



Curriculum management to develop the character of students at Yppk Salib Suci Primary School and Yppgi Primary School Asmat district

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Abstract

Curriculum Management to Develop Students' Character at YPPK Holy Cross Elementary School and YPPGI Elementary School, Asmat Regency. Thesis. Faculty of Education and Psychology, Yogyakarta State University, 2023.

The aim of this research is to determine: (1) curriculum management to develop the character of students at YPPK Suci Suci Elementary School and YPPGI Elementary School in Asmat Regency, (2) supporting and inhibiting factors in curriculum management to develop student character at YPPK Lintas Elementary School Suci and YPPGI Elementary School in Asmat Regency.

This research is qualitative research. The research locations were YPPK Suci Suci Elementary School and YPPGI Elementary School in Asmat Regency. The subjects of this research were two school principals and 20 teachers from YPPK Lintas Suci Elementary School and YPPGI Elementary School in Asmat Regency. Data collection techniques use interviews, observation and documentation. The data analysis techniques used are data condensation, data presentation, and drawing conclusions. Data validity techniques use triangulation of techniques and sources.

The results of the research show: 1) Curriculum management at YPPK Holy Cross Elementary School and YPPGI Elementary School, Asmat Regency consists of three points, namely, *First* curriculum planning which consists of vision and mission planning as well as school program planning. *Second* namely implementation consisting of the support and cooperation of the school principal, family and community. *Third* The evaluations carried out include program evaluations, evaluations of students' social development and attitudes, and the achievement of character education in the classroom. 2) Supporting factors include school culture, commitment of all school components, supportive school atmosphere and activities, as well as facilities and infrastructure. Meanwhile, the inhibiting factors lie in the student's internal and external environment.

Keywords: Curriculum management, student character, Elementary School

Introduction

Education plays an important role in developing the young generation of a nation. Education is a learning process to acquire knowledge, skills, and develop habits in a particular group. This transfer of information occurs through various methods such as teaching, training, and research, and is preserved from one generation to the next. In accordance with the provisions of Law no. 20 of 2003, especially article 2, states that the main objective of National Education is to foster the growth of knowledge and develop individual character and behavior. Apart from that, education is also important for the development and progress of society, with the ultimate aim of fostering the potential of students to become individuals who have noble character, can demonstrate ability and creativity, foster independence, and contribute to the functioning of the country in a democratic and responsible manner.

In order for an educational process to run well, it is necessary to manage education by making improvements within the organization of the institution concerned. The quality of education can be seen from two sides, namely from a normative aspect and a descriptive aspect (A.T. Faathul, M. Rijal: 2008, p. 101). From a normative perspective, the quality of education can be seen from two criteria, namely; (1) intrinsic criteria, namely the educational product, the educational product itself, namely humans who are educated according to ideal standards. (2) extrinsic criteria, namely instruments for educating trained personnel. Meanwhile, from a descriptive perspective,

quality is determined based on real conditions such as student learning test results.

Curriculum is an educational program for students that is designed and applied by educational institutions (Hamalik, 2012). The curriculum is designed to create a national education system and the curriculum also plays an important role in the learning process in an educational institution. A well-designed curriculum will produce students who are competent and think realistically towards the future in accordance with national education goals. Apart from the curriculum, the success of an educational institution is also determined by the management of the institution concerned. Management is defined by Hamalik (2012) as "a social process relating to human efforts with the help of other humans and other sources, using efficient and effective methods for predetermined goals".

Curriculum management is a process of joint effort to facilitate the achievement of teaching objectives to improve the quality of teaching and learning interactions according to (Suharni Arikunto, Lia Yuliana, in Rusdiana, Elis Ratnawulan; 2022). In its implementation, curriculum management is given to educational institutions and is carried out independently by prioritizing needs and achieving targets in the educational vision and mission that does not ignore the National policies that have been implemented. Apart from that, community involvement in curriculum management has to be managed well so that they can understand, assist and control the implementation of the curriculum. Therefore, educational institutions are required

to be cooperative and also independent in identifying curriculum needs, designing the curriculum, determining curriculum priorities, implementing learning, assessing the curriculum, and reporting curriculum sources and results to both the community and the government (Upi Adpen Lecturer Team in Rusdiana, Elis Ratnawulan: 2022).

In order to design the education system described in the discussion above, we need to understand the curriculum. Educators need to understand elements related to the curriculum such as educational objectives, learning modules, learning procedures, and how to carry out assessments. The curriculum is also very useful in achieving educational goals. Therefore, implementing a good curriculum also requires good management.

In fact, there are several factors that contribute to the low quality of education in Indonesia. One of them is the problem of the quality of educators who still do not understand the potential of their students. Education must be a learning method that is fun and comfortable for children and allows them to express their creativity. Education should prioritize discipline, effort and honesty from students in carrying out their education. Another factor is the lack of study time provided by the education system. This results in reduced teaching hours at school and less than optimal implementation of extracurricular activities. Meanwhile, extracurricular activities are activities that help students develop their interests and abilities.

Historically, after the enactment of Law Number 32 of 2004 concerning Regional Autonomy, which states that the operational technical management of basic education in Indonesia is the responsibility and authority of the district government. The responsibility of the central government in providing education is to implement educational standards which include: 1) Content Standards, 2) Process Standards, 3) Graduation Competency Standards, 4) Educator and Education Personnel Standards, 5) Facilities and Infrastructure Standards, 6) Standards Management, 7) Financing Standards, 8) Educational Assessment Standards. The application of these standards aims to guarantee the quality of national education in order to educate the nation's life and shape character. These standards also have the function of serving as a basis for planning, implementing and supervising education to realize quality national education.

One of the important factors in determining improving the quality of education is the quality of curriculum management in schools. In accordance with the meaning of Law No. 20 of 2003 concerning the National Education system, in general it explains that the curriculum is the role and setting of learning objectives, subject matter and teaching methods which serve as guidelines for the implementation of educational activities so that the desired results can be achieved. In forming the character of students, it is necessary to strengthen education and improve attitudes in forming students to have commendable morals. Such as the YPPK Holy Cross Elementary School and the YPPGI Elementary School, as foundation schools in Asmat Regency. Both schools have their own characteristics in forming student characteristics in accordance with each school's vision and mission. The results of interviews with several teachers at YPPK Suci Suci Cross Elementary School and YPPGI Elementary School in Asmat Regency show that both schools use the same curriculum as state schools in Asmat Regency. The thing that differentiates the

two is the vision and mission of the school so that there are differences with existing state schools.

Meanwhile, the aim of Christian Religious Education for members of the congregation is to provide regular learning experiences throughout their lives through celebrations of listugris (services/services), especially through sermons, reading and study of the Bible so that they are equipped to utilize their increasingly mature Christian faith, and thus church members are able to overcome life's problems, becoming citizens who are loyal to God in carrying out their respective duties (Boehlke, 2016). There are four things that are the basis for children's education and evangelism, namely; 1) the importance of services for children. God's people are commanded to educate their children so that they truly know, respect and obey Him. 2) churches have time for children and do not tend to put less effort into cultivating children's faith. 3). Sunday school children's education, 4) children are unique individuals, 5) parents must be integrative in cultivating children's character (Steven Tubagus, 2021, p. 90).

From the explanation above, it can be concluded that a PAK teacher is someone whose job is to teach other people or someone who is an example in words and actions. Christian religious education teachers must have qualities such as responsibility and discipline because as PAK teachers they must be able to develop students' attitudes, character, moral values and potential to become spiritually mature and have faith and obedience to the Lord Jesus (Groome, 2015). In its implementation, character education can be done through school culture. The school culture in question is the overall relational pattern between individuals in the educational environment which forms traditions that grow and develop in accordance with the character values developed at school. These methods include through; 1) familiarize yourself with the main values consisting of the 5 Pancasila values; 2) provide an example among the school community by arriving on time, not littering, and speaking politely, 3) building and complying with school norms, rules and traditions, 4) developing literacy activities, 5) developing interests, talents, and potential through extracurricular activities, 6) providing assistance by teachers to students individually and in groups in activities at school.

Obstacles that often arise in the implementation of the curriculum in elementary schools are: 1) there are still teachers who have not mastered the subject matter, this happens because teachers lack planning for students' learning so that the material presented is only what is stated in the book, 2) teachers are less innovative and creative in teaching, 3) lack of teacher readiness in teaching. From the discussion above, the author concludes that curriculum problems still occur. These problems include a lack of supervision from educational units, as well as problems for teachers in designing and preparing learning so that they can form students who are intelligent and have good character wherever they are.

The Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI) cases of bullying are still a terror for children in the school environment. From this data, it is known that 226 cases of bullying were recorded in 2022. Then in 2021 there were 53 cases, and in 2020 there were 119 cases. Meanwhile, the types of bullying that victims often experience are physical bullying (55.5%), verbal bullying (29.3%), and psychological bullying (15.2%). For educational level,

elementary school students were the most victims of bullying (26%), followed by junior high school (25%), and SNA (18.75%).

The facts above show that the world of education in general is experiencing various problems. Educational institutions in general are not capable of humans who believe and are devoted to God Almighty. If we look for the root cause, there are many factors that cause the failure of the process of transforming character values for students, such as; goals that are not in line with community needs, teaching methods that are still rigid, and a curriculum that is not progressive. So there is a need for a good and structured educational management role to develop the character of students.

Curriculum changes from time to time are to develop the curriculum to be as expected, but in the development process, there are several problems or obstacles encountered. The curriculum used at Holy Cross YPPK Elementary School and YPPGI Elementary School is the same, namely the K-13 Curriculum. The distance between the two schools is quite far. The two schools are located in strategic locations because of the availability of worship facilities. At YPPGI Elementary School there is a Church and at the YPPK Elementary School complex there is also a Church as a place of worship. Apart from that, both schools have facilities such as adequate classrooms, fields that are suitable for use for school activities, and there is a library room.

From the results of observations and interviews conducted at YPPK Suci Suci Cross Elementary School and YPPGI Elementary School, the results are relatively the same, namely: (1) Teachers at YPPGI Elementary School and YPPK Holy Cross Elementary School in Asmat Regency do not participate enough in curriculum development so that teachers' mastery of the curriculum is still low, (2) teachers who change every new school year cause these teachers to have to re-understand the character of their students, (3) There are still students who violate school rules, such as not being present on time, there are still those playing around when the teacher explains, playing ball in the classroom during breaks, there are still students who like to make fun of their friends, causing fights to occur, (4) Low levels of supervision activities carried out by the school principal towards teachers as a goal of evaluating teacher performance which occurred at YPPGI Elementary School and YPPK Holy Cross Elementary School in Asmat Regency. (5) Both teachers at YPPGI Elementary School and YPPK Holy Cross Elementary School in Asmat Regency still do not understand students' interests and students' needs in the teaching and learning process. (6) There is promiscuity among students and a lack of parental supervision at YPPGI Elementary School and Holy Cross YPPK Elementary School in Asmat Regency. (7) Curriculum management to develop student character at YPPGI Elementary School and Holy Cross YPPK Elementary School in Asmat Regency, (8) Factors that support and hinder and hinder curriculum management to develop student character at YPPGI Elementary School and Holy Cross YPPK Elementary School in Regency Asmat.

Research Methods

The type of research method used is a qualitative method which is descriptive research designed to obtain information about curriculum management in developing the character of students at YPPK Lintas Suci Elementary School and

YPPGI Elementary School in Asmat Regency. Qualitative research in its implementation carries out exploration through interviews and observations to understand the conditions or phenomena experienced by the research subjects. The methods that the author uses in collecting data related to this research include: documentation method, observation method, interview method, and interview method.

To strengthen the data collected through this method, a literature study was also carried out by reading books that had relevance and correlation with the author's title. Then the data that the author obtained was described and a critical analysis was carried out so that the problem was clear. The method that will be applied in this research is descriptive and comparative with a qualitative approach. Descriptive research is research whose aim is to present a complete picture of a social setting or is included for exploration and clarification of a phenomenon or social reality. This is done by describing a number of variables relating to the problem and unit being studied among the phenomena being tested. All of this is done in order to answer the interest in the problem being studied. Conceptually, this descriptive research studies real problems that occur both regarding conditions that occur in madarasas, in community life, work procedures or mechanisms, including activities, religious attitudes, views, processes, social relationships and the influence of policies. After the problem is formulated scientifically, the next step is to explain the location, population, information, data collection techniques and data analysis techniques used.

Research Site

The location or place where the research was carried out was at YPPK Suci Suci Elementary School and YPPGI Elementary School in Asmat Regency.

Data Analyst

The sample data sources were selected purposively and were snowball sampling in nature. In the book (Sugiyono: 2020, P 152) Purposive Sampling is a technique for determining samples with certain considerations. Meanwhile, snowball sampling is a technique for determining samples that are initially small in number, then increase in size. Techniques used specifically in data collection include participant observation, in-depth interviews, and documentation. Apart from these basic techniques in qualitative research, tape, cameras and recording devices can also be used. The research steps include observation, interviews and documentation. These three techniques are used to obtain mutually supporting and complementary data and information about school principals, teachers and their staff

Testing the validity of the data in this research uses a credibility test, data credibility test or trust in the research data. In this research, triangulation techniques were used.

The data analysis technique used in this research is qualitative analysis, which includes: (1) data condensation, namely a research process, focusing attention on simplifying, abstracting and transforming raw data originating from notes or recordings in the field. (2) data presentation, namely the preparation of information data so that it is possible to draw conclusions. (3) data verification, namely drawing conclusions based on the reduction, interpretation and presentation of data previously carried

out. Analysis and data collection activities through these three channels are interactive and cyclical.

Research Result

Table 1

No	Research result
1	All interview results show the importance of planning in school curriculum management. Curriculum planning management is carried out and adapted to the characteristics and needs of students.
2	The planned curriculum is in accordance with the National Curriculum
3	Using the 2013 Curriculum (K-13)
4	A curriculum development team exists and is listed in the school organizational structure which consists of 1 head of curriculum and 2 members
5	The curriculum development team is appointed directly by the school principal, consisting of 1 person as chairman and 2 members
6	Conducted during the new school year/once a year
7	Those involved in curriculum planning management are the principal as manager, curriculum development team, class teachers, subject teachers, school committee, and representatives from parents and guardians of students.

The conclusion of the research results regarding the supporting and inhibiting factors for curriculum management to develop the character of students at YPPGI Agats Elementary School and YPPK Suci Suci Cross Elementary School is the same because both are foundation schools, the author concludes as follows

- a. Teacher cooperation factors in the KKG (teacher working group) forum. This KKG is still carried out within the school itself. With low class KKG groups, namely classes 1, 2, and 3. High class KKG, namely classes 4, 5, and 6. For KKG with one learning group with another school, it is still being planned and will be implemented.
- b. The educational level factor is in accordance with the major held. And on average, foundation schools at Holy Cross YPPK Elementary School and YPPK Elementary School already have several teachers who are certified, although still a small number of teachers have undergraduate education.
- c. The role of a proactive committee that always supports school activities in order to create students who are intelligent and have character in accordance with the existing vision and mission.
- d. Existing facilities and infrastructure factors such as classrooms, fields, etc.

Discussion

Curriculum Management to Develop Student Character at YPPGI Agats Elementary School and Holy Cross YPPK Elementary School, Asmat Regency

In the study of curriculum management theory, it is a curriculum management system that is created cooperatively, comprehensively, systemically, and also systematically as a way to achieve a curriculum goal. Suharsimi Arikunto (2000: 8) states that curriculum management is the implementation of types of activities and management functions (planning, implementation and assessment) of the curriculum. From this theory, we know that the role of good and structured curriculum management

in developing the character of students is very necessary in schools. In developing students' own character, they cannot be separated from noble religious values and compassion and noble character. Apart from that, educational institutions also hone students to have social and spiritual intelligence, so that what is taught is not only the transfer of knowledge from teachers to students, but there is a process of interaction, developing attitudes that are expected to be beneficial to the wider community, and can also have a positive influence.

In line with the theory above, curriculum management to develop the character of students at SD YPPGI Agats and SD YPPK Suci Suci consists of three stages, the curriculum planning stage, the curriculum implementation stage and the curriculum evaluation stage. Schools as educational units must be regulated comprehensively by the principal and all school members in order to produce students with character as expected by parents, society and the government. The vanguard in cultivating character is the school in collaboration with parents and the community. Parents play a very important role in character formation because the family is the first school for children. The community environment is also a main component, without positive support from the community environment, children will find it difficult to find their identity to become human beings with character. The discussion of these three stages is as follows

1. Curriculum planning at YPPGI Agats Elementary School and YPPK Holy Cross Elementary School is carried out in 3 steps, namely *First* form a curriculum development team (TPK. This development team is tasked with formulating and realizing the educational unit curriculum. The school TPK prepares plans, schedules, materials and curriculum development strategies for the academic year. This activity can involve supervisors and other competent sources. This activity is carried out at the start of each new school year. *Second* formulating the school vision, school mission and school goals which is carried out every 5 years. *Third* namely preparing learning plans carried out by all teachers which are realized in the syllabus and lesson plans.
2. Curriculum implementation at YPPGI Agats Elementary School and YPPK Holy Cross Elementary School is implemented in co-curricular, extra-curricular and intra-curricular activities. Apart from that, the development of students' character can also be seen in the student regulations at the school. So the implementation of the curriculum to develop the character of students can be done in several ways, namely emphasizing the habituation of the main values in daily school life, highlighting the example of adults in the educational environment, developing and giving wide scope to all students' potential through co-curricular and extra-curricular activities and considering school norms, regulations and traditions.
3. Curriculum evaluation at YPPGI Agats Elementary School and YPPK Holy Cross Elementary School, where the principal leads the curriculum evaluation by carrying out revisions and developments to improve services for the quality of education. This evaluation is carried out by the school principal on the learning activities of teachers and students. This evaluation was also carried out on the curriculum support system. Then

evaluate to find out whether the educational program that has been planned is right on target and can shape students' character well. Evaluation is carried out in two stages, namely evaluation of the implementation of the school level curriculum which consists of school activity programs and class level evaluation, namely evaluation of social development and student attitudes. Evaluation of students' social development and attitudes is carried out directly by the teacher and reported to the student's guardian. After evaluating the overall curriculum, a follow-up strategy was then formulated as the school's effort to develop the character of students at YPPGI Agats Elementary School and YPPK Holy Cross Elementary School.

Supporting and inhibiting factors for curriculum management to develop student character at YPPGI Agats Elementary School and YPPK Suci Suci Elementary School, Asmat Regency
Supporting factors

In the theory of Engkswaro and Aan Komariah, management is a continuous process containing special abilities and skills that a person has to carry out an activity either individually or with other people or through other people in coordinating and using all resources to achieve organizational goals productively, effective and efficient" (Engkoswara and Aan Komariah, 2012, 87). From this theory, researchers can conclude that management is the skill of a leader to coordinate, assign tasks and direct both individually and with other people to achieve organizational goals. A leader is entrusted with leading an organization, maximizing the potential of existing resources and directing the concept and goals of the organization so that it can work optimally according to its role and function.

In line with this theory, the role of the principal is a supporting factor in the success of the character education curriculum at YPPGI Agats Elementary School and YPPK Holy Cross Elementary School. Based on the findings, the principal of YPPGI Agats Elementary School and YPPK Holy Cross Elementary School can coordinate their members, assign tasks individually and in groups, carry out supervision of their members' performance in stages, direct members in working both individually and in groups. The role of the principal can be seen from the documentation, cooperation carried out by the principal and members of his group. From this, it can be concluded that coordination between institutions and foundation support in the process of succeeding the school's vision and mission is good and fully supports activity programs related to improving student character education.

Dede Rosyada (2013: 31) argues that, "a written curriculum is not enough, but also a hidden curriculum which theoretically very rationally influences students, both regarding the school environment, class atmosphere, teacher interaction patterns with students in the class, even in broader school management policies and management and the behavior of all school components in vertical and horizontal interactions. In line with this theory, YPPGI Agats Elementary School and YPPK Holy Cross Elementary School also pay attention to the applicable curriculum. This is reflected in various habits, daily routines and all activity programs both at school and outside school, starting from when students attend school until when students return home from school. From the findings, the

entire activity program ran well and was in accordance with the implementation targets. This can run well because there is a person in charge of each program and an activity program committee is formed. So that the entire school community is involved in the success of all activities so that the entire program can foster character values. Apart from that, another supporting actor is the school's commitment to providing good information and facilitating all school activities, such as standardization in providing information to fellow employees or teacher information to parents. So that clear management is created regarding the work tasks they carry out. For example, regarding providing financial information, the person who has the right to answer is the administration department (TU), information on student development, then the person who has the right to provide information is the teacher concerned, no other party must interfere in providing information, it must be in accordance with their respective departments.

Obstacle factor

Factors inhibiting the success of student character education are factors outside the school environment. The character values that students are taught at school must also be in harmony with the character values at home so that students know what good and bad behavior is, right and wrong. Don't let the good values taught by the school fade or even disappear because conditions outside the school environment are accustomed to inappropriate behavior, this can hinder the cultivation of character values. So it is still often found that students have not fully implemented the character values that have been taught in school optimally, consistently and spontaneously without being asked first. Even though teachers have reminded them that bad character or morals are not a benchmark for actions that should be imitated, however, there are still students who are contaminated by an unfavorable environment outside of school.

Based on Minister of Education and Culture Regulation Number 22 of 2016, teachers play a very important role in the student learning process, through preliminary activities, core activities and closing activities. Teachers play a role in developing students in terms of social intelligence, attitudes, knowledge and skills. From the findings, YPPGI Agats Elementary School and YPPK Holy Cross Elementary School often experience teacher changes every semester, especially in the new school year. There are various reasons for changing teachers in each new school year, ranging from changes in domicile, family reasons and so on, which are dominated by the teacher's personal reasons. The change of teachers in each new school year is clearly an inhibiting factor in character education at YPPGI Agats Elementary School and YPPK Holy Cross Elementary School, because changing teachers results in new adaptations for the new teacher to the school's unique character values, school culture and rules. what happens at school. New resources in a community or organization certainly require adaptation, with sufficient time duration, this has an impact on teaching patterns, methods, and delivery of material content to students. Therefore, researchers can conclude that the frequent change of teachers at YPPGI Agats Elementary School and YPPK Suci Suci Elementary School is one of the obstacles to character education in schools.

Conclusion

Based on the data description and analysis that the author presents, the following conclusions can be drawn.

1. Curriculum management to develop the character of students at YPPK Suci Suci Elementary School and YPPGI Agats Elementary School, Asmat Regency. 1) Planning consists of forming a curriculum development team consisting of school principals, teachers, committees, experts and parents. The steps taken are that the school principal together with the curriculum development team prepare document one, namely determining the vision, mission, school goals, curriculum content and educational calendar. 2) The implementation of the character education curriculum consists of two levels, namely the implementation of the school level curriculum and the implementation of the class level curriculum. At the school level, implementation consists of developing school culture, curriculum development, school activities, school routines, school corners and school facilities. Implementing the school level curriculum is a joint task of the principal, deputy head of curriculum, deputy head of student affairs, teachers and the entire school community. while the implementation of the class level curriculum includes learning methods, assessment systems, implementation of learning. 3) Curriculum evaluation at YPPGI Agats Elementary School and YPPK Holy Cross Elementary School consists of two stages, namely evaluating curriculum implementation based on the school's vision and mission and evaluating the character education program. *First*, Curriculum evaluation based on the school's vision and mission and goals in producing graduate students from YPPGI Agats Elementary School and YPPK Holy Cross Elementary School. Evaluation at this level is coordinated directly by the principal together with the deputy head of student affairs, deputy head of curriculum by looking at the results of teacher reports based on learning outcomes. *Second*, evaluation of the implementation of character education based on school activity programs, social development and student attitudes and evaluation of the achievement of character education in the classroom. Program evaluation is carried out at the end of each semester by the school principal, teachers and all employees. Evaluation of students' social development and attitudes is carried out by the class teacher once every three months through student progress reports, assessments carried out by teachers based on the results of observations and observations, which are carried out on students continuously starting from the students' presence at school, the activities carried out until the students return home from school. The results of the evaluation carried out by the teacher are reported to the Deputy Head of Curriculum and then submitted to the student's parents. Finally, evaluation of the achievement of character education in the classroom is carried out periodically under the direct responsibility of the school principal through supervision.
2. The supporting and inhibiting factors for the character education curriculum at YPPGI Agats Elementary School and YPPK Suci Suci Elementary School consist of several factors, namely: a) There is cooperation between the school and parents. Because we believe

that the successful development of character values must also be in harmony with the good habits students make at home, because education and the initial foundation for the formation of a child's character is from home, the school facilitates the understanding of the school's unique character values to the student's parents by there are study activities related to parenting patterns and role models at home. b) There are complete facilities, facilities and infrastructure to support the success of teaching and learning activities in the classroom and outside the classroom and extracurricular activities. c) Joint support and commitment from all school members to form student character values. Starting from foundations that support various programs and activities, school principals, head of student affairs, head of curriculum, teachers, employees, school guards and so on. So that you can continue to be a role model and remind each other if there are attitudes of students or colleagues that are not in accordance with character education itself. d) Good communication relationships between the school, students and parents so that it has become a habit, understanding and attachment to the students. Oral delivery such as advice, in the form of example or in the form of an activity program has reached the students. e) Internal factors, namely children do not want to change their attitudes and external factors such as the environment at home, and play cannot be monitored optimally so that schools find it difficult to control students outside the school environment. f) The density of various school programs and a large amount of learning material means that it takes up quite a lot of time, resulting in a lack of focus and in-depth understanding of the aims and objectives of these activities. g) Change of teachers in the new school year, so that understanding of character values must be given again from the start.

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