

Spirituality-Based Character Education Strategic Management

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Abstract: The purpose of this study is to determine the process of strategic management of character-based characterization of Carmelite spirituality at Senior High School. This study uses a qualitative approach with multi-site study design. Data were collected through observation, interviews and documentation studies. Data analysis used single data analysis and cross-site data analysis. The results of the study show that: (1) strategic planning is characterized by the formation of organizational structures and task descriptions by principals, (2) character education programs formulated in Academic Guidebooks or Learning Guidelines (3) the implementation of character education is done by assigning character values in the spirit of prayer, brotherhood, and service, (4) evaluation is carried out regularly, while monitoring is carried out throughout the whole process of character education.

Key Words: strategic management, character education, karmel spirituality

Abstrak: Tujuan penelitian ini untuk mengetahui proses manajemen strategis pendidikan karakter berbasis spiritualitas Karmel di Sekolah Menengah Atas. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi multi situs. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi. Analisis data menggunakan analisis data tunggal dan analisis data lintas situs. Hasil penelitian menunjukkan bahwa: (1) perencanaan strategis ditandai dengan pembentukan struktur organisasi dan deskripsi tugas oleh kepala sekolah, (2) program pendidikan karakter diformulasikan dalam Buku Panduan Akademik atau Buku Pedoman Pembelajaran (3) pelaksanaan pendidikan karakter dilakukan dengan mempresentasikan nilai-nilai karakter dalam semangat doa, persaudaraan, dan pelayanan, (4) evaluasi dilaksanakan secara berkala, sedangkan monitoring dilakukan pada seluruh proses pendidikan karakter.

Kata kunci: manajemen strategis, pendidikan karakter, spiritualitas karmel

INTRODUCTION

The government's effort to create character education is by changing the curriculum from KTSP to Curriculum 2013 (K-13). Permendikbud No. 20 of 2016 concerning Competency Standards Graduates explained that the application of K-13 is expected to change the paradigm of learning outcomes, where graduation competency is not only focused on academic aspects but also skills and attitudes. This government policy was further reaffirmed by the issuance of Permendikbud No. 22 of 2016 concerning Basic and Secondary Education Process Standards which states that the learning process must be focused on the dimensions of attitudes, knowledge, and skills that are worked diligently and carefully at each school.

Given the importance of character education, President Joko Widodo reiterated it by issuing regulations to strengthen character education. In Presidential Regulation No. 87 of 2017, it is stated that the Strengthening of Character Education (PPK) as one of the National Mental Revolution Movement (GNRM), is urgently needed to strengthen the character of students through feeling, sense, thought, and physical encouragement with the involvement and cooperation both between schools, families, and communities under the responsibility of the education unit. Thus, the organization of education is not merely performed to prepare students academically, but also prepare them in terms of spiritual intelligence, attitude, and soft-skills (Wahyu, 2011).

As stated by the Expert Staff of the Minister of Affairs for Character Development, Arie Budiman

(in Kompas.com, June 14, 2017), the government gave authority to schools to carry out character education in accordance with the conditions and culture of each school, as well as in accordance with available resources of the school. Therefore, the success or failure of the implementation of character education in a school is largely determined by the good strategic management of the school that organizes character education.

SMAK St. Albertus Malang and SMAK St Paulus Jember are a school that attempts to instill character education through good strategic management. Both schools are under the supervision of the Sancta Maria Foundation Malang which are based on the value of Carmelites spiritual. Thus, both schools represent character building which is based on praying, fraternity, and social service.

As stated by Sudrajat (2011), character education implemented in both schools consists of daily, weekly, monthly, and yearly routine activities, neither initially programmed or impromptu. Character education implemented is performed through three major aspects, they are learning the teaching aspect, school culture, and student's extracurricular activities (Samani, M., 2017). During the implementation, the school has divided the implementation into three major scopes and sectors, they are student affairs, pastoral care, and curriculum. Therefore, this paper aims at offering strategic management in implementing character education in school, starting from planning, formulating, implementing, evaluating, until monitoring process.

METHOD

This paper employed a qualitative approach using the descriptive method to depict the process of strategic management on the implementation of character education based on Carmelite's values in school. The strategic management process consists of plan-

ning, formulating, implementing, evaluating, and monitoring. This was a multisite study that was performed in two schools, SMAK St. Albertus Malang (Site I) and SMAK St. Paulus Jember (Site II). Both schools have similar values and characteristics. Some similarities of the aspects are presented in the following Table 1.

The data in this research were obtained through in-depth interviews, direct observation, and documentation. An in-depth interview was performed to the school's principals, chief of student affairs, chief of pastoral care, chief of curriculum affairs, teachers, and students. Both observation and documentation were performed to support the results of an in-depth interview. Then, the data were described in accordance with the focus of this research; the strategic management process of character education based on Carmelite's values. A descriptive analysis technique was performed to analyze the obtained data. The steps were data collection, data reduction, data presentation, data conclusion, and data verification. It was done through single data analysis and cross-site data analysis.

RESULTS

The following explanation reports the findings of the research at SMAK St. Albertus Malang and SMAK St. Paulus Jember according to the research focus.

Findings on the Site I and II

The findings indicated that during the stage of planning, the school's principal arranged the school's structural organization and determined each of the sector's responsibility in implementing character education. It was divided into three major sectors: student affairs, pastoral care, and curriculum. After designing sectors and its roles, then the vice school's

Table 1. Research Site Characteristics

No.	Aspect	Similarities of Both Sites	
		SMAK St. Albertus Malang	SMAK St. Paulus Jember
1.	School status	Catholic private school under the supervision of Sancta Maria Malang Foundation	Catholic private school under the supervision of Sancta Maria Malang Foundation
2.	Curriculum	2013 Curriculum modified with UKBM	2013 Curriculum modified with UKBM
3.	Accreditation	A	A
4.	Quality management system	ISO 9001:2015	ISO 9001:2015
5.	School coordination sector	Student affair, Pastoral Care, and Curriculum	Student affair, Pastoral Care, and Curriculum

principal and the chief of the sectors discussed the upcoming activities. It is commonly conducted at the beginning of the school year.

All planning and programs that will be implemented are formulated in the Academic Guidebook. To regulate student discipline, the Book of the Order and Attendance is published. Student Affairs of SMAK St. Albertus Malang worked on character building through four sub-fields: a) external school competition; b) Extracurricular activities; c) Discipline and d) Intra-School Student Organization (*OSIS*). The pastoral care concerns the dimensions of humanity and spirituality of students within the framework of Carmelite's spirituality consisting of prayer, brotherhood and service. While the curriculum board compiles learning programs that are tailored to the Guidelines for Development of Independent Learning Activities Units (UKBM).

The implementation of character education at SMAK St. Albertus Malang is basically a character education based on Carmelite spirituality. This can affairs in the activities that represent the spirit of prayer, brotherhood, and service. All of these activities generally consist of daily, weekly, monthly and yearly routine activities, both programmed and impromptu activities. Some examples of character education activities handled by the student affairs sector are habituation to study discipline, social service activities, and extracurricular activities. The pastoral care sector commonly handle retreats, recollections, and live-ins. While the curriculum sector develops the 2013 curriculum with the latest modification through the Development of Independent Learning Activities Units, which emphasizes students' knowledge, attitudes and skills.

The entire process of strategic management character education based on Carmelite's values ends with an evaluation. The evaluation at SMAK Albertus Malang is always done in terms of one week, semester and end of the school year. Evaluation is carried out both by the teacher and by students in the form of questionnaires. In addition, the principal has a duty to control the strategic management process from initial planning to implementation. On a smaller scale, each vice principal also carries out the task of monitoring.

The findings on-site II indicated that at the planning stage, the school's principal arranged the organizational structure and design tasks for each sector that handles character education. The task is divided into three areas of handling, namely student affairs, pastoral care, and curriculum. These three fields discuss the school's program planning activities. The results are then for-

mulated systematically in the Academic Guidebook. In addition, a Book of Achievement and Discipline that regulates all violations, consequences, and achievement is designed. The Student Affairs of SMAK St. Paulus Jember worked on character building through five sub-fields, namely: a) Intra-School Student Organization (*OSIS*); b) external competition; c) student discipline; d) National Flag Hoisting Troop; and e) Journalism. Pastoral care regulates several activities such as faith guidance, retreats, live-ins, and recollections. The curriculum board compiles learning programs according to guidelines from the Directorate of High School Development in 2017 concerning the Independent Learning Activities Unit (UKBM).

The implementation of character education at SMAK St. Paulus Jember consists of daily, weekly, monthly, and yearly routine activities, both programmed and impromptu activities. Student affairs commonly conduct blood donor activities, visits to Islamic boarding school and journalism. Pastoral care commonly conducts retreats, recollections, and live-ins. Board of curriculum concerns on the 2013 curriculum modifications with UKBM. Specifically, this school implements religious education in two types, religiosity education, and Catholicism education. Religiosity education is given to all students (whatever their religion) because it is universal to instill awareness that human beings are created and have an attachment to God. While Catholicism Education is realized in the teaching of Catholicism as an effort to develop Christian faith for students that can be manifested in the whole of life every day.

To find out the achievement target, the school always conducts an evaluation. Evaluations are usually carried out, in terms of one week, semester and end of the school year. Besides teachers, students as the main target of character education are also given the opportunity to provide evaluations in the form of questionnaires. In addition, monitoring is carried out to maintain the implementation process that has been designed. The principal has a major role in the process of monitoring character education management and on a smaller scale, each vice principal also carries out the task of monitoring.

Cross-sites Findings

In general, it was found that the implementation of character education at the two sites studied was basically character education based on Carmelite's spirituality. It is represented by the activities which are based on the three major values: prayer, brother-

hood, and service. Likewise, both sites show the same management process from planning, formulation, implementation as well as evaluation and monitoring. Practical implementation is also handled by the same three sectors: student affairs, pastoral care, and curriculum. Cross-site findings are presented in Table 2.

DISCUSSION

In this part, the researchers connected the findings to theories about the strategic management of character education to obtain substantive data. This discussion is adjusted to the focus of the research: 1)

Table 2. Cross-Site Research Findings

Research focus	Site I: SMAK St. Albertus Malang	Site II: SMAK St. Paulus Jember	Final findings
1. Strategic planning	<ol style="list-style-type: none"> 1) The principal first forms the organizational structure and task description. 2) Character education is handled by Student Affairs, Pastoral Care and Curriculum. 3) Meetings are held in each field to study the mechanism of character education and subsequently create an implementation program. 4) Planning is guided by character values in the spirit of prayer, brotherhood, and service. 	<ol style="list-style-type: none"> 1) The principal first forms the organizational structure and task description. 2) Character education is handled by Student Affairs, Pastoral Care and Curriculum. 3) Meetings are held in each field to study the mechanism of character education and subsequently create an implementation program. 4) Planning is guided by character values in the spirit of prayer, brotherhood, and service. 	<ol style="list-style-type: none"> 1) The principal first forms the organizational structure and task description. 2) Character education is handled by Student Affairs, Pastoral Care and Curriculum. 3) Meetings are held in each field to study the mechanism of character education and subsequently create an implementation program. 4) Planning is guided by character values in the spirit of prayer, brotherhood, and service.
2. Strategic formulation	<ol style="list-style-type: none"> 1) The program was formulated based on the vision, mission, and goals of the school which emphasized the values of prayer, brotherhood, and service. 2) Student affair is divided into four sub-fields, namely the external competition, extracurricular, disciplinary and student council, each of which has a program that has been included in the Academic Guidebook. 3) The Pastoral Care formulates a program for one year and has been included in the Academic Guidebook. 4) The Curriculum development formulates a character education program that is completely included in the Academic Guidebook. 	<ol style="list-style-type: none"> 1) The program was formulated based on the vision, mission, and goals of the school which emphasized the values of prayer, brotherhood, and service. 2) Student affair is divided into five sub-fields, namely the student council, external competition, extracurricular, student disciplinary and journalism, each of which has a program that has been included in the Academic Guidebook. 3) The Pastoral Care formulates a program for one year and has been included in the Academic Guidebook. 4) The Curriculum development formulates a character education program that is completely included in the Academic Guidebook. 	<ol style="list-style-type: none"> 1) Character education programs are formulated based on vision, mission, school goals and Carmelites values that emphasize the spirituality of prayer, brotherhood, and service. 2) 2) Formulation of all fields which character education has been formulated in the Academic Guidebook (SMAK St. Albertus Malang) or Learning Guidebook (SMAK St. Paulus Jember) and the Code of Conduct Book (SMAK St. Albertus Malang) or the Book of Achievement and Discipline (St. Paulus Jember High School).
3. Implementation	<ol style="list-style-type: none"> 1) The implementation of character education is habituated by praying together before and after the lesson, singing Indonesia Raya songs every day. Developing character through 28 types of extracurricular activities. Visiting and conducting social services to the orphanage. 2) Formation of religious character 	<ol style="list-style-type: none"> 1) The implementation of character education is habituated by praying together before and after the lesson, singing Indonesia Raya songs every day, reading the Values of Pancasila, and visiting and conducting social services to the orphanage. 2) The formation of religious character by Pastoral Care is 	<ol style="list-style-type: none"> 1) The implementation of character education prescribes values that prioritize character building in the values of prayer, brotherhood, and service. 2) Character building activities are coordinated by three fields, namely Students, Pastoral Care, and Curriculum.

Table 2. Cross-Site Research Findings (Continued from page 64)

Research focus	Site I: SMAK St. Albertus Malang	Site II: SMAK St. Paulus Jember	Final findings
	acter by Pastoral Care is through daily mass at 06.15, weekly faith lessons, and annual activities such as recollection and live-ins. 3) The curriculum board implements the K-13 learning curriculum with the new UKBM-based on the credit system.	through recollection and retreat. 3) The implementation of character education in the curriculum board is integrated into each subject by using K-13, the existence of religiosity education, and extracurricular activities.	3) Character building activities consist of daily, weekly, monthly and yearly routine activities, both programmed and impromptu.
4. Evaluation and Monitoring	1) Each sector always conducts evaluations, both weekly evaluations such as student	1. Each sector always conducts evaluations, both weekly evaluations such as student af-	1) Each sector always conducts evaluations, weekly evaluation or at the end of

the strategic plan of character education based on Carmelites spirituality, 2) the strategic formulation of character education based on Carmelites spirituality, 3) the strategic implementation of character education based on Carmelites spirituality, and 4) evaluation and monitoring of education strategic strategies character based on Carmelite spirituality.

The Strategic Plan of Character Education Based on Carmelites spirituality

Based on the findings, both SMAK St. Albertus Malang and SMAK St. Paulus Jember have performed good planning of strategic management according to Sonhadji and Huda, (2014). Both schools have formulated the school’s vision, mission, and objectives which concern character education and in accordance with Carmelite’s spirituality values. Then, schools designed the organizational structure to run the management along with the responsibilities of each entity to achieve maximum character education results. Both schools designed three sectors in school to achieve character education, they are student affairs sector, pastoral care, and curriculum developer. Each of the sectors is run according to their responsibility to achieve character education among students.

The planning designated by schools was based on the analysis which covers strength, weakness, possible hindrance, and challenge as stated by Sonhadji and Huda, (2014). Planning was commonly conducted at the beginning of the school year. It is usually a result of the previous school year evaluation with several necessary modifications and combinations as well as adjusting with the curriculum of the next school year. Similarly, pastoral care conducts planning at the beginning of the school year. All the members of pastoral care regularly discuss the tasks and responsibil-

ities for the upcoming agenda. It is regularly conducted before the new school’s year begins. The planning discussion of the pastoral care members is conducted along with curriculum development meetings and regular meetings of the vice school’s principals. It further aims at assessing the discussed planning regarding its implementation.

The Strategic Formulation of Character Education Based on Carmelites spirituality

Then, the management is continued by formulation. The planned management is then developed based on the objectives of the institution. As stated by Fathurrohman, Suryana, and Fatriany, (2013), the formulation process conducted at the two schools, both SMAK St. Albertus Malang and SMAK St. Paulus Jember, is well-organized. It is indicated by the programs formulated by each sector in schools. All the programs planned and formulated are included in the Academic Guideline Book.

Formally, student affairs of SMAK St. Albertus Malang concerns the following sub-field: (1) External competition, (2) extracurricular activities, (3) student discipline, and (4) Intra-School Student Organization (OSIS). While student affairs of SMAK St. Paulus Jember’s concerns on the following sub-field: (1) Intra-School Student Organization (OSIS), (2) Competition, (3) student discipline, (4) National Flag Hoisting Troop, and (5) Journalism. Both schools also concern about the competition joined by students externally. For instance, SMAK St. Albertus Malang has achieved six national-level achievements, ten provincial level achievements, and ten regional level achievements in 2018/2019.

SMAK St. Albertus Malang concerns student’s talent and passion through extracurricular activities

and it is under the supervision of student affairs. The programs are planned at the beginning of the school year. Differently, SMAK St. Paulus Jember manages student's extracurricular activities under the supervision of curriculum management.

In terms of student discipline, both schools have formulated the blueprint of the program such as sanction, punishment, and rewards for students. All points are written in the student's guideline book of both schools. Similarly, Intra-school Student Organization also formulated its program for the entire school year.

Strategic formulation performed by both schools is well-conducted as revealed by Fathurrohman, Suryana, and Fatriany (2013). In terms of curriculum formulation, both schools perform well-managed formulation. It is proven by the complete lesson plan for each subject taught. The lesson plan designed includes lesson subject, basic competence, lesson code, lesson sub-topic, scope and focus of the lesson, time allocation, lesson assessment and evaluation, and the teacher who plays to instruct the lesson. The lesson plan also includes a character education point. It is formulated and included in the academic guideline books of the schools.

The Strategic Implementation of Character Education Based on Carmelites spirituality

The next step is implementation. This stage is the most important stage in the strategic management process. In accordance with the opinion of Imron (2014), the aims and targets of schools planned lead to the implementation phase. Jalal (2014) explains that the implementation of character education in schools can be done through three dimensions: teaching and learning activities, school culture, and extracurricular activities. These three dimensions can emphasize aspects of learning, for example, reinforcement and habituation (Sudrajat, 2011).

This study found that schools implement character education through three sectors: student affairs (discipline and physical character), pastoral care (spiritual), and curriculum (learning). In the implementation of character education through the dimensions of learning and habituation, the school refers to Carmelites' spiritual values such as prayer, brotherhood, and service. Character education implemented in both schools consists of daily, weekly, monthly, and yearly routine activities, neither initially programmed or impromptu.

Schools provide many extracurricular choices to provide ample room for students to choose from. This is as revealed by Septiani (2012) that through various extracurricular activities, students can develop their talents and abilities. All tenth graders are required to take part in Scouting activities. This scout activity aims to shape the character of students, both caring for each other and loving the nation and country (Samani, 2017).

Some schools place extracurricular activities as part of the student affair, but some also place extracurricular activities as part of the curriculum Septiani (2012). It was found that at SMAK St. Albertus Malang, the extracurricular activities are under the coordination of the student affair, while in SMAK St. Paulus Jember, the extracurricular activities are under the coordination of the curriculum. Some teachers even monitor extracurricular activities and provide assessments to support certain lessons (Samani, 2017). Although it does not directly lead to curricular activities, it can enrich and broaden knowledge horizons and encourage the character development of students (Samani, 2017).

The Pastoral Care sector specifically concerns to deal with the students' spirituality in accordance with the Carmelites' values. One of the interesting activities is a live-in activity, where students have to stay for some days in a resident's house to experience the daily life of the community. This is consistent with the opinion (Pala, 2011), which states that character education should also teach students to understand, engage and care for others both in school and in life in the community.

The implementation of character education in terms of the curriculum is integrated into all learning activities, self-development and school culture (Ministry of National Education in Darmayanti & Wibowo, 2014; Fauzi & Mujibudda'wah, 2016). Thus, character education is actually not a particular subject in learning, but rather an integrated effort to strengthen and develop children's behavior as a whole (Samani, 2017). Schools implement K-13 based on Independent Learning Activities Units (UKBM). Through Independent Learning Activities Units (UKBM), students are more given the opportunity to achieve mastery learning independently. Independent learning activities intend to develop students' abilities to be independent human beings who do not depend on others, as well as sensitive, initiative, and have broad insight as a nation and state, as stated by (Afandi, 2011; Fathurrohman, et al., 2013).

The Strategic Evaluation and Monitoring of Character Education Based on Carmelites Spirituality

After the implementation of character education, the next stage is evaluation and monitoring. According to Winarni, (2013), the purpose of the evaluation activities is to find out: (1) the compatibility between the character education program that has been determined in the planning and implementation, (2) the obstacles found in the implementation and the solutions that need to be generated to overcome these problems, (3) the supporting factors for the implementation of character education, (4) the developments that have emerged in the implementation of character education, (5) the level of achievement of targets that have been planned and formulated, and (6) the positive elements that support the achievement of character education according to what has been planned and formulated.

Apart from evaluating, monitoring activities are very important to be carried out in character education based on Carmelite's spirituality to make the program in accordance with the plans that have been determined (Darmayanti & Wibowo, 2014). This stage is to monitor the entire process of character education management starting from planning, formulation, implementation, and evaluation. In addition to observations, meetings, and interviews, one of the elements which have greatly assisted school principals in their monitoring tasks is by examining written reports in the form of accountability reports (LPJ). On a smaller scale, each vice principal actually also carries out the task of monitoring.

CONCLUSION

According to the findings and discussion of the strategic management of character education based on Carmelite's spirituality at SMAK St. Albertus Malang and SMAK St. Paulus Jember, several conclusions can be drawn. First, the strategic plan of character education based on Carmelite's spirituality begins with the formation of an organizational structure by the school's principal which is divided into three task areas namely student affairs, pastoral care, and curriculum. Each task area is accompanied by a description of the tasks that must be carried out. After the formation of the team, a meeting was then held in each field to design the mechanism of character education and work program development. Planning activities are always guided by the formation of students'

character values in the spirit of prayer, brotherhood and service. Second, the formulation of character education based on Carmelite's spirituality is formulated in the form of program activities made in academic guides or learning guidelines book. This book is a reference for achieving targets that must be realized in the implementation process. The program formulation is still based on the vision, mission, goals of the school and Carmelite's values which emphasizes the spirituality of prayer, brotherhood, and service. Third, the implementation of character education based on Carmelite's spirituality is essentially trying to set values that prioritize the formation of character in the spirit of prayer, brotherhood and service. Character building activities consist of daily, weekly, monthly and yearly routine activities, both programmed and impromptu. Fourth, the strategic management of character education based on Carmelite's spirituality always completes an evaluation. Evaluations are held routinely either weekly, monthly, semester, end of the year, or at the end of an activity. Evaluations are conducted both by students in the form of a questionnaire and by the teacher. Evaluation results are reported to the school principal as an accountability report (LPJ). Therefore, this character education program can run well, in addition to the evaluation it is necessary to carry out monitoring starting from the planning process to the implementation stage. Monitoring is carried out by the school's principal, or by the coordinator.

Based on these conclusions, the researchers offer a number of suggestions, first: this research could be a reference for the chairman of the Sancta Maria Foundation to serve as a guideline in the development of character education based on Carmelites spirituality in schools under the auspices of the Sancta Maria Foundation. This is very important because so far, the foundations have given autonomy and freedom to the creativity of their respective schools for the development of character education based on Carmelite's spirituality, without any shared guidelines. As a result, there are still schools under the auspices of the foundation that have not been maximally and structured to implement character education based on Carmelite's spirituality. Second: the school's principals under the auspices of the Sancta Maria Foundation can make the results of this study a reference in implementing character education based on Carmelite spirituality. Third: the school's principal of SMAK St. Albertus Malang and SMAK St. Paulus Jember are expected to further improve the quality of character education

in schools by taking strategic steps that are appropriate and innovative in the future. Fourth: parents and the community should continue to increase awareness of the importance of good cooperation between schools, the government, parents and the community in shaping the character of students.

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