

CHAPTER II

REVIEW OF RELATED LITERATURE

There are numerous studies exist on the implementation of character education management. This chapter summarizes some of the previous studies and provides thoeretical frameworks of the conducted study. This chapter, mainly, discusses the deals with how to improve the quality of the school in order to increase students' religiosity.

A. Basic Concept of Management and Education Management

1. Definition of Education Management

Management is often associated with Italian language term *maneggiare* which means 'control'. This word gets the influence of the French language *Manege* meaning 'horse ownership' (derived from the English which means the art of controlling the horse). French and adopt these words from English into *Menagement*, which means the art implement and manage. Based on the etymology, the term management actually comes from the Latin word *manus* which means 'hand' and *agere* which means 'do'. So, literally management means organizing, implementing and controlling things.¹

During its development, the term management gain a better understanding of the specific and varied experts. Management as "the process of designing and maintaining an environment in which people work together in groups to

¹ Redja Mudyahardjo, *Pengantar Pendidikan*. (Jakarta: Raja Grafindo Persada, 2001), 7.

achieve certain goals efficiently". Management as "the process of developing a human".

Management is not just the process of doing something, but as art. "Management is the art of getting things done through people." That is, management is the art of getting things done through others.² Management as a process or art is always directed at a goal to be achieved and through definite stages, namely planning, organizing, directing and controlling. Management as "the process used to Accomplish organizational goals through planning, organizing, directing, and controlling people and other organizational goals". The actual definition of the word management was a lot, depending on the perception of each expert. "Management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to Determine and Accomplish stated objectives by the use of human beings and other resources". Management is a process of planning, organizing, implementing, and controlling through those or other resources to realize the goal. Terry proposed process is what is popularly known by the acronym POAC (planning, organizing, actuating, controlling).

Based on the definition given by the experts above, then management in the broad sense is everything related to the process of planning, organizing, directing and controlling the organization's resources to achieve the goals effectively and efficiently. Meanwhile in the narrow sense, namely in the context of the educational environment, "management is planning school

² *Ibid.*, 175.

programs, the implementation of school programs, school leadership, supervisors / evaluation, and school information system". Management education as follows.³

Educational management is the art and science of managing educational resources to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation , and the state.

The purpose and benefits of education management, among others:

- a. The realization of the learning atmosphere and the learning process that is active, creative, effective, fun and meaningful.
- b. The creation of an active learners develop her potential.
- c. The fulfillment of one of the 5 competence education personnel, ie managerial competence.
- d. The achievement of educational goals effectively and efficiently.
- e. The prevision education personnel with theories about the process and the task of educational administration.
- f. The problem solving of education quality.
- g. The creation of a uniform education planning, quality, relevant, and accountable.
- h. Increased positive image of education.

³ *Ibid.*, 127.

The importance of the management for the implementation of a concerted effort to systematically and can be evaluated properly, accurate and complete so as to achieve the goal in a productive, high quality, effective and efficient.

2. Functions of Management

Management function has actually been stated in the definition of management is raised by experts, such as planning, organizing, implementing, and controlling / monitoring. These functions are basic elements that will always be there and embedded in the management process which will be used as a reference by the manager / leader in carrying out activities to achieve the goal.

a. Planning

"Educational planning is first of all a rational process". This means that educational planning is the earliest steps of all rational process. In other words, before carrying out other activities, the first step that should be made is planning.

Planning is essentially a process of thinking and carefully set the direction, goals and actions at once examine various resources and appropriate methods. "Planning includes goal-setting activities and appropriate tool to achieve the intended purpose". Planning carefully made will serve as a compass to achieve organizational goals. "Plans are guides, approximation, goal post, and compass settings are not irrevocable commitments or decision Commandments".

Planning functions as follows:

- a. Define and specify the objectives to be achieved.
- b. Provides grip and establish the activities to be undertaken to achieve these objectives.
- c. Organization standards obtain the best resources and utilize appropriate basic tasks predefined functions.
- d. Being a member of an organization of reference in carrying out activities consistent procedures and objectives.
- e. Provide the limits of authority and responsibility for all implementers.
- f. Monitor and measure the successes intensively so that it can find and fix irregularities early.
- g. Allows for the maintenance of a rapprochement between internal activities to external situations.
- h. Avoiding wastage.

Based on the time range, the planning can be divided into short-term planning, for example, one week, one month, one half and one year, intermediate ranges of planning, namely planning that made for a period of three to seven years, and long-term planning is made for a period of eight to twenty-five years. While the planning process undertaken collaboratively, involving the school community. Reason importance of involving them in planning for the school community will be responsible for planning the set and will give rise to a sense of belonging (sense of belonging), thus encouraging the school community to work together to try to make the plan succeed.

b. Organizing

Organizing is the process of managing, allocating and distributing work, authority, and resources among members of the organization to achieve organizational goals. Organizing is "the process of hiring two or more people to work together in a structured manner in order to achieve specific goals or targets".

In essence organizing means:

- a. Determining the resources needed activities to achieve organizational goals.
- b. Designing and developing work group that contains people who are able to bring the organization to the destination.
- c. Assign a person or group of people in a responsibility and a task specific functions.
- d. Delegate authority to individuals associated with kekeluwasaan duty.

Organizing the right will make the position clear in structure and work through the selection, allocation and distribution of professional work. For that a manager requires the ability to understand the nature of the job and the qualifications of the person who should fill the post.

c. Implementation (actuating)

Implementation or mobilization (actuating) is the process of implementation of the program to be executed by all parties within the organization and motivate the process so that all parties can be responsible with

full awareness and high productivity. Process motivate means to encourage all parties to cooperate, sincere and passionate to achieve the goals in accordance with the plans that have been defined or organized beforehand. "Actuating is setting all members of the group to want to Achieve and to strike to Achieve the objective willingly and keeping with the managerial planning and organizing the efforts".

In the context of school management, the functions carried out by the principal, namely through the stimulating action of teachers and other school personal carry out tasks with enthusiasm and willingness both to achieve the goal vigorously. Principal in carrying out its functions need to consider several factors such as the effectiveness of the organization of work which consists of a number of work units (classes, classroom teachers, guidance counseling, school health), sensitivity to the needs of a number of services person schools, teacher training, which includes the coordination and division of labor specialization on the basis of their professional responsibilities of each, the spirit of cooperation, the availability of facilities and contact relationship smooth for all parties and launch phases of an activity properly and maintain the quality of work as a continuous process.

Coordination can be achieved through 1) conferences or meetings that represents the complete work unit at the school, 2) periodic meetings for certain officials, 3) the establishment of a joint committee if necessary, 4) establishment of a coordinating body to coordinate staff activities, 5) personal interviewing school to know the important things related to the duties and responsibilities, 6)

memoranda or instruction chain, and, 7) there and availability of the organization and work procedure manuals.

d. Controlling

These are understandings of supervision of several experts following. First, Oteng Sutisna connecting supervisory function with administrative action. Her supervision is seen as the administrative process to see if what happened was in accordance with what is supposed to happen, otherwise the adjustments that need to be made. Secondly, Hadari Nawawi confirms that oversight in the administration means menukur activity level of personal effectiveness and the level of efficiency of use of certain methods and tools in order to achieve the goal. Third, Johnson expressed as a function monitoring system to make adjustments to the plan, see to it that deviations purposes only system within the limits that can be tolerated.

Oversight is one of the activities to know the realization of personal conduct of the school and whether the appropriate level of educational attainment of the desired goal, then the results of monitoring whether the repairs. Supervision includes examining if all goes according to plans made, instructions were issued, and the principles set out that:

- a. Fixed on as the key strategic objectives that determine success.
- b. Being feedback as a material revision in achieving its objectives.
- c. Flexible and responsive to changing conditions and environments.
- d. Compatible with educational organizations.

- e. It is self-control.
- f. Characterally directly that the implementation of workers' control in place.
- g. Taking into account the nature of man in control of the personal education.

In line with these principles, measures of control consists of three steps universal, namely (1) the act or measure performance; (2) comparing the act with established standards and define the differences if any; and (3) correct deviations by corrective action.

Supervision in the following four steps:

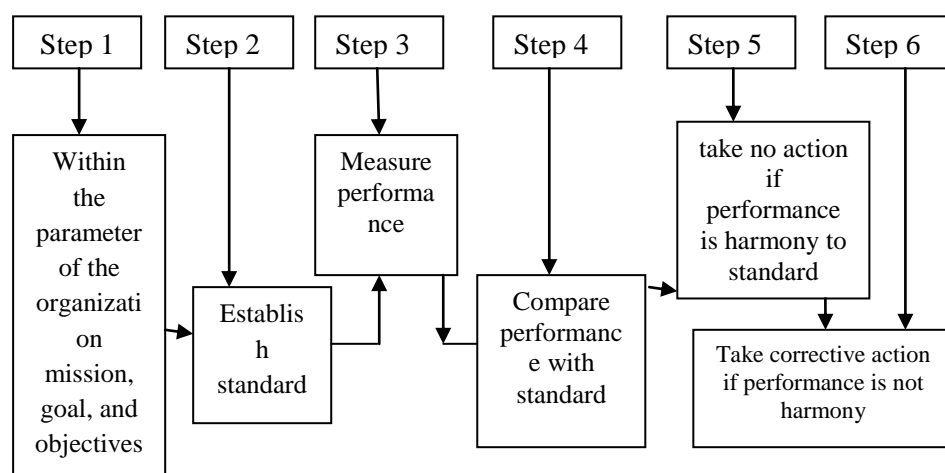
- a. First, establish standards and methods for measuring achievement that includes in it the standard-setting and sizes for all kinds of purposes, ranging from the curriculum to the achievement of the target of achieving the target of the quality of graduates.
- b. Secondly, the work done to measure the achievement of continuous, repetitive and frekeunsinya depending on the type of activity that is being measured.
- c. Third, comparing the results which have been measured by the goals and standards that have been set previously.
- d. Fourth, take corrective action, if the results achieved do not meet the standards and the analysis shows need for action.

Strategic evaluation (strategic control) consist of determining the extent to which the company's strategies are successful in attaining its goals and objectives. If the goals and objectives are not being reached as planned, then the intent of control is to modify interprise's strategies and/or implementation so that the

organization's ability to accomplish its goals will be improved. In strategic evaluation, the focal time period usually ranges from a few years to more than a decade.⁴

The steps involved in strategic evaluation is shown in figure 2.2 bellow:⁵

Figure 2.1. Steps in Strategic Evaluation



From the figure above, it can be described that the strategic control process consists of several steps. First, top management must decide what elements of the environment and of the organization need to be monitored, evaluated, and controlled. Then, standards must be established with which the actual performance of the organization can be compared. These first two steps will be strongly influenced by the organization's mission, goals, and objectives, which direct management's

⁴ *Ibid.*, 274.

⁵ *Ibid.*, 262.

attention to certain organizational and environmental elements and to the relative importance of particular standards.

As said earlier in previous section, for non-profit organization, without clearly stated goals and objectives, strategic evaluation becomes very difficult to achieve. That is why an effective evaluation or control will be achieved if the objective is clear, specific, and measurable. For instance, the quality of education in public school might be measured in several ways. One way is to determine how well students can solve problems and communicate those solutions, with the measurement taken once at the beginning of a period of time and again at the end of that time period. If the results are less than the school district has set as its goal, then the corrective action must be taken.

B. Basic Concepts Character education

1. Definition of Education

Etymologically derived from the Latin verb *educare*. Etymologically, the word education comes from two different verbs, i.e. from the word *educare* and *educere*. By distinctive, Koesoema describes the meaning of the term as follows.

Educare has the connotation of the word 'training', 'tame', or 'fertilize'. In this context, education is understood as "a process that helps to grow, develop, mature, making the disorganized or wild become increasingly organized, sort of culture creation process and system regularity in themselves and in others". Education as a process of behavior change. Education also means "the process of

developing a wide range of existing potential in humans, such as academic ability, relational, talent, talent, physical ability or power-the power of art".⁶

Meanwhile, educere word is a combination of the preposition ex (out of) and verb ducere (lead). Educere literally means "an activity to draw out or bring out". In this sense, education is understood as "a process of guidance out that focused on one specific purpose". Guardianship out this could mean internally, ie out of the natural physical limitations who owned so survive, and externally rather refers to the individual social intelligence, among others, looked on the ability to cooperate with others to achieve common goals.

On the other hand, education is "the process of establishing fundamental proficiency intellectually and emotionally toward nature and fellow human beings. Meanwhile in the Indonesian context, the notion of education are systematically set out in the Law of the Republic of Indonesia number 20 of 2003 on National Education System, Article 1, paragraph 1, which reads as follows:

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state.⁷

Thus, the notion of education covers all aspects of human life. In fact, education is life itself, because education lasts a lifetime (lifelong education),

⁶ Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia, *Manajemen Pendidikan*. (Bandung: Alfabeta, 2011), 18.

⁷ *Ibid.*, 123.

covers all environmental and life situations that affect the growth of the individual.

2. Definition Character

Etymologically the term "character" comes from the Greek *karasso*, meaning 'blueprint', 'basic format', or 'fingerprint' as in fingerprints. The interpretation of this term manifold. Two ways of interpretation, first, the character as "a set of conditions that have been given away, or there has been granted, which is more or less forced in us" (the default character or character given). Second, the character as "the level of force through which an individual is able to control the condition. Character is a process that is desired "(willed). Personal character consists of two elements of the innate character and the character of the target. Innate character is a character that is heredity became the hallmark of his personality. While the target character is a character that develops through the coaching and education systematically.

According to the Ministry of National Education Language Centre, the characters defined as "congenital, heart, soul, personality, character, behavior, personality, character, character, temperament, character." Character means "personality, behavior, character, temper, and character". Individuals of good character or superior is someone who tried to do the best things for the Lord, he, sesame and the environment by optimizing the potential for him and is accompanied by consciousness, emotion and motivation.⁸

⁸ *Ibid.*, 155.

Character refers to a set of attitudes, behavior, motivation and skills. Characters associated with individual psychological characters. "Character as an individual's set of psychological characters that Affect that person's ability and inclination to function morally. Simply put, character is comprised of Reviews those characters that lead the person to do the right thing or not to do the right thing. "The character is a collection of individual psychological characters that influence a person's aptitude and tendency to act in accordance with morality. In other words, characters that consist of characters that lead a person to do something good or doing something that is not good.

3. Character education

a. Understanding Character education

Character education is defined as follows: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values". Character education is a deliberate attempt to help people understand, care about and act according to ethical values. Essence and character education has the same meaning as moral education and moral education. The goal is to establish a child's personal, to become a good human being, citizens, and good citizenship.

Moral education and character education are not the same. The difference lies in the scope and environments that help individuals in making decisions. In moral education, its scope is one's inner condition. While in character education contained in the scope other than the individual, also has institutional

consequences, the decision appeared in the performance and policies of the institution.

Birth of character education can be regarded as an attempt to revive the ideal-spiritual pedagogy which had lost buffeted by currents of positivism which was pioneered by the French philosopher and sociologist Auguste Comte (1798-1857). Foerster is the purpose of education according to the formation of character embodied in the essential unity between the subjects with the behavior and attitude of its life. Character into a kind of identity that transcends contingent ever-changing experience. Of the maturity of this character quality of a person is measured. Furthermore, Foerster said the strength of one's character appears in four fundamental characters that must be owned. Maturity fourth fundamental trait of character is what allows humans passed the stage of individuality towards personality.

First, the regularity of the interior through which every action is measured based on a hierarchy of values. Character is not formed is kept up is a willingness and openness to change and the value of irregularities towards regularity.

Secondly, the coherence that gives courage through which one can rooting themselves firmly to the principle, not easily swayed in new situations or fear of risk. Coherence is the foundation that builds trust each other. Kredibilitas someone will runtuk if there is no coherence.

Third, autonomy or ability to internalize the rules of the outside so that it becomes the values for private. This is evident from the assessment of personal decisions without being influenced or pressure from other parties.

Fourthly, constancy and fidelity. Tenacity is one's resistance to covet what is considered good, while loyalty is the basis for respect for the commitments that have been.

Character education as a whole interpersonal relational dynamics with various dimensions, both from within and from outside itself, so that it is more able to appreciate personal freedom so that he can more responsibility for himself as the personal growth and development of others in their lives. Character education has two dimensions at once, the individual dimension and socio-structural dimension. Individual dimension of education is closely related to a person's values and moral education. While the socio-cultural dimension more to see how to create a social system that is conducive to the growth of the individual.

Not only in Indonesia, character education is also a concern in other parts of the world, like in America. Character education Partnership (CEP), a national program of character education in the United States, thus defining the character education.

A national movement to develop schools in order to foster and maintain ethical values, responsibility and a willingness to care for one another within young people, through the example and teaching of good character, by giving emphasis on values universal values accepted by all. This movement is a joint effort of the school, district, and state that are intentional and proactive to instill in students' oral core values, such as attention and care (caring), honesty, justice (fairness), responsibility and sense respect for self and others.

Character education is a process of teaching the children about basic human values, including honesty, hospitality, generosity, courage, freedom, equality, and respect. The goal is to cultivate students as citizens who can be morally responsible and self-disciplined.

Good character education in Indonesia, as well as in America contains values less the same. In the Indonesian context, Kemendiknas in detail (2011) mentions eighteen value in character education, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, respect for the achievements, friends / communicative, likes to read, environmental care, and social care, as well as responsibility. There are eight values, namely virtue, beauty, work, patriotism, democracy, unity, support moral values and humanity.

b. Basic Principles of Character education

Character education in schools requiring basic principles are easily understood by students and individuals who work in the sphere of education itself. Some basic principles are as follows.

- a. Character is determined by what you do, not what you say or you believe.
- b. Every decision you take will determine what kind of person you become.
- c. Characters that bai presupposes that a good thing it is done in ways that good, even if you have to pay for it too expensive, because it contains a risk.

- d. Never take bad behavior performed by others as a benchmark for yourself.

You can select a benchmark that better than them.

- e. What did you do that has meaning and transformative. An individual can change the world.
- f. Payment for those who have good character is that you become a better person, and this will make the world a better place to live.

c. Integral Method for Character education

Koesoema mention in a practical and simple five elements that could be considered in order to address the school on a realistic appreciation of character education, consistent, and integral. The fifth element can be a guide and benchmark in live and try to support karkater education in every educational institution. Five things that can be regarded as a dynamic dialectical circle which always rotates more advanced. The fifth element of it is teaching, modeling, determining priorities, priorities praxis and reflection.

a. Teach

Character education presupposes theoretical knowledge about the concepts of a certain value. That is, to be able to do good, fair, and valuable, then first of all learners need to know clearly what it is kindness, justice and values. Behavior characterized by basing itself on the subject conscious actions in carrying value. For this, one important element in character education is to teach the values that students have a conceptual idea about the values guiding the behavior that can be developed in developing personal character.

The dissemination of value not only in class, but can take advantage of a wide range of other elements, such as curriculum planning process. In planning the curriculum to be seen whether there have been ethical values that *menyerambah* in the curriculum so that schools have the values *ditawarka* (espoused values). Another way is to invite a speaker *Tambu* in a seminar, discussions, publications, etc., to specifically discuss the core values that have been the school in terms of character education to learners.

b. Exemplary

"*Verba movent trahunt exempla*", this Latin phrase meaning words can indeed move people, but that is an interesting example of the liver. For that character education is demand especially for the educators themselves. Therefore, a good knowledge of the value will be credible when the normative theoretical ideas encountered by learners in the practical life at the school.

Modeling become one of the classics for the success of character education. the real teacher is the soul for the education of the character itself. Consistency in teaching character education is not just through what is being said through learning in the classroom, but the value was also featured in the teacher's self, d natural real life outside the classroom. Indication exemplary in character education is whether there is a role model in the educators themselves insane. Likewise, whether institutionally there are examples of policies and behaviors that can be exemplified by the students that what they understand about the values that are close to their lives, and they can find affirmation in the behavior of individuals or institutions as a manifestation of the value.

c. Determine priorities

Education characters collect many sets of values that are considered important for the realization of the vision of the institution. Therefore, educational institutions should set standards on the character that will be offered to students. For this, each of the parties involved need to understand clearly whether the priority value is to be emphasized in character education in the school environment. In addition to the priority value, also required the determination of a set of standards of behavior that are known and understood by learners, parents and the community.

d. Praxis priority

Another very important element for character education is verification in the field of characters that are enforceable. Verification is intended, among others, how the attitude of schools towards violations of school policy, how the sanctions are applied in a transparent manner so that it becomes institutional praxis. the realization of the vision of the school's policy is one way to account for character education in public.

e. Reflection

After the action and educational praxis that happens, it is necessary to be held some sort of evaluation, deepening or reflection, to see the extent to which the institution has succeeded or failed in implementing character education. Successes and failures it then became a means to improve progress essentially is an experience itself. Therefore, it needs to be seen, whether the students after obtaining the opportunity to learn from experience can convey his personal reflections on these values and share them with other friends? Is there any

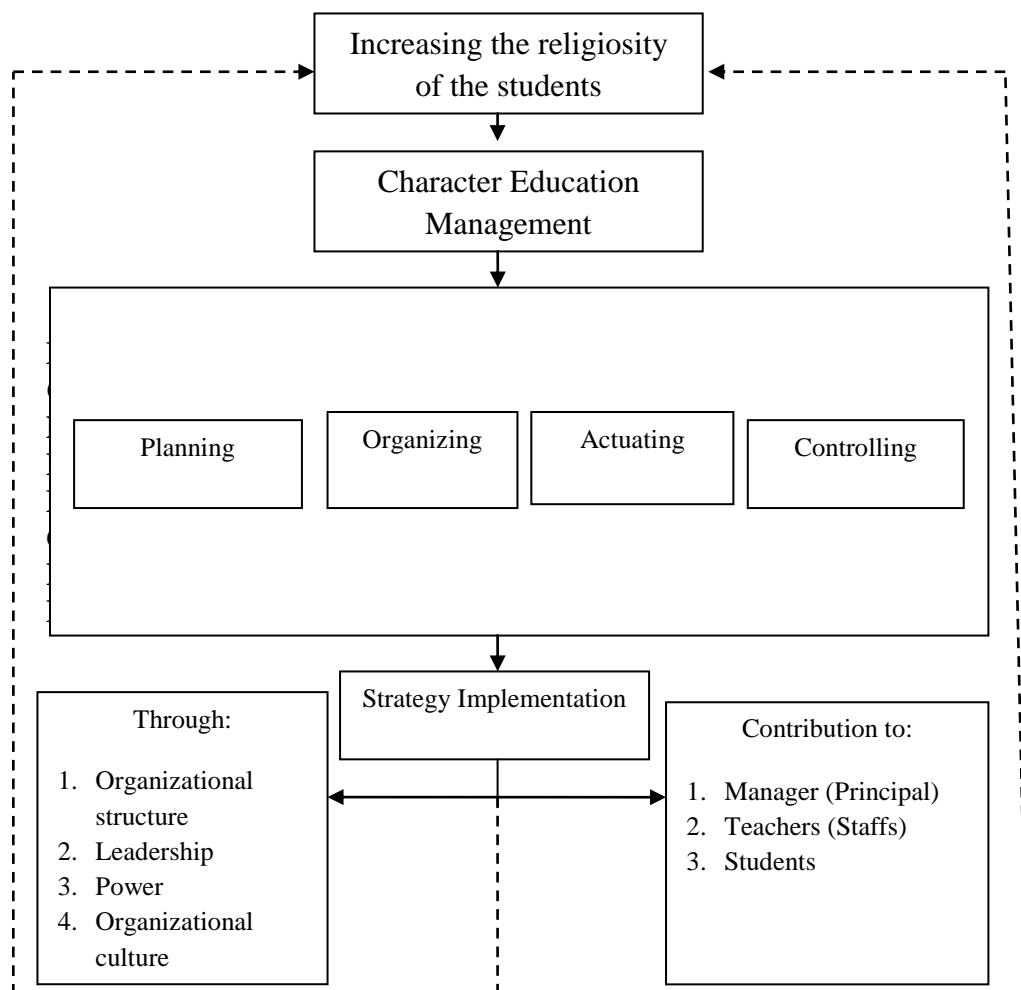
discussion to better understand the value of character education that results can be published in the journal, school newspapers, etc.

C. Research Frame Work

Research Framework is the view or model that shows the mindset of the issues to be investigated that reflects both the type and amount of formulation of the problem that needs to be answered through research.

Framework of research in this thesis can be described as follows:

Figure 2.1. Research Framework



The students' religiosity of *madrasah* based school is improved by doing some activities as follow:

1. Character education management is the initial activity in the process of increasing students' religiosity. It covers the activity of developing the strategy that systematically involving all school resources. The steps in planning are developing vision and mission statement, analyzing the internal and external environment, developing school goal, and choosing the best strategy to be implemented. The step are followed by organizing, actuating and controlling.
2. The next activity is implementing the strategic plan that derived from the process of strategic planning by organizing school members into some divisions, performing effective leadership, using power as a means to force the effectiveness of implementation of strategic plan, and developing the school culture to support the implementation of strategic plan.
3. The implementation of strategic plan will give some contributions whether to managers, teachers, school staffs, and/or students. This contribution, then, followed by the improvement of school quality.

D. Previous Studies

Based on the focus of researchers tracking research to be conducted, researchers found few studies that still have relevance to the character education management, namely:

1. Heni Zuhriyah. *Pendidikan Karakter (Studi Perbandingan Antara Konsep Doni Koesoema dan Ibnu Miskawaih)*. Result of the study is character education according Koesoema Doni is an anthropological structure focused on the process of development in human beings continuously for complete himself as a virtuous man.
2. Abdul Basar. 2012 *Implementasi Pendidikan Karakter melalui mata pelajaran pendidikan kewarganegaraan di SD N Bendungan IV Wates Kulon Progo Tahun Ajaran 2011/2012*. Results of the study are (1) planning is done by preparing syllabi, lesson plans, and preparing teaching materials insightful character, (2) the stage of implementation presenting the learning process from the material, lesson, media and methods so that the learning process is conditioned get a meaningful learning experience, (3) phase assessment conducted on the stage of the process, which is to see the attitude of the students during the learning takes place and the stage results, the learning activities which refers to cognitive aspects, (4) the constraints faced by, among others, the difficulty in developing teaching materials, students have not reached KKM, and lack of facilities and infrastructure, and (5) the solutions provided to overcome the barriers to discussing with other teachers in the KKG to develop teaching materials, conduct remedial students who have not reached the KKM.
3. Eka Fitriah A. *Manajemen Pendidikan Karakter di Sekolah Dasar Islam (Studi Kasus di Sekolah Dasar YIMA Islamic School Bondowoso)*. Results

of the study are (1) Designing conditions conducive school, (2) Designing an explicit character education curriculum, (3) Creating a character integrative curriculum, (4) Management of the classroom, (5) Management of the environment outside the classroom.

4. Desi Anindia Rosyida. *Implementasi pendidikan karakter siswa melalui kegiatan keagamaan di mi roudlotun nasyiin purwokerto srengat blitar.*

Results of the study are (1) The implementation of character education in MI Roudlotun Nasyiin through KBM and religious activities (2) Obstacles encountered and solutions in the cultivation of character education through religious activities in MI Roudlotun Nasyiin is due to environmental factors (with the application of good madrasah culture), factor means and infrastructure (by having their own infrastructure and adequate), factors of students (by including students in various religious activities), factor curriculum (with additional hours of religious instruction).

5. Mohammad Johan. *Implementasi Pendidikan Karakter Di Pondok Pesantren (Studi Kasus Di Tarbiyatul Mu'allimien Al-Islamiyah [TMI] Pondok Pesantren Al-Amien Prenduan Sumenep).*

Results of the study are 1) The values of the core characters are developed in Tarbiyatul Mu'allimien Al-Islamiya (TMI) Al-Amien Islamic boarding Prenduan is sincere, simple, self-contained, brotherhood and freedom. 2) The implementation of character education in the learning process in four ways. First, subjects are taught through a uniquely pesantren. Second, integrate into each subject and learning steps. Third, integrate into various

regulations and customs practiced in TMI. Fourth, through the example of the person in charge of education. 3) The implementation of character education in extracurricular activities is to implement extracurricular activities that can increase knowledge, love and the implementation of the values of the core characters. 4) The implementation of character education into everyday activities at boarding school Al-Amien Prenduan is by creating an custom (sunnah-Sunnah uniquely pesantren) and certain cultures that support to internalization and practice of values of the core characters.

The following will be presented more detailed explanation of the results of those five studies:

No	Researcher	Title	Method	Research result
1.	Heni Zuhriyah	Pendidikan Karakter (Studi Perbandingan Antara Konsep Doni Koesoema dan Ibnu Miskawaih)	Qualitative	Character education according Koesoema Doni is an anthropological structure focused on the process of development in human beings continuously for complete himself as a virtuous man.

2.	Abdul Basar	Implementasi Pendidikan Karakter melalui mata pelajaran pendidikan kewarganegaraan di SD N Bendungan IV Wates Kulon Progo Tahun Ajaran 2011/2012	Qualitative	(1) planning is done by by preparing syllabi, lesson plans, and preparing teaching materials insightful character, (2) the stage of implementation presenting the learning process from the material, lesson, media and methods so that the learning process is conditioned get a meaningful learning experience, (3) phase assessment conducted on the stage of the process, which is to see the attitude of the students during the learning takes place and the stage results, the learning activities which refers to
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				<p>cognitive aspects, (4) the constraints faced by, among others, the difficulty in developing teaching materials, students have not reached KKM, and lack of facilities and infrastructure, and (5) the solutions provided to overcome the barriers to discussing with other teachers in the KKG to develop teaching materials, conduct remedial students who have not reached the KKM.</p>
3.	Eka Fitriah A	Manajemen Pendidikan Karakter di Sekolah Dasar	Qualitative	<p>(1) Designing conditions conducive school, (2) Designing an explicit character education</p>

		Islam (Studi Kasus di Sekolah Dasar YIMA Islamic School Bondowoso).		curriculum, (3) Creating a character integrative curriculum, (4) Management of the classroom, (5) Management of the environment outside the classroom.
4.	Desi Anindia Rosyida	Implementasi pendidikan karakter siswa melalui kegiatan keagamaan di mi roudlotun nasyiin purwokerto srengat blitar	Qualitative	(1) The implementation of character education in MI Roudlotun Nasyiin through KBM and religious activities (2) Obstacles encountered and solutions in the cultivation of character education through religious activities in MI Roudlotun Nasyiin is due to environmental factors (with the application of good madrasah culture),

				factor means and infrastructure (by having their own infrastructure and adequate), factors of students (by including students in various religious activities), factor curriculum (with additional hours of religious instruction).
5.	Mohammad Johan	Implementasi Pendidikan Karakter Di Pondok Pesantren (Studi Kasus Di Tarbiyatul Mu'allimien Al-Islamiyah [TMI] Pondok Pesantren Al-Amien Prenduan	Qualitative	1) The values of the core characters are developed in Tarbiyatul Mu'allimien Al-Islamiya (TMI) Al-Amien Islamic boarding Prenduan is sincere, simple, self-contained, brotherhood and freedom. 2) The implementation of character education in the learning process in

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				<p>everyday activities at boarding school Al-Amien Prenduan is by creating an custom (sunnah-Sunnah uniquely pesantren) and certain cultures that support to internalization and practice of values of the core characters.</p>
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Relevance to the research that will be carried researcher is located on the basic concepts of management and management functions, as well as the concept of character education that will be used, applied and developed in formal educational settings such as schools that are at the core of this research object.