research is needed that not only explores the role of teachers but also assesses the synergy between teachers, school management, families, and the social environment.

Based on these gaps, this study aims to identify and analyze the role of teachers in shaping character education management at the high school level, focusing on aspects of planning, implementing, and supervising character education programs. The novelty of this study lies in the holistic approach that includes the involvement of all elements of education, so that it can provide strategic recommendations for strengthening character education in schools. This study also offers significant contributions to the development of character education theory and practice in Indonesia.

Method

This research uses a descriptive qualitative approach with a case study design (Creswell, 2015). This design was chosen to answer the research question regarding the role of teachers in shaping character education management in Senior High Schools (SMA). Case studies allow researchers to explore phenomena in detail and comprehensively, especially related to the implementation of character education involving various school elements.

Research Subjects

The subjects of the study included teachers, principals, and students at SMAN 1 Telagasari Karawang. The selection of subjects was carried out using a purposive sampling technique, namely selecting individuals and groups that are considered to have high relevance to the focus of the study. This school was chosen because it has a character education program that has been running for at least two years, and represents the context of public schools with diverse backgrounds.

Data Collection Techniques and Instrument Development

Data was collected through several techniques to ensure validity and depth of analysis, namely:

1. In-depth interview with teachers and principals to explore their roles in planning, implementing, and supervising character education.
2. Direct observation towards classroom learning activities, extracurricular activities, and student-teacher interactions in the school environment.
3. Documentation in the form of an analysis of the curriculum, school work programs, and reports on the results of character education evaluations.

The research instrument was developed based on a semi-structured interview guide and observation guideline designed to capture key aspects of character education implementation. In addition, documentation sheets were used to organize data obtained from school documents.

Data Analysis Techniques

The collected data were analyzed qualitatively using the Miles and Huberman interactive analysis model. The analysis process involved three main stages: (1) data reduction, where irrelevant information was filtered to ensure focus on the research objectives; (2) data presentation in the form of descriptive narratives to describe the main findings in detail; and (3) drawing conclusions and verification to ensure the reliability and consistency of the research results. Data triangulation was carried out by comparing the results of interviews, observations, and documentation to increase the validity and reliability of the findings (Haris, 2012).

Research Procedures

The study began with a preliminary survey to identify schools with relevant character education programs. After the research subjects were determined, data collection was

conducted for three months, starting with interviews with principals and teachers. Observations were carried out during the learning activities, while documentation was collected in parallel. Each data obtained was recorded, categorized, and analyzed sequentially according to the stages that had been designed.

The systematic and comprehensive approach in this method is designed to ensure that the research results can be replicated and provide in-depth insights into the implementation of character education in high schools. Thus, this research method is expected to be able to answer research questions accurately and provide significant contributions to the development of theory and practice of character education.

Results

This study found that the implementation of character education at SMAN 1 Telagasari Karawang involved three main stages: planning, implementation, and supervision. The following are the main results based on the data analysis that has been carried out:

Character Education Planning

Character education planning at SMAN 1 Telagasari is based on the school's vision and mission that prioritizes the formation of student character as an integral part of the educational process. This vision and mission serve as a guide to ensure that character values, such as discipline and responsibility, are integrated thoroughly into academic and non-academic activities. This commitment is the basis for designing programs that reflect the goals of character education at the Senior High School level.

As part of the planning, the school uses a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify potentials and challenges in implementing the program. Through this analysis, the school is able to map internal strengths such as strong management support, as well as identify obstacles such as limited supporting facilities. With this approach, the character education program can be designed realistically to optimize available resources while anticipating external challenges that may be faced.

In addition, this planning includes establishing a different focus on character values each semester. This strategy aims to provide in-depth attention to a particular value for a sufficient period of time, so that students can understand and internalize the value effectively. For example, one semester focuses on developing discipline, while the next semester emphasizes the importance of responsibility. This focused approach not only provides a clear structure, but also increases consistency in the implementation of character education in the school environment.

Implementation of Character Education

The implementation of character education at SMAN 1 Telagasari involves various elements of the school, namely teachers, students, educators, and parents. Teachers play a central role as role models and facilitators in learning character values. Through classroom learning, teachers actively integrate values such as discipline, responsibility, and honesty into the subject matter. In addition, the role of teachers as facilitators is reflected in extracurricular activities, where students are given the opportunity to practice these values in more applicable situations.

Routine school activities are also an important part of implementing character education programs. Morning briefings, flag ceremonies, and group coaching are used to instill moral values in students. In each of these activities, students are invited to understand and internalize the importance of positive character, such as respecting others, working together, and maintaining discipline. Repetition of these values in daily activities at school helps students to internalize these characters as part of their personality.

In addition to the role of teachers and routine school activities, parental involvement is an important element in the implementation of character education. Schools regularly hold parent meetings to provide information and involve them in the process of forming student character. In some cases, special guidance is provided to students who face behavioral problems, where parents are actively involved in finding joint solutions to support child development.

The synergy between teachers, students, and parents creates an educational environment that supports the implementation of character values holistically. By combining classroom learning, routine activities, and family involvement, character education programs can run effectively. This multi-party approach shows that character education is not only the responsibility of the school, but also a collective collaboration involving all elements of the educational community.

Monitoring and Evaluation

The monitoring process in the implementation of character education at SMAN 1 Telagasari is carried out systematically and continuously to ensure that the program runs according to its objectives. Daily observations by teachers are the first step in monitoring student behavior. Teachers actively record changes in student behavior during learning activities, both inside and outside the classroom, thus providing a clear picture of the development of student character over time. This monitoring is reinforced by annual evaluations by the principal to assess the overall success of the program.

To support the monitoring process, the school uses several specially designed evaluation tools. Class daily journal is used by teachers to record students' character development in detail, including positive achievements and violations that occur. In addition, homeroom teachers use Book of Wisdom to record and report student behavior to parents. This book serves as a liaison between the school and the family, ensuring that parents are aware of their child's character development and can provide additional support at home.

Event log is another tool that serves to record every violation or achievement of students related to character values. Each student has a personal point book, where every good or bad event involving them is recorded. Teachers give appreciation for positive achievements of students as a form of appreciation, while violations are recorded to provide appropriate corrective actions. This monitoring system creates a transparent mechanism and supports the formation of student character effectively.

Table 1. Main Components of Character Education Implementation

Component	Description	Results
Planning	Vision, mission and SWOT analysis	Character value focus per semester
Implementation	Teachers, students and parents	Integration of character values in activities
Monitoring and Evaluation	Daily journal, Wisdom Book, Notes on events	Changes in student behavior are clearly visible

Challenges Faced

The implementation of character education in schools faces a number of challenges that need to be overcome so that the program can run effectively. One of the main challenges is the lack of training for teachers related to character education methods. Many teachers have not received adequate provisions on how to integrate character values into the learning process

and daily activities at school. As a result, teachers have difficulty in implementing the right methods and creating a learning atmosphere that is conducive to student character development.

In addition, the lack of supporting facilities is also an obstacle in the implementation of character education. Facilities such as special rooms for character education activities, libraries with collections of character-themed books, and interactive learning media are still very limited in many schools. These limited facilities make it difficult for teachers to design and implement interesting and effective activities to instill character values in students.

Another challenge is the evaluation gap in character education. Currently, there is no uniform measuring instrument to assess the success of character education programs in schools. This makes it difficult to measure the effectiveness of the program and make necessary improvements. Therefore, it is necessary to develop comprehensive and standardized evaluation instruments to measure students' character development objectively.

Positive Impact

The character education program in schools has shown positive impacts, despite facing various challenges. Students' awareness of the importance of character values such as discipline and responsibility is increasing. The program has also succeeded in bridging closer relationships between schools and parents through intensive communication in the process of forming students' character.

The successes and challenges faced in this program are an important basis for improving the effectiveness of character education. Strengthening teacher training, improving supporting facilities, and developing more comprehensive evaluation tools are some of the recommendations put forward.

Discussion

The implementation of character education at SMAN 1 Telagasari Karawang shows positive results through the implementation of three main stages, namely planning, implementation, and supervision. The planning stage is carried out in an integrated manner with the school's vision and mission, indicating a directed strategy in determining the focus of character values to be instilled, such as discipline and responsibility. This strategy is reflected in the preparation of the curriculum, activity programs, and school regulations that integrate these character values.

The implementation of character education programs in schools has successfully involved all elements of the school, including teachers, students, and parents. The active involvement of all these elements is created through various activities, such as workshops for teachers, extracurricular activities for students, and discussion forums for parents. Thus, a harmonious synergy is created in instilling and developing character values in students.

Supervision of character education programs is carried out continuously through various instruments, such as daily journals, Wisdom Books, and event notes. Daily journals are used by teachers to record students' daily character development, while Wisdom Books function as a medium for recording important events related to students' characters, which also involve parents in the supervision process. Event notes are used to record and provide appreciation for students' positive behavior, so that it can increase motivation and positive reinforcement. This evaluation system allows schools to monitor changes in student behavior comprehensively and continuously.

The findings of this study support the hypothesis that structured character education can increase students' awareness of moral values. The implementation of well-planned,

comprehensively implemented, and continuously supervised character education has succeeded in creating a school environment that is conducive to the formation of student character. These results indicate the importance of a holistic approach to character education that involves all components of the school and is implemented in a structured and sustainable manner.

Research on the implementation of character education at SMAN 1 Telagasari Karawang shows that there is alignment with Sumitro's research (Sumitro & Puniman, 2024) on the integration of character education through literature learning. Both of these studies show that structured character education can increase students' awareness of moral values. Similarities were also found with the study emphasized the importance of the role of teachers, school environment, and evaluation in forming student character, which was also found in research at SMAN 1 Telagasari Karawang through daily journals, Wisdom Books, and event notes (Sari, 2023).

Research at SMAN 1 Telagasari Karawang also has similarities with research showed that religious programs can foster commendable morals and habituate students' disciplined behavior (Fakhrulloh et al., 2024). These two studies show that character education can be integrated with religious values to achieve optimal results, as seen in the efforts of SMAN 1 Telagasari Karawang in integrating character education with religious activities.

Overall, the three studies support the research findings at SMAN 1 Telagasari Karawang that structured and integrated character education can increase students' awareness of moral values. These studies provide empirical evidence that a holistic approach involving integrated planning, implementation, and supervision, as well as the use of various methods and approaches in learning, is an important factor in increasing students' awareness and character formation.

This study reinforces the concept that character education requires a holistic approach involving integrated planning, implementation, and supervision. This means that character education cannot be viewed as an additional activity or merely a ceremonial program, but must be an integral part of the entire educational process in schools. This study also shows that the success of character education depends not only on teachers, but also on the support of school management and parental involvement. Therefore, synergistic cooperation between various parties is needed to realize effective character education.

In practice, this study provides several important implications for the development of character education in schools. First, this study underlines the need to strengthen teacher training to improve their capacity in teaching character values. This training should not only focus on cognitive aspects, but also on affective and psychomotor aspects, so that teachers are able to integrate character values into the learning process and daily interactions with students. Second, this study shows the importance of school management support in the implementation of character education. School management should provide a conducive environment for the development of student character, both through policies, programs, and supporting facilities. Third, this study confirms the need for parental involvement in character education. Schools should build active partnerships with parents to align the values taught at school and at home.

Another implication of this study is the importance of developing a more structured evaluation tool to measure the success of the implementation of character education programs. This evaluation tool should be able to measure not only aspects of students' knowledge and understanding of character values, but also changes in students' behavior and attitudes in everyday life. Thus, evaluation can provide accurate and comprehensive information regarding

the effectiveness of character education programs, so that improvements and refinements can be made continuously.

This study has several limitations that need to be considered. First, the qualitative approach used, although allowing for an in-depth understanding of the phenomenon studied, tends to produce findings that are difficult to generalize to other school contexts. Second, the data obtained only covers one school, making it less representative in describing variations in character education practices in schools with different backgrounds.

Another limitation is that although the evaluation tools used are quite diverse, this study did not measure the direct impact of character education on students' academic outcomes. Therefore, further research is needed with more comprehensive designs and methods to obtain a more complete picture of the effectiveness of character education in schools.

Based on the results and limitations of this study, some suggestions for further research are to conduct quantitative studies involving more schools to obtain more generalizable findings. In addition, it is necessary to develop and test comprehensive evaluation tools to measure the impact of character education on students' behavioral and academic outcomes. Further research can also examine in more depth the influence of teacher training on the effectiveness of character education implementation, as well as explore how parental and community involvement can be more effective in supporting character education in schools. By developing better research instruments and methods, it is hoped that character education can continue to be improved in its effectiveness to support the development of student personality in line with national education goals. Further research that focuses on identifying strategies to improve support for facilities relevant to character education programs is also needed to optimize the implementation of this program.

Conclusion

This study has shown that the implementation of character education at SMAN 1 Telagasari Karawang involves a structured approach through planning, implementation, and supervision. Teachers play a central role in instilling character values such as discipline and responsibility, while the principal and school management contribute to creating a supportive environment. These findings emphasize the importance of synergy between schools, families, and communities to achieve sustainable character education goals.

However, this study has several limitations. First, the scope of the study only covers one school, so the results cannot be generalized to a wider context. Second, the qualitative method used does not provide quantitative measurements that can describe the impact of character education statistically. Third, this study does not explore the relationship between character education and student academic outcomes in depth.

This study has advanced scientific knowledge in several aspects. First, it provides a holistic picture of the role of teachers and school management in character education at the high school level. Second, it identifies specific challenges, such as lack of teacher training and limited facilities, that could be the focus of future character education program development. Third, it underlines the importance of a structured evaluation tool to monitor the success of character education.

In the future, further research is recommended to involve more schools with integrated quantitative and qualitative methods. In addition, the development of comprehensive measuring instruments to evaluate the impact of character education on students' behavioral and academic outcomes needs to be strengthened. Thus, the implementation of character education can be

more effective and have a broader impact on the development of students' personalities in Indonesia.

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