



## Character education management at SMPN Mbait and SMPN 2 in Agats city, Asmat district

Robert Benh Medan Kala<sup>1</sup>, Suyud<sup>1</sup>, Budi Setiawan<sup>1</sup>, Bobby Lauren Malau<sup>2</sup>

<sup>1</sup> Faculty of Educational Sciences and Psychology, Yogyakarta State University, Indonesia

<sup>2</sup> Department of Sport Science, Yogyakarta State University, Indonesia

### Abstract

Character education management at SMPN Mbait and SMPN 2 in Agats city, Asmat district. Thesis. Yogyakarta: Faculty of Education and Psychology, Yogyakarta State University, 2024.

Research on Character education management at SMPN Mbait and SMPN 2 in Agats city, Asmat district aims to find out: 1). Analyze the implementation of character education management at SMPN Mbait and SMPN 2 in Asmat Regency. 2). Investigate the problem factors encountered in the implementation of character education management at SMPN Mbait and SMPN 2 in Asmat Regency. 3.) Provide recommendations to overcome problems in the implementation of character education management. This research uses descriptive methods through a qualitative approach. The research location was SMPN Mbait and SMPN 2 in Agats city, Asmat district. The subjects of this research were school principals, homeroom teachers and school operators from SMPN Mbait and SMPN 2 in Agats city, Asmat district. Data collection techniques use interviews, and documentation. Data analysis techniques using the interactive model Milles, Huberman, and Saldana (2014, pp. 12-14) include data condensation, data display and conclusion drawing. The research results show that: (1) The character education strengthening program at SMPN Mbait and SMPN 2 in Asmat district has a positive influence on the achievement and behavior of students at school. (2) Learning achievement is obtained through the integration of character education values that are instilled in students so that students have these characters. (3) There are three obstacles or factors inhibiting the implementation of character education management in schools, namely facilities and infrastructure, teaching staff and students. (4) Recommendations that can be given to overcome these problems are improving educational facilities and infrastructure, increasing access to information about character education management through socialization from the education office, and increasing teacher competence so that they can integrate character education in the subjects they teach well. The last recommendation is to increase students' understanding of the importance of character education through various media, not only in the form of classroom learning but also media installed in the school environment.

**Keywords:** Management character management, Junior High School

### Introduction

The character education model is very important to be implemented in order to foster the younger generation. Character is a psychological, moral or ethical trait that distinguishes a person from others (Alwi, 2011) <sup>[1]</sup>. A person's character is formed due to habits that are carried out, attitudes taken in response to circumstances, and words spoken to others. This character eventually becomes something that is attached to a person.

The problem of implementing character education that is being faced by educational institutions is that the current education system is too oriented towards the development of the left brain (cognitive) and pays less attention to the development of the right brain (affective, and empathy). In fact, character development is more related to optimizing the right brain function. Even subjects related to character education (such as ethics and religion) in practice emphasize the left-brain aspect (memorization). Character building must be done systematically and continuously involving aspects of "knowledge, feeling, loving, and acting". Basically, children with low character quality are children with low levels of emotional-social development, so they are at great risk of having difficulties in learning, social interaction, and lack of self-control (Kertajaya, 2010 <sup>[4]</sup>; Koesoema, 2010) <sup>[5]</sup>.

In the problems of social life, we encounter many problems that originate from poor character education. Various kinds of non-educative behaviors have now penetrated our

educational institutions. These behaviors include: the phenomenon of violence, sexual harassment, business mania through schools, corruption and arbitrariness that occurs in schools (Tampubolon *et al.*, 2021) <sup>[8]</sup>. These conditions encourage the need to instill character education in formal education.

Therefore, in shaping and developing character in students in an educational institution, cooperation between the government, teachers, students, guardians and the surrounding environment is needed. With the cooperation between the school and the community, character education can be implemented well. To realize good cooperation requires good management as well. Management in the world of education is called education management (Wibowo, 2016) <sup>[10]</sup>. It is conveyed that education management is the process of directing everything, both personal, spiritual and material related to the achievement of educational goals (UPI Education Science Development Team, 2007). Thus, education management is very important in developing the character building of students in schools, because management is a process in which teachers, students and the community work together to provide thoughts in order to solve problems that aim to achieve educational goals.

The same applies to SMPN Mbait and SMPN 2 Agats city in Asmat Regency. This school has a strategic location. Students have diverse backgrounds. Not only socioeconomic backgrounds but also ethnicity and religion.

This makes the school has many stories and social problems involving students who mostly also reside in the surrounding area. The economic condition of student guardians causes students to receive less attention from parents both in terms of family and in the academic field. The limited attention from parents makes the school the backbone of character education for students.

In the process of teaching and learning activities, some teachers have paid much attention to development by providing opportunities for students to be more involved in the KBM process. However, there are still teachers who use the lecture method and pay less attention to character education. Efforts to instill character education in Mbait State Junior High School and Agats City Junior High School 2 in Asmat Regency by teachers do not theoretically make efforts to develop character education in schools less than optimal.

The implementation of character education that has been carried out at SMPN Mbait and SMPN 2 Kota Agats, Asmat Regency. Where the implementation of character education is combined with the implementation of other subject and extracurricular activities. Among them is the basic leadership training carried out at SMP Negeri Mbait and SMP Negeri 2 Kota Agats, Asmat Regency, which is part of the scout extracurricular program. According to the Principal of SMP Negeri Mbait and SMP Negeri 2 Kota Agats, Asmat Regency, the basic leadership training is carried out with Persami activities. Another goal of implementing Persami is to educate children's independence and develop a spirit to devote themselves to the nation and state.

Research on character education management is very important to overcome the problems faced during its implementation. For this reason, researchers are interested in taking the title

*"Character education management at SMPN Mbait and SMPN 2 in Agats city, Asmat district"*.

### **Type of research**

This research uses a qualitative approach. A qualitative approach was chosen in this research to comprehensively understand the natural experiences of research subjects through collaborative data collection techniques, with a focus on meaning rather than generalizations. Researchers aim to collect and analyze data comprehensively from various sources to draw conclusions.

The qualitative research method used is descriptive research. Descriptive techniques involve investigating and addressing problems by describing the situation of the subject or object under study, such as people, institutions, or communities, based on visible facts or their experiences.

### **Research sites**

**Location or place:** This research was conducted at SMPN Mbait and SMPN 2 which are located in Agats city, Asmat district. The author's background in choosing this location is that the school is a school under the auspices of the Asmat district education service and the school also supports the distribution of policies and work programs of the Asmat district education office and the Asmat district government.

### **Research time**

Carrying out research involves coordinating with the school and informants to ensure everything is according to the agreed schedule. The duration allocated for this research is from May to October 2023.

### **Data sources**

Qualitative research relies on data sources such as words and actions. Additional information that can provide support includes documents and other sources. Data sources are information obtained by experts to answer specific questions.

### **Data collection instrument techniques**

Data collection methods involve techniques used by researchers to collect various information, data, and facts supporting research. In most cases, data collection methods are determined by the specific problem being investigated and the research methodology chosen.

For accurate data collection in interview research, and documentation studies, it is important to use appropriate data collection methods and adhere to research standards. In collecting data at SMPN Mbait and SMPN 2 Agats city in Asmat district.

### **Data analysis**

The data analysis approach involves organizing data into categories, patterns, and basic units to identify themes and formulate conclusions. Data analysis includes organizing, sorting, grouping, coding, and categorizing data obtained from field notes, images, photos, or documents into reports. Data was studied using descriptive analysis techniques in qualitative research methodology. Next, data processing is carried out and conclusions are drawn from the field data. Data analysis in qualitative research is carried out during and after data collection over a certain period. This research uses descriptive techniques, namely using interactive methods to examine data. Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and other materials so that it can be easily understood, and of course can be informed to other people.

### **Data Analysis Results**

Character education management data needs to be carried out starting from school principals, homeroom teachers and school operators. To improve the quality of the current data, the data obtained by researchers is as follows:

#### **a. How is the Implementation of the Strengthening Character Education Program at SMPN Mbait and SMPN 2 Agats city in Asmat district?**

#### **Implementation of the Strengthening Character Education Program at SMPN Mbait and SMPN 2 Agats city in Asmat district**

The interview results related to learning planning are designed in the form of syllabus and lesson plans that refer to the content standards. Subject teachers at SMP Negeri Mbait and SMP Negeri 2 Agats have used lesson plans in the form of syllabus and lesson plans that contain character values. As explained by Mr. NM, Headmaster of SMPN Mbait:

"Actually, long before this program existed, the State Junior High School itself had integrated character education in every subject, especially for various subjects. In the past, the character values to be achieved were not included in the learning tools while now it is required to include character values. In the lesson plans and syllabus, the teachers here have included character values, including religious values, discipline, politeness, responsibility and so on."

The same opinion was also expressed by Mr. AH, Headmaster of SMPN 2 who stated:

"Character education has actually been implicitly integrated in various subjects. This can be seen in the syllabus, lesson plans, teaching materials and the teaching and learning process in the classroom, in group discussions which require students to work together, communicate the results of discussions in front of the class which already contain character values that can shape the character of students towards a better direction."

Then it was emphasized by Mr. AM as a teacher of SMPN Mbait that:

"The development of character education values is integrated into each subject matter of various subjects. Character values such as Religion, Politeness, Responsibility and Discipline and so on are included in the syllabus and lesson plans."

In addition, SMPN 2 Agats teacher Mrs Helvi Mangarru also added that:

"The values of character education have been integrated into various subjects and the most visible are listed in the learning tools, namely lesson plans and syllabus."

The results of the interview above provide information that in the learning planning stage teachers integrate character values in each subject matter of various subjects. The character values are included in the syllabus and lesson plans. The character values included include religion, politeness, responsibility and discipline.

This is reinforced in the document study, which shows that in the teacher's teaching tools, character values have been included in the syllabus and lesson plans. The lesson plans and syllabus in core competencies 1 and 2 include character values that will be instilled in students such as religious, honest, disciplined, polite, confident, caring and responsible. The lesson plans show that the learning steps have been integrated with several character values, namely critical thinking, cooperation, confidence, conscientiousness, tolerance, creativity.

#### **b. What is the Effect of Strengthening Character Education Program Integrated in Various Subjects at SMPN Mbait and SMPN 2 Agats city in Asmat district?**

##### **The Effect of Strengthening Character Education Program Integrated in Various Subjects**

The integration of character education in subjects, especially subjects, has a positive effect on student achievement and behavior, but the effect is not yet significant. This is as stated by Mr. NM as Headmaster of SMPN Mbait, that:

"The integration of character education in subjects has a positive effect on the behavior and achievement of students, there are changes in the behavior and achievement of students although the changes are not significant but there is a slight change."

The above statement was also conveyed by Mr. AM, a teacher at SMPN Mbait, that:

"Applying character values in planning, implementing and assessing learning is very good and the results can be seen that there are so many character values embedded in children, namely the character value of responsibility where attitudes and behaviors to carry out their duties and obligations to work on independent and group assignments and then present them, not only responsibility but also what is formed here is the character value of tolerance, namely

students working in different groups so that students are more respectful of differences, be it actions, attitudes or opinions that are different from themselves."

In line with this explanation, Mr. AH as Headmaster of SMPN 2 that:

"Of course, the cultivation of character values in learning activities is good, so far what I have seen is that changes in the attitude of students in State Junior High School are that students care more about the environment because of the habit of maintaining the cleanliness of the classroom environment, besides that there are also character values of hard work, responsibility, love of peace that are formed from discussion activities held during learning activities, During the discussion, students will work hard and be responsible for solving the problems given and then present them which can make them communicative and other groups watch the presentation and respond if the answer is different in a more polite way so that it makes students more tolerant to respect opinions that are different from them."

In addition, SMPN 2 Agats teacher Mrs Helvi Mangarru also added that:

"The integration of character values in various subjects has a positive influence on students, from this integration it makes students disciplined both time discipline by being present on time and discipline in completing the assignments given, yes although there are still some who are still undisciplined but compared to yesterday, today there are fewer students who are undisciplined."

The results of the interview above the integration of character values in learning, especially subjects, changes the behaviour of students and their achievements, although not significant, but there is a slight change for the better. Integration of character education in various subjects provides changes to the character of students, namely students are more responsible in completing tasks, caring for the environment with the habit of maintaining the cleanliness of the classroom environment, tolerance, discipline, and peace love.

This is reinforced by the results of learning observations where before teaching and learning activities begin, students first clean and arrange the classroom so that it looks clean and tidy, then learning activities are opened with a prayer together first, and during teaching and learning activities students are seen paying attention to what is conveyed by the teacher with a calm classroom atmosphere and students actively participate in discussion activities.

#### **c. What are the Factors Affecting the Implementation of the Strengthening Character Education Programme Integrated in Various Subjects at SMPN Mbait and SMPN 2 Agats city in Asmat district?**

##### **Factors Affecting the Implementation of the Strengthening Character Education Programme Integrated in Various Subjects**

Factors influencing the implementation of the strengthening character education program integrated in various subjects can be viewed from several aspects. The author found four factors in the implementation of the program at SMPN Mbait and SMPN 2 Agats.

##### **1. Facilities and Infrastructure**

Teachers need learning facilities to support learning activities. In addition to the teacher's ability to organize

learning activities, support from learning facilities is very important in helping teachers. The more complete and adequate learning facilities a school has, the easier it is for teachers to carry out their duties as education personnel. Likewise with the atmosphere during learning activities. Learning facilities must be developed to support the teaching and learning process. However, the facilities and infrastructure at SMP Negeri Mbait and SMPN 2 Agats are less adequate, this is confirmed by Mr NM Headmaster of SMPN Mbait, that:

"The facilities and infrastructure in this school are admittedly still very far from the national standard, there are still so many shortcomings that we are only able to provide from our shortcomings."

The same opinion was also expressed by Mr. AH, Headmaster of SMPN 2 who stated:

"Learning is now required for everything to be expressed orally, facts are presented in the form of verbal information, now students must see the facts, pictures, videos, diagrams. The text makes students see, feel, and touch with their five senses. we have difficulty in compiling or building a learning process that emphasizes the creativity of students due to the lack of infrastructure and facilities support so that in the learning process the teacher still dominates".

The results of the interview above provide information that limited facilities and infrastructure at SMP Negeri Mbait and SMP Negeri 2 Agats make it difficult for teachers to instill creative values and a love of reading and cause teachers to still dominate in learning activities.

## 2. Information Access

Lack of information is one of the obstacles to implementing an integrated character education program in various subjects, resulting in teachers' understanding of the concept of character education that is still not comprehensive.

Teachers' understanding of the concept of character education was explained by Mr. Alpibert Hattu Headmaster of SMPN 2 Agats, that:

"Honestly, I don't know or memorize the character values but what I apply in various subjects are 4 character values, namely Religion, Politeness, Responsibility and Discipline. Yes, that's the extent of what I know because I have never participated in socialization or training on either K-13 or character education."

The same opinion was also expressed by Mrs. HM, a teacher of SMPN 2 who stated:

"I don't really know the character values that must be instilled but I rely on the existing lesson plans so I apply the character values according to what is in the lesson plan only. And the lesson plan was distributed to us in the form of a CD given from one of the teachers who was sent to attend training or socialization."

This statement is reinforced by the statement of the SMPN Mbait teacher Mr. Ananias Manobi who stated that:

"The character values applied in various subjects are Religion, Politeness, Responsibility and Discipline. Yes, our lesson plans here are almost all the same so the character values applied are also the same"

The results of the interviews above provide information that the program has been implemented, while training is still very limited for teachers, causing their limitations in integrating character values, especially creativity, curiosity and love of reading in various subjects. The character

education strengthening program has not been socialized to all teachers properly so they do not understand it.

## 3. Educators

The successful implementation of character education in education units/schools can be achieved with the involvement of all school members, one of which is the teacher. Based on the results of learning observations, it appears that teachers are less creative in making teaching aids or learning media and the learning methods used are still limited to lectures and discussions, no other media are used as learning aids. This is because in addition to inadequate support for facilities and infrastructure, it is also due to the incompatibility between academics and the subjects they teach.

This is reinforced by document studies, there are 6 teachers who teach various subjects. And of the 6 teachers, only 1 person is a subject education graduate, 1 person is a physics education graduate while the others are non-teaching graduates who then take certificate 4.

This result was confirmed by interviews with SMPN 2 Agats teachers Mrs Helvi Mangarru, Mr Lukas Kobba and Mrs Sarce Tolanda who stated that:

"I am an agriculture graduate who has taken akta 4 and was assigned to teach biology but because Mbait State Junior High School and Agats State Junior High School 2 lacked subject teachers, I also taught various subjects."

"I am a livestock graduate who also took akta 4 and I teach various subjects. In terms of knowledge I did not study any subjects but my teaching experience is more than 10 years."

"There are 6 teachers who teach various subjects in this school, but of the 6 subject teachers only 1 is a subject scholar. I myself am an agriculture graduate who has taken a certificate 4."

The results of the interview above provide information that Subject teachers at SMP Negeri Mbait and SMP Negeri 2 Agats have educational backgrounds that are not in accordance with the subjects they teach so that teachers are less creative in making learning media because they do not study the subject matter specifically and teachers teach only following their experience so far.

## 4. Students

The difference in competence of each learner is an inhibiting factor in the implementation of character education that is integrated in various subjects because differences in competence cause students to understand less about the character education message to be conveyed. This can be seen during the observation of learning, there are some students who look nosy to their other friends, causing a commotion that behaves inappropriately such as noise and so on. this is reinforced based on the results of interviews with students Louis Kimur and Alex Awom explained as follows:

"Sometimes when learning activities are taking place there are friends who make noise by disturbing clans or parents' names to friends who are not sitting on the same bench with them, so they often do not concentrate on the lessons conveyed by the teacher."

"The most common thing that happens in class is fussing and even though it has been reprimanded by the class leader or teacher it is still repeated"

The above statement was also conveyed by Mrs. HM and MR AM, teachers at SMPN Mbait, that:

"the attitude of students who often disturb their friends by calling their father's name or clan so that it provokes a commotion in class and even though it has been reprimanded it is still repeated. In addition, laziness is also still inherent in students so that they often procrastinate on the assignments given".

"The inhibiting factor in the implementation of character education itself comes from students who close themselves to change, this can be seen when they make mistakes and are reprimanded but students do not heed the reprimand."

The results of the interview above lack of mentality in students so that they do not heed every advice the teacher gives, laziness, closing themselves off to change are factors that affect the implementation of strengthening character education programmes integrated in various subjects.

### Discussion and Findings

After the researcher collected data from research results obtained from interviews, and documentation, all the data above is research data regarding the character management education data in inland junior high schools at SMPN Mbait and SMPN 2. The main focus of this research is how the process of compiling the data character education management, how is the Implementation of the Strengthening Character Education Programme at SMPN Mbait and SMPN 2 Agats city in Asmat district, What is the Effect of Strengthening Character Education Program Integrated in Various Subjects at SMPN Mbait and SMPN 2 Agats city in Asmat district?, What are the Factors Affecting the Implementation of the Strengthening Character Education Programme Integrated in Various Subjects at SMPN Mbait and SMPN 2 Agats city in Asmat district?, and How to Recommend to Overcome Problems in the Implementation of the Strengthening Character Education Program? The discussion and findings obtained are as follows:

#### 1. Implementation of Strengthening Character Education Programme Integrated in Various Subjects

The implementation of character education in subject subjects starts from the planning, implementation to evaluation stages. In stage 1, learning planning is carried out by teachers in a programmed and planned manner from the beginning. Learning planning is a rational document that is prepared based on the results of systematic analysis of the development of students with the aim of making learning more effective and efficient in accordance with the demands of the needs of students and society.

Lesson planning made by teachers at SMP Negeri Mbait and SMP Negeri 2 Agats has not been done independently due to the lack of teacher knowledge about the 2013 curriculum and the concept of character education itself. This is an obstacle in making learning tools so that the role of teachers in integrating character values in lesson planning has not been carried out optimally.

Teachers' ability to develop character lesson plans for subjects has not been able to be implemented properly and the character values expected in character lesson plans are only included but not all of them are implemented during the teaching-learning process. Teachers have not been able to choose character values in accordance with their vision, teachers' understanding of the concept of character education is still not comprehensive, teachers have not been

able to choose character values that are in accordance with the subjects they teach, teachers do not have sufficient competence to integrate character values in the subjects they teach, and teachers have not been able to become role models for the character values they choose.

This research is in line with research conducted by Sardjijo and Ali (2017) <sup>[7]</sup> with the title Integrating Character Building into Mathematics and Science Courses in Elementary School. This study was intended to review teachers' efforts in selecting and determining the types of characters integrated into special school courses: Mathematics and science courses. The results showed that determining the type of character was found easy for teachers to apply in the lesson plan; but in its implementation, it was said that most teachers did not understand about the type of character written in the lesson plan was emphasised in the learning process.

#### 2. The Effect of Strengthening Character Education Programme Integrated in Various Subjects

The character education strengthening programme has a positive influence on students' achievement and behaviour at school. Good learning achievement is obtained through the integration of character education values that are instilled in students so that students have these characters. With this character education, students will achieve more.

This is in accordance with the opinion of Raka *et al.* (2018) <sup>[6]</sup> that character education done correctly will improve students' academic achievement. Learners who excel and have good character are the goals of national education. This is stated in the National Education System Law No. 20 of 2003 article 3 which reads: National education functions to develop abilities and shape the character and civilisation of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, and are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. The above national education goals can only be achieved by implementing character education for students.

The success of character education applied by teachers to students is measured by changes in the attitude of students from bad to good behaviour. The need for character education to be instilled in students is also conveyed by Berkowitz in Asmani (2011) <sup>[2]</sup> schools that implement character education, there is an increase in the motivation of students in achieving academic achievement.

#### 3. Factors Affecting the Implementation of the Strengthening Character Education Programme Integrated in Various Subjects

The implementation of character education in learning at SMP Negeri Mbait and SMP Negeri 2 Agats also has some obstacles or inhibiting factors. There are 4 obstacles or inhibiting factors, namely: facilities and infrastructure, teaching staff and students. At the time of observation, researchers saw inadequate educational facilities and infrastructure, such as inadequate facilities, namely school buildings that are still makeshift, incomplete educational tools such as benches and desks for students that are slightly

damaged, books as learning resources that are still minimal, and incomplete educational media.

In addition, the lack of professional teachers makes teachers' understanding of the concept of character education still not comprehensive so that teachers have not been able to choose character values that are in accordance with the subjects they teach. The character values of the subjects cannot be explored properly to be developed in the learning process. Teachers do not have sufficient competence to integrate character values in the subjects they teach.

This research is in line with Sardjijo and Hapzi Ali (2023)<sup>[7]</sup> with the title Integrating Character Building into Mathematics and Science Courses in Elementary School. This research is intended to review teachers' efforts in selecting and determining the types of characters integrated into special school subjects: Mathematics and science courses. The results showed that determining the type of character was found easy for teachers to apply in the lesson plan; but in its implementation, it was said that most teachers did not understand about the type of character written in the lesson plan was emphasised in the learning process.

Teachers' lack of knowledge of the concept of character education is due to limited access to information and very limited training for teachers to attend. The training did not involve all teachers but only representatives. In addition to the lack of teacher knowledge, differences in learner competence are also an inhibiting factor in the implementation of character education in various subjects. Differences in competence make students less understanding of the character education message conveyed so that in the teaching and learning process there are still students who behave not as expected.

#### **4. Recommendations for Overcoming Problems in Implementing the Strengthening Character Education Program**

Based on the results of the research and discussion above, there are several recommendations to overcome the problems of implementing the character education strengthening program.

##### **a. Improving facilities and infrastructure**

One of the efforts to improve the learning process is the availability of adequate facilities and infrastructure. The first step in providing facilities and infrastructure is the procurement of facilities and infrastructure needs planning at school. The needs planning consists of a needs analysis program carried out by each teacher. The list of needs is a simple note containing the needs of facilities and infrastructure that can improve the learning process at school. After the analysis, a plan is submitted to the principal about what facilities and infrastructure are needed at school in a meeting.

##### **b. Improving Access to Information**

The next recommendation is to increase information about character education management. This can be obtained by participating in programs provided by the office such as socialization, seminars and training related to character education management.

##### **c. Improving Teacher Competence**

Improving teacher competence is essential to achieving quality education. Only in this way can teachers organize

learning that successfully leads students into the world of life according to the needs and challenges of their time. Given that the duties of teachers are so heavy, it is necessary for teachers to always be updated on their knowledge, insights, and skills towards the expected professional development. Increasing teacher competence is very useful in managing the classroom so that the learning process in the classroom goes well.

##### **d. Improving Learners' Understanding**

The last recommendation is to increase students' understanding of the importance of character education through various media, not only in the form of learning in the classroom but also media posted in the school environment such as aphorisms and posters.

#### **Conclusions and suggestions**

Based on focus, and research results, it can be concluded that:

1. The implementation of the character education strengthening program at SMP Negeri Mbait and SMP Negeri 2 in Agats City, Asmat Regency, has a positive influence on students' achievements and behaviour at school. Good learning achievement is obtained through the integration of character education values that are instilled in students so that students have these characteristics. With this character education, students will achieve more. The success of character education implemented in SMP Negeri Mbait and SMP Negeri 2 in Agats City, Asmat Regency by teachers towards students is measured by changes in the attitude of students from bad to good behaviour.
2. There are four obstacles or factors inhibiting the implementation of character education management in Mbait State Junior High School and State Junior High School 2 in Agats City, Asmat Regency, namely the first is facilities and infrastructure because the limited facilities and infrastructure in Mbait State Junior High School and State Junior High School 2 Agats cause teachers to have difficulty in instilling creative values and love of reading and cause teachers to still dominate in learning activities. Secondly, the lack of information is one of the obstacles to the implementation of character education programmes that are integrated in various subjects, resulting in teachers' understanding of the concept of character education that is still not comprehensive. In addition, the lack of professional teachers makes teachers' understanding of the concept of character education still unable to choose character values that are in accordance with the subjects they teach. The last thing is the difference in competence of each learner is an inhibiting factor in the implementation of character education that is integrated in various subjects because differences in competence cause students to understand less about the character education message to be conveyed.
3. Recommendations that can be given to overcome problems in the implementation of character education management in Mbait and State Junior High School 2 in Agats City, Asmat District are improving educational facilities and infrastructure, increasing access to information about character education management through socialisation from the Education Office, increasing teacher competence so that they can

integrate character education in the subjects they teach well. The last recommendation is to increase students' understanding of the importance of character education through various media, not only in the form of classroom learning, but also media installed in the school environment.

### References

1. Alwi H, *et al.* Kamus Besar Bahasa Indonesia (KBBI). Jakarta: Balai Pustaka, 2001.
2. Asmani M, Makmur J. Buku Panduan Internalisasi Pendidikan Karakter Di Sekolah. Jogjakarta: Diva Press, 2011.
3. Depdiknas. Undang-undang RI No.20 tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta: Depdiknas, 2003.
4. Kertajaya H. Grow with Character: The Model Marketing. Jakarta: PT Gramedia Pustaka Utama, 2010.
5. Koesoema D. Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global. Jakarta: Grasindo, 2010.
6. Raka G, *et al.* Pendidikan Karakter di Sekolah: dari Gagasan ke Tindakan. Jakarta: Elek Media Komputindo, 2011.
7. Sardjijo, Ali H. Integrating Character Building into Mathematics and Science Courses in Elementary School. *Int J Environ Sci Educ*, 2017;12(6):1547-1552.
8. Tampubolon F, Purba RR, Rosmawaty. Pentingnya Pendidikan Karakter Bagi Siswa Di Masa Pandemi Covid-19. In: *Prosiding Seminar Nasional PBSI-IV Tahun 2021 Tema: Pembelajaran Bahasa dan Sastra Indonesia Berbasis Digital Guna Mendukung Implementasi Merdeka Belajar*, 2021.
9. Tim Pengembang Ilmu Pendidikan UPI. Ilmu Dan Aplikasi Pendidikan. Bandung: IMTIMA, 2007.
10. Wibowo A. Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban. Jakarta: Bumi Aksara, 2016.