

MANAGEMENT OF CHARACTER EDUCATION IN DISCIPLINE DEVELOPMENT

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Astract

The development of social, cultural and economic forms of human growth today is based on character development as an inseparable part of every human individual. Management of Character Education Management in Discipline Development is part of forming human resources towards sustainable life. Resume & Eulogy Theory as the basis of research. Qualitative method through a process of observation, documentation and interviews developed with a triangulation system. Research questions 1) How is Character Education Planning in Discipline Development; 2) How to Organize Character Education in Discipline Development; 3) How is the Implementation of Character Education in Discipline Development; 4) How to Supervise Character Education in Discipline Development. The results showed that the Character Education Planning in Discipline Development is defined as an attitude in which the development of knowledge, attitudes and skills is balanced. In the process of organizing all the components of the work unit structure in governance put forward the goal of building the character of the discipline itself. Implementation, the form of development of the educational implementation process leads to the formation of discipline in line with the basic goals of education. Supervision is arranged in line with the planning that human resources aim at achieving its goals.

Keywords: Management, Education, Character and Discipline.

A. INTRODUCTION

Character Education Management in Discipline Development is the basis for the development of the educational process that is currently emphasized. Understanding the character itself in the form of built on the character "Resume & Eulogy". based on the book "The Road To The Character" by Brooks David (2012). This understanding shows that each character formation is built on two basic human components individually. In Resume, the character that is built can be seen in the form of a human work implementation unit to build achievements and the goals are achieved based on existing situations and

conditions. While Eulogy is a form in which the basic human characteristics, such as honesty, loyalty, courage, etc. These two things will fundamentally influence each other in each individual so that his achievement in developing himself will always be balanced with the fluctuation of the scope and basic units of both his environment and himself (David, 2012).

This becomes important where the Character Education Management in Discipline Development, itself is a form of effort in managing human resources according to their proportion and competence on the basis of their potential. Proportion in terms of placement, competence in recognition of his skills and potential are the basic human capital in developing himself to become part of other human beings as social creatures. This shows that character development in principle prioritizes values where the development process of development activities has an impact on the potential value of an individual in building his competence socially, culturally and economically which is the basis for his sustainable life force.

The basic essence in this study itself is the form of reading the scope of Character Education Management in Discipline Development which is built on a Resume or Eulogy. The basic thought of the tendency of humans to other humans will put forward real processes. Where the achievement of work goal values is a form that is put forward in a conscious sense as part of the measure of success in work achievement and human performance. On the other hand, the neglect of the value of Eulogy as the basis for manifesting human values is ignored. The essence of both is proven by life achievements and life achievements in a fundamental understanding. For example, the ruler will rule in his time on a resume and end just like that without any manifestation form he states. Eulogically, this character has a very high positive value so that the value it builds will be remembered throughout the ages.

The fact that the current condition of the character is more likely to put forward the momentary value or resume without thinking about the value of goodness that will be built in the future. The basis of this character, in terms of understanding the scientific discipline, shows the nature and attitude of understanding and a limited view of the value of life and life, especially until it is sustainable. Human concern for other human lives in the future has become a global problem. The UN through the Rio D Jeinero Conference (2012) argued that a basic form of thought was needed to build sustainable living. The basis for this agreement is built through the working principles of implementing world programs with Sustainable Development Goals (SDGs).

In balance with the limitations and the existence of natural resources that exist today, it shows that the damage caused by previous humans has reduced human life in the future. This is the response of the international education world in the Icheon (2015) Education 2030 declaration (ENESCO, 2015), which supports the SDGs program through its ESDGs. This program has shown that previous disciplines have developed a lack of balance in human life in the future, so it is necessary to understand the value of an educational program to build knowledge disciplines related to sustainable living. The most important principle from the basic understanding of the description above shows that the character that is built must be better than the previous character in terms of human resources who think about the basic understanding of sustainable living (UNESCO, 2015).

The purpose of this research is to find a picture related to Character Education Management in Discipline Development so that it can achieve the realization of a generation that is reliable and qualified in building sustainable life. The purpose of the research itself is to provide scientific knowledge in the field of educational management, especially in building the character of human resources in the future with discipline in building sustainable life.

Management assumptions themselves are built from the process of planning, organizing, implementing supervision which is a fundamental part of the management system proposed by George Terry (Terry, 2010). Through this systematic thinking, educational attainment as a goal established by law can be achieved. Thus the research questions are focused on: 1) How is Character Education Planning in Discipline Development; 2) How to Organize Character Education in Discipline Development; 3) How is the Implementation of Character Education in Discipline Development; 4) How to Supervise Character Education in Discipline Development. The consequence of the form of a life value system is that it becomes a fundamental measure where the character of superior and quality human resources is built.

B. METHOD.

Qualitative research methods where research as part of a research instrument in it (Moleong, 2001), is built by collecting images related to phenomena to build Character Education Management in Discipline Development. Through observation, interviews and documentation. The research process was built on the basis of locus triangulation at SMP Kristen Yahya and SMP 5 BPK Penabur Bandung, West Java Province.

C. RESULTS AND DISCUSSION

1. Management Theory

Support patterns related to research in management theory with a form approach are shown by understanding school-based management theory. This support was put forward in relation to the basis of implementation of the research carried out in a locus. School-based management itself is a form where

"School management that provides greater autonomy to schools and encourages participatory joint decision-making from all school members and the surrounding community in an effort to develop and improve the quality of education" (Kemendikbud, 2018).

This shows that management itself is a form of control in which a structured arrangement is built in the understanding of George Terry which is built through the process of "Planning, Organizing, Implementing and Supervision". as an integrated form of management in the scope of school management itself is in line with the understanding of the form of global management that is expressed in the form of POAC (Terry, 2010). The continuity of the system that is built in the form of establishing a governance implementation system as part of the development of school-based management is built on the basis of autonomy, leadership, democracy and building together with the community and its environment.

2. Educational Theory.

Principles of education theory are inseparable from the basic understanding unit in terms of education based on law No. 20 of 2003 which as a form of education output includes:

"Students who have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state." (Depdiknas, 2003).

This shows that education itself has value in principle by eulogy and resumes. In the context of this study, it shows that spiritual strength is part of the best values in self-belief where religion is the foundation which is poured into units of self-control and characterized personality. Noble morals are part of the embodiment of the best values of humans and skills are gifts that humans themselves have to build intelligence that will be developed in their family, environment and society in the nation and state. This composition is the part where the eulogy plays an important role in building a successful sustainable life.

3. Character Theory.

Based on Understanding Resume and Eulogy . Human character is measured by a balance between the basic forms of potential human abilities in developing their competences. The basic reflection of a resume is a form of competence or recognition that humans build with other humans. The attitude of this character will change along with the development and changes in the situation and condition of the human being himself. transitory nature in this human control resume will be awakened where achievement is thoughtfully built on the basis of knowledge, skills and intelligence in accordance with other human needs (David, 2012).

The attitude of eulogy is deeper where, policy, wisdom and justice are part of the manifestation of self-potential in building values and "life value systems" (Sanusi, 2014). Potential is developed into competences that will become a part of him and become himself in building relationships with his environment. In this case, the basic thinking that is built is a positive attitude which is implemented to become the basis of the characteristics of the manifestation of human values itself.

4. Discipline Theory.

Disciplinary theory is a form of nature that provides in-depth theory. Discipline which is the consequence of life and existence itself is built by nature to teach humans. In this case the researcher takes a mystical theory from the researcher's own understanding of the discipline. Discipline is a consequence that provides balance and development value. Discipline is not a limitation on the relationship between humans and other humans, but relationships develop from the consequences that humans have built themselves. Discipline has a whole meaning, providing opportunities for all to jointly build intelligence, skills and life skills. The basis for determining the form of Discipline itself is awareness in which the soul, heart and mind are united in the form of the development of the values of Creation, Work, Intention and Feelings as basic human potential values that have consequences for themselves and other individuals.

5. Implementation Character Education in Discipline Development

a. Character Education Planning in Discipline Development.

Character Education in Discipline Development in the results of observations aims to form qualitatively with other words exemplified by the best values of the human being himself in the form of a manifestation of his attitude towards knowledge and skills. The basis for the results of the interviews itself confirms from the results of observations that in a vision, character education planning is aimed at building quality human resources. And documented in the form of rules governing the process of implementing education within the scope of its administration.

Two things that are the basis for understanding the character in the resume and eulogy are stated in this research theory. In this case, it is evident that in terms of work performance or in the scope of external evidence, individual humans are very dominant. Planning itself is aimed at building an understanding as to which value has been determined. The development of one's own thoughts and understanding in a disciplined manner is not built on the principle of eulogy, meaning that inclusion in the implementation of education has not been realized. Consideration of the sense of achievement of the results of work activities is measured the achievement of the current results, the continuity itself is not a factor in the development of planning values where individual achievement becomes a part that will continue to be the basis for individual self-development in building life and living

The achievement of learning outcomes in terms of self-defined outputs is not measured fundamentally. The determination is based on knowledge and not implementation. Changes in educational outcomes must be developed where each individual can build himself, his family and his environment. Meanwhile, the planning unit related to this form has not been built in the educational environment itself. this shows that an integrated interaction between educational institutions and the community itself is not developed.

b. Organizing Character Education in Discipline Development.

Organizing Character Education in Discipline Development, performed with a structural hierarchy where policy and authority are the most important parts in deciding problems. The results of the interview show that the highest decision and the highest structural determines the highest policy. In this case, the self-regulation of humans as human resources is built with a unit for determining work value and performance to achieve predetermined goals.

From the process of determining the value of a structural work operational form, it is stated that each work mechanism is in accordance with the determination of its proportion. In developing forms of openness, it becomes part of building the scope of Organizing Character Education in Discipline Development. The implementation which is built in its own unit is developed based on the high behavioral application of discipline. Daima every action and implementation of organizational work including students have the same proportion.

Development of a projection deductive constructivism is not developed. This is due to the complexity that lies in the scope of research results which are quantitatively constructed

with complex varieties. Two characters, apart from supporting the understanding of Inductive Constructiveism, also built Deductive Constructiveism where this basic understanding in organizational management is built and developed in a projected manner with an understanding of the form built from the organizational environment itself.

c. Implementation of Character Education in Discipline Development.

Discipline character value considerations are lifted from the value determination in a stimulus or repetitive manner that is careful and precise. Education that is applied in behaviorism is shown by timeliness, accuracy in building knowledge, skills in solving problems and speed in the work process and determined performance.

Resume and Eulogy character shows the form of equality that is built on the development of development for the environment and itself. this is in line with understanding constructive inductive and constructive decuctive. Environmental understanding will not be rooted in character building, while individual development of the awareness of values and values of a life value system can answer challenges that occur in environmental development, be it science, technology, culture, social and economy.

This implementation itself needs to develop a basic life value system (Sanusi, 2014), where the basic understanding of implementation itself is in accordance with UNESCO (2017) provisions related to aligning the education system to support global education programs known as SDGs. UNESCO (2017) in a balanced manner determines the basic pattern of education at this time in its implementation, it must develop a "Social Ecological" form (UNESCO, 2017). The consequence is to establish a form of education that thinks about the future of human life itself. This means that changes in the basic thinking of education in a socio-ecological manner set by Unesco are in line with the six life value systems (Sanusi, 2014). The basic components that characterize themselves are deepened to understand the theological aspects as the basic holdings of life, which utilize the physical as a high usability, ethics in building life thinking that builds aesthetics in harmony supported by logic as a basis for developing thought to build teleology where science and technology is a basic part of the development of sustainable inhaled value that must be built in the world of education in the Character Education Management unit in Discipline Development

d. Supervision of Character Education in Discipline Development.

The scope of supervision itself is a part where the achievement of educational outcomes is the basic benchmark, the achievement of the results of optimization has not been determined according to predetermined values, success if the goals and achievements of education are achieved. Self-supervision from the results of the interview revealed that the affirmation of character education units was built on the basis of projected planning, realized organization and realized implementation. This shows the achievement of the education system which is the basis for the implemented value development.

The development of the direction of sustainable education by determining the six value systems and socio-ecology will ensure the development of world education 2015-2030. This will be built if it is supported by a directed monitoring system in accordance with the

ESDGs program (UNESCO, 2015). This support pattern will build supervision in the achievement of constructive, inductive and deductive skills. Extraction of values is in line with the resume and eulogy on which this research study is based. The basis of supervision that supports life skills, both intelligence and skills and abilities, is built on six social-ecology-based life value systems that will make future generations live sustainably.

D. CONCLUSION.

Character Education Management In Discipline Development, Resume & Eulogy theory is in line with constructive, inductive and deductive understanding. The basic emphasis on management itself is built on the principles of socio-ecology where planning is developed to build sustainable living skills, organizational support patterns aim to build life skills, and implementation of optimizing forms of sustainable living intelligence. This is supported by supervisory intelligence in building sustainable life itself as a basis for understanding discipline to build Character Education Management in Discipline Development. The basic context of character discipline that is built is based on the six life systems as a form of social ecology based education development.

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