

The Management Model Of Educator Character Development At Muhammadiyah Junior High School In Medan City

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Abstract

The research objectives were to: (1) find a management model for the character building of educators at Muhammadiyah Junior High School in Medan City; and (2) determine the effectiveness of the management model for character building of educators in improving the character at Muhammadiyah Junior High School teachers as expected. This research was conducted at Muhammadiyah Junior High School in Medan City. The research time is planned to start from January 2018 - January 2021. This research is research and development research, which is to examine and then the results of the research are developed to improve existing programs. The research subjects were teachers at Muhammadiyah Junior High School in Medan City. The results showed that the character building management model proved to be effective and efficient in improving the character of educators at Muhammadiyah Junior High School by: (1) an increase in the religious character of educators at Muhammadiyah Junior High School by 29.74%, from 58.97% to 88.71%; (2) there was an increase in the character of the love of science for educators at Muhammadiyah Junior High School by 59.49%, from 33.33% to 92.82%; (3) there was an increase in the character of being able to work together with educators at Muhammadiyah Junior High School by 34.36%, namely 53.84% to 88.20%; and (4) there was an increase in the caring character of teachers at Muhammadiyah Junior High School by 42.05%, namely 42.05% to 84.10%. To ensure the achievement of educator character development, researchers prepared a guidebook for organizing teacher character development in the school environment. Based on the results of the study, it is suggested that the fostering of Al-Islamic Kemuhammadiyah character values for education at Muhammadiyah Junior High School in Medan City must be accompanied by integrated planning, organizing, implementing, and monitoring between the organization council and the school principal. In addition, it is necessary to think about forming Muhammadiyah association school supervisors who come from outstanding school principals.

Keyword: *Educator character development, Muhammadiyah association*

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I. BACKGROUND

Character is one of the manifestations of the results of the national workshop held by the Ministry of National Education on January 14, 2010 concerning "Cultural Education and National Character" as a national movement. This national movement is based on several things that cause the waning attitude of diversity and mutual cooperation in the life of Indonesian society as a form of moral degradation. Academically, Lickona (2012: 21) states that character is interpreted as value education, character education, moral education, character education, or moral education which aims to develop students' abilities to make good bad decisions, maintain what is good, and realize that good in daily life with all my heart. Therefore, the psychological character content includes the dimensions of moral reasoning, moral feeling, and moral behavior. According to Zuhuraini (2012: 2) character implementation is an absolute thing to do at any level of education.

Character education emphasizes exemplary, environmental creation, and habituation; through various scientific assignments and conducive activities inside and outside of school. Thus, what teachers see, hear, feel, and do can shape their character. In Islam, character is better known as akhlaq which is the singular form of khuluk, as confirmed in QS.al-Qalam (68): 4, which means: "And in fact you are truly virtuous and noble". Arabic, which uses the Koran as a grammar guide, defines morality as character, temperament, and habit. (Marzuki, 2009: 14)

Through character education, we hope that the Indonesian nation can become a dignified nation, and its people have added value, and a selling value that can be offered to other people and other nations in the world, so that we can compete, compete, even compete with the nation - other nations in the global arena.

The character education process will get maximum results if it gets serious attention by the three education centers, namely: family, school, and community. (Roqib, 2009: 5) This process will be more complete

if it is fully supported by other supporting instruments, such as policies, human resources, a conducive environment, facilities and infrastructure, and commitment of stakeholders from all levels of society. The character of educators that is in line with the Muhammadiyah Organization Ideology and is written in the Articles of Association, Beliefs and Aspirations of Life, as well as the Islamic Life Guidelines for Muhammadiyah Citizens consists of four components, namely: religious, love knowledge, able to work together, and care. (Wibowo, 2017: 129)

The results of preliminary observations on Muhammadiyah association teachers showed that 44 people (22.56%) were less religious and 36 people (18.46%) were not religious. Furthermore, there were 83 people (42.56%) who did not love knowledge and 36 people (24.1%) who did not love knowledge. There were 59 people (30.26%) who were less able to work together and as many as 31 people (15.90%) who were unable to work together. There were 77 people (39.49%) who did not care and 36 people (18.46%) did not care. This shows that character education at SMP Muhammadiyah is not yet effective and does not reflect actions that are in accordance with Islamic character values as per the Muhammadiyah Organization guidelines. It can be stated that so far educators at Muhammadiyah Junior High School in Medan City have not implemented the character values that are in accordance with the Muhammadiyah guidelines appropriately. It becomes a necessity to raise the question: What has the Muhammadiyah organization done so that it can guarantee character values to become a part of life for educators, especially at the junior high school level? How is the management pattern that has been implemented and in the future to be implemented and implemented in Muhammadiyah junior high schools in Medan, so that educators are comfortable with the application of Islamic character in schools?

Muhammadiyah is widely known as an organization for reforming Islamic thought with a strong orientation towards charitable social enterprises in various fields of life. The social reality faced by Muslims at that time, during colonialism, became a concern that underlies the ideas of the Muhammadiyah movement. Religious behavior that does not rely purely on the Al-Quran and Hadits, the penetration of other religious beliefs, poverty, and educational backwardness are the realities suffered by Muslims in general at that time. Therefore, according to Mulkhan (2000: 47-48), Muhammadiyah's consistency and commitment to improving and advancing the condition of Muslims as absolute devotion to God can be called the doctrine of the organization's movement.

Didin Hafidhuddin stated that the large number of Muhammadiyah educational institutions must be able to produce Muslim scholars with Islamic characteristics who side with the people and be able to provide solutions for the nation. (Republika, August 2, 2018) Muhammadiyah should make improvements in improving the pattern of character development of educators in an effort to create character teachers. This is in accordance with the Muhammadiyah Central Leadership Guidelines Number 01 / PED / I.O / B / 2018 concerning Muhammadiyah Primary and Secondary Education Article 5 states Muhammadiyah primary and secondary education aims: (1) developing the potential of students to become human beings who believe and fear Allah SWT, has a noble character, is healthy, knowledgeable, capable, creative, independent, advanced and superior, becomes a democratic and responsible citizen; and (2) developing the potential of students to become scholars, leaders / *zuama*, and educators in building civilization. This is clearly a basis for Muhammadiyah North Sumatra to develop primary and secondary education in North Sumatra.

Internally, Muhammadiyah must first advance itself before advancing others, because of how great the responsibility and consequence is of carrying out an Islamic ideology or viewpoint that is progressing in the midst of the dynamics of modern civilization today. Mustofa (2015: 410) mentions that the enlightenment movement carried out by the Muhammadiyah organization is committed to developing equitable social relations without discrimination, honoring the dignity of men and women, upholding tolerance and diversity and building primary social institutions. According to Abidin (2009: 18), the existence of an enlightenment movement program must be created to support the realization of a progressive Muhammadiyah. This can be done by strengthening Muhammadiyah's educational identity through intensification of Islamic character building in line with Muhammadiyah ideology, namely characters that are in accordance with the Al-Qur'an and Hadits. Character building starts from the desire to know and do good things in order to create habits, both in the heart, mind, and behavior. Teachers need to know the reasons for doing good, feeling good, and doing good things. Kesuma (2011: 9) states that there are three goals of character in school, namely: (1) character is to facilitate the strengthening and development of certain values so that they are manifested in children's behavior, both during the school process and after the school process; (2) character in school is correcting student behavior that is inconsistent with the values developed by the school; and (3) in the character of the school setting is to build a harmonious connection with the family and community in playing the responsibility of the character together.

The key to the strength of Muhammadiyah's character lies in the construct of movement theology chosen by Muhammadiyah, which is transformative-liberative theology. This theology comes from a deep understanding and appreciation of the teachings of Islam itself which are given to humans as liberating guidance. Namely a torch for humans to solve various problems in their life on earth in a rational-prophetic manner. The Islam that is lived by Muhammadiyah is not a spiritual-mystical teaching that alienates people from

being passive or ignorant of worldly challenges in the name of pursuing karamah (mystical advantages) or heavenly promises. The Islam that is lived by Muhammadiyah is actually a teaching that always stimulates humans to seek eschatological salvation through intense involvement as a caliph in fighting for the management of the world so that it becomes a "paradise" that deserves to be inhabited by humans and other creatures based on the spirit of servitude only to Allah. (*'ubudiyatullah wahdah; tawhid*).

The role of teachers in SMP Muhammadiyah is not only to convey subject matter, but also to be able to actualize how to behave well in the teaching and learning process in the classroom. In practice, character requires a process of understanding, cultivating values, and habituation, so that a student can love good deeds based on the awareness that arises from him. With the teacher's way of giving examples and making routine habits in the implementation of character. This is evidenced by the habituation of dhuha prayers, dhuhur prayer in congregation, students who enter the teacher's room by saying greetings, and so on. With this policy, student activities can be monitored by teachers and school principals, from the arrival, morning apples, dhuha prayers, midday prayers in congregation, lunch together, to Asr prayer in congregation giving teachers and schools the opportunity to form / instill good character in students. Continuous activities set by the school and monitored by the teacher every time they provide good habits in implementing character in school.

Based on the description above, it is necessary to conduct research focused on the management of character building of educators at Muhammadiyah Junior High School in Medan City. The objectives of this study were: (1) to find a management model for the character building of educators in Muhammadiyah Junior High School in Medan City; and (2) determine the effectiveness of the management model for character building of educators in improving the character of SMP Muhammadiyah teachers as expected. Based on the description above, it is necessary to conduct research related to the management model of character building for educators at Muhammadiyah Junior High School in Medan City, with the hope that teachers at Muhammadiyah Junior High School will have a strong character according to Islamic teachings and Muhammadiyah values.

II. THEORITICAL REVIEW

1. Educator Coaching Management Model

In terms of terminology, teacher coaching is often defined as a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by school principals, school owners, supervisors in order to improve learning processes and outcomes. Sudjana (2010: 199) states that coaching can be interpreted as an effort to maintain or bring something that should have happened or to maintain something as it should be. Meanwhile, Ivancevich (2009: 46) states that coaching is a systematic process to change the work behavior of an employee / group of employees in an effort to improve organizational performance. According to Dradjat (2010: 100), coaching is an educational effort both formal and non-formal which is carried out consciously, planned, directed, and responsibly in order to introduce, grow and develop a balanced and harmonious personality basis. More broadly, coaching can be defined as a series of efforts, professional control of all elements of the organization to function properly so that it can be carried out effectively and efficiently.

In principle, teacher coaching is an activity to assist and serve teachers in order to obtain higher quality teachers which in turn are expected to form a better teaching and learning process situation in order to achieve educational goals. Rohani (2004: 72) states that teacher coaching is a series of assistance in the form of professional services provided by more skilled people (principals, supervisors, other experts) to teachers with the intention of improving the quality of the process and education, so that the planned educational goals can be achieved. Teacher coaching should be a program designed by schools and supported by activities organized by the teacher. According to Orlosky (2005: 40), teacher coaching is a process designed by schools to advance the quality and quantity of staff members needed to solve problems, in order to achieve school goals. Teacher coaching should be carried out in several steps, continuously, continuously, and the coach must not be bored.

Teacher coaching is one of the functions of education human resource management. Human resource management for education is the process of empowering personnel, especially educators and educators to achieve the goals of formal educational institutions effectively and efficiently. Human resources are very dominant in the education process, this also means that managing human resources is a very important area in carrying out the education process in schools. For this reason, human resources in the field of education must be properly managed, not just regarding the empowerment of human resources in the organization, but an integrated action of values from planning, recruitment, placement, coaching or development, assessment to dismissal.

The implementation of coaching is intended so that the activities or programs that are being carried out, in this case the Islamic character habituation program, are always in accordance with the plan or do not deviate from the plan set by the Muhammadiyah Association. If irregularities occur, efforts can immediately be made to return the activities to what they should have been. The implementation of the educator character development model must involve various parties ranging from regional administrators, branch administrators, school

principals, and educators, with the hope that later coaching can run efficiently because it is in accordance with the needs and abilities of each party, and can also be motivated to carry out the program. character building in their respective schools. In this study, the intended character is Islamic character according to the Al-Quran and Hadits guidelines adopted by the Muhammadiyah Association.

2. Character Education at Muhammadiyah Schools

Character education aims to develop a person's ability to make good and bad decisions, maintain what is good and realize that goodness in everyday life wholeheartedly. Because character education is a habit, the formation of a person's character requires a community of character. According to Lickona (2012), character education is the deliberate effort to help people understand, care about, and act upon core ethical values. Samani and Hariyanto (2011: 41) suggest that character is interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the family, community, nation and state. Individuals who can make decisions and are ready to be held accountable for every consequence of their decisions. In other words, character education is a deliberate (conscious) effort to realize virtue, namely: objectively good human qualities, not only good for individuals, but also good for society as a whole.

Character education can be understood as an effort to cultivate intelligence in thinking, appreciation in the form of attitudes, and experiences in the form of behavior in accordance with the noble values that become their identity, manifested in interactions with God, themselves, among others and their environment. Character education is an active effort to form habits (character) so that students' attitudes are engraved from an early age, so that they can make decisions well and wisely and practice them in everyday life. (Fitri, 2011:20)

So character education is the process of providing guidance to students to become fully human beings with character in the dimensions of heart, thought, body and feeling and intention. Character education can be interpreted as value education, character education, moral education, character education, which aims to provide good and bad decisions, maintain what is good, and realize goodness in everyday life wholeheartedly.

The management of teacher character development at SMP Muhammadiyah is carried out by integrating the values of character education into classroom learning activities and extracurricular activities. The implementation of learning activities facilitated by the teacher is based on the presentation of subject matter with an emphasis on cultivating good Islamic character (according to Islamic values brought by the Prophet). Each teacher/school example and expectation is presented openly (clearly) based on the Al-Qur'an and Hadits.

Integrating character education into the vision and mission of the Muhammadiyah school which is directed at the goals and objectives of educating character formation, namely the character of educators that is in line with the ideology of the Muhammadiyah organization and is written in the Articles of Association, Matan Beliefs, and Aspirations of Life, as well as the Guidelines for the Islamic Life of Muhammadiyah Citizens, namely: religious, love knowledge, able to work together, and care. (Wibowo, 2017: 129) Muhammadiyah Central Leadership Guidelines Number 01 / PED / I.0 / B / 2018 states that the strategy for school development within Muhammadiyah is carried out by means of the Organization and the Primary and Secondary Education Council empowering supervisory schools to foster the schools under their guidance so that gradually the target schools can improve their quality. The flow of guidance at the junior high school level is carried out by the Dikdasmen Council for Branch Leadership by following the directions of the Regional Leadership Dikdasmen Council. At the school level, two main elements of educational character development activities are carried out, namely:

1. Element of the Principal by: (a) making school regulations that adopt the Branch Council program in supporting the character building of educators for teachers, (b) monitoring the performance of teachers in implementing good habits in accordance with the Qur'an and Hadits, (c)) exemplify good character as a noble Islamic human, and (d) give strict sanctions to teachers who act outside of Islamic values and Muhammadiyah rules

2. Teacher elements by: (a) getting used to behavior according to Al-Qur'an and Hadits as real learning for students, (b) behaving honestly and enjoying listening to / helping students' problems, (c) being able to transform themselves into "big brothers" or "mother" for students who are in need without violating Muhammadiyah principles, and (d) giving polite advice and harsh reprimands to students who show behavior outside of Islamic values and school rules.

Thus at the school level, the criteria for achieving the success of the implementation of character education are the formation of school culture, namely: behavior, daily habits, and symbols practiced by all school members based on the values of al-Islamic character education kemuhammadiyah on the components: religious, love knowledge, able to work together, and care.

III. RESEARCH METHODOLOGY

The focus of this research is the character building of educators at Muhammadiyah Junior High School in Medan City. For this reason, researchers used a research and development approach. Sugiyono (2016: 67) states that model development can be in the form of improving existing models so that they can create models that are practical, effective, and efficient.

Initial data were obtained through questionnaires to describe respondents' perceptions and qualitative data through Focus Group Discussions (FGD), as well as observations to determine events that gave educational meaning. Descriptive and qualitative data complement each other to find a model for educating guidance at SMP Muhammadiyah Medan City. Qualitative data retrieval uses the Miles & Huberman (1992: 16) approach, namely: data reduction, data display and conclusion drawing / verification.

The research subjects were 380 SMP Muhammadiyah teachers in Medan from 16 schools. The first trial, the research object was 3 schools with 9 teachers. The second trial, the research objects were 6 schools with 18 teachers. The study sample was 195 people, determined by simple random sampling.

The research model refers to the development procedure carried out by Borg and Gall (1983) by modifying the 10 steps of research and development proposed by Borg and Gall into 5 steps: (1) initial research; (2) initial product development; (3) expert validation and initial product revision; (4) field trials and initial product revisions; and (5) the final product. (Gufari, 2016:56)

IV. DISCUSSION AND RESULT

1. Development of a Management Model for Educator Character Development

The development of a management model for educating character development uses the Borg and Gall model which has been modified into the following 5 steps.

a. Early Research Stage

Character education emphasizes exemplary, environmental creation, and habituation; through various scientific assignments and conducive activities inside and outside of school. Thus, what teachers see, hear, feel, and do can shape their character. The results of the preliminary research showed that in the religious character component there were still 44 teachers categorized as poor and 36 teachers categorized as bad. In the Love of Science character component, 83 teachers were categorized as poor and 47 teachers were categorized as bad. In the character component Able to work together, there are still 59 teachers categorized as poor and 31 teachers categorized as not good. In the Caring character component, there are still 77 teachers categorized as poor and 36 teachers categorized as bad. Overall, there are still 67 teachers in the poor category, and 29 teachers in the bad category.

One indicator of the lack of good character of educators can be seen from the inadequate character building management in each school. The absence of a uniform management pattern between one school and another, causes the assessment of the components of the character of educators to be different. For this reason, it is necessary to create / determine a management model for fostering the character of educators in accordance with the values of the Muhammadiyah organization.

b. Initial Product Development Stage

This development research was carried out in 2 main stages. The research in the first stage is the research stage using qualitative research methods, namely studying school capacity and management practices of character building in schools. The main data sources in the study were the Muhammadiyah association council, school principals, deputy principals, and teachers who were deemed capable of providing meaningful and complete data. Researchers also used experts from Muhammadiyah associations to determine the initial model of character building management for educators in schools. Based on expert input and the results of observations, the initial model of management for the character development of educators can be formed by implementing 4 management functions: planning, organizing, implementing, and monitoring. (Terry, 2010: 8; Rohdewohld & Poppe, 2015: 17).

Teacher character development must be well designed to be effective in helping teachers master content, hone teaching skills, evaluate their own performance and that of their students so that they lead to the changes needed in learning (Darling-Hammond et al., 2009). The development of teacher character has a significant impact on improving the performance and learning outcomes of students (Jepketer, Kombo, & Kyalo, 2015: 37; Dogan, Pringle, & Mesa, 2016: 569; Zakharov, Strobel, Diefes-Dux, 2019: 49).

Based on the findings of the first phase of research, namely the qualitative research stage of the management of teacher character development and school management practices and the studies that have been presented in full, it is concluded to immediately improve character. Several improvements need to be made to synergize the character building activities of educators through the following aspects. In the planning aspect, the activities carried out are: establishing procedures for educating character development activities and planning

character education programs for educators. In the aspect of organizing the activities carried out are: coordination meetings and program preparation meetings. In the aspect of movement, the activities carried out are: fostering the character of educators in schools, implementing character values in learning, implementing character-based student activities, and procuring program support facilities. Meanwhile, in the aspect of monitoring, the activities carried out are: the quality of character management in schools and the enhancement of the character of educators.

c. Expert Validation Stage and Initial Product Revision

The internal testing of the initial product model by experts and practitioners is intended to assess the design of the educator character coaching management model that has been designed by the author. The main considerations for initial product planning are effectiveness and efficiency. Therefore, the main focus of the model's internal assessment is the effectiveness and efficiency aspects of the model. The model design effectiveness aspects include the clarity of the model structure, the completeness of the model components, the clarity of the functional relationships between the model components, the readability of the model, the feasibility of the model, and the effectiveness of the model to improve the character building of educators in schools. The efficiency aspect of the model includes the efficiency of management steps or work procedures in improving the character building of educators and the ease of implementing management steps for the character development of educators.

Experts and practitioners test its internal effectiveness gradually. The results of the model's internal effectiveness and efficiency tests on the initial product revision are listed in Table 1 below.

Table 1. Average Score of Effectiveness and Efficiency Test Results Internal Initial Product Revision Model

Model Aspects	No	Description of Model Aspects	Average Score
Effectiveness	1	Clarity of model components	77,50
	2	Completeness of model components	83,75
	3	Clarity of relationships between model components	80,00
	4	Model readability	81,25
	5	Model eligibility	81,75
	6	The effectiveness of the model to achieve the goal	88,75
	Average score		82,08
Efficiency	1	Efficient steps to achieve goals	87,75
	2	Ease of implementation of management steps	83,75
	Average score		85,63

The results of Table 1 show that the first stage of the hypothetical model test of "Management Model for educating character development in SMP Muhammadiyah has an effectiveness level in the " high "category with a mean score of 82.08 and the level of efficiency is also in the high category with a mean score of 85.63. Efforts to build teacher character must be preceded by assessing the character of the teacher. The purpose of this assessment is to obtain information on teacher character (strengths and weaknesses) and determine the priority scale of teacher character aspects that must be developed immediately and determine the appropriate form of intervention or action.

The results of input from experts and looking at the results of the management model for educating character development, it is necessary to make some initial product adjustments, namely: in the aspect of planning the activities carried out are: establishing procedures for educating character development activities, planning character education programs for educators, and socializing programs to schools . In the aspect of organizing the activities that will be carried out are: determination of the program implementation team at school, coordination meetings, and program preparation meetings. In the aspect of movement, the activities carried out are: fostering the character of educators in schools, implementing character values in learning, implementing character-based student activities, and procuring program support facilities. In the aspect of monitoring, the activities carried out are: the quality of character management in schools, and enhancement of the character of educators.

d. Field Trial Phase and Initial Product Revision

Model testing at the previous stage produces a tested hypothetical model. External testing of model products is done by implementing product models or using model products in the actual field. Improvements to the model are carried out in several ways: First, the management process that uses the P-O-A-C management model, then the model must be a valuable input for management and all stakeholders, therefore, there must be a feedback line from each element of management. Second, the priorities for the character building of educators

are sorted based on the urgency of the field needs that are concluded from the results of the first phase of research. Third, the output of educating character development is not only related to increasing teacher character but also good behavior with regard to improving organizational culture. The results of the internal test of the management model for the character development of educators at Muhammadiyah Junior High School which were tested are as shown in Table 2 below.

Table 2. Mean Score of Test Results for the Effectiveness and Efficiency of the Internal Models Trial

Model Aspects	No	Description of Model Aspects	Average Score
Effectiveness	1	Clarity of model components	83,75
	2	Completeness of model components	97,75
	3	Clarity of relationships between model components	93,75
	4	Model readability	87,75
	5	Model eligibility	87,75
	6	The effectiveness of the model to achieve the goal	93,75
Average score			90,63
Efficiency	1	Efficient steps to achieve goals	93,75
	2	Ease of implementation of management steps	87,50
	Average score		90,63

Based on Table 2 above, it is obtained data from the results of the internal test model tested showing that the effectiveness level and the efficiency level of the model have the same category, namely "very high" as indicated by the same average score, which is equal to 90.63. The results of initial product trials conducted by researchers provided some input from experts and practitioners. There were several improvements in the character building of educators at SMP Muhammadiyah. At the organizing stage, the activity of determining the main tasks and functions of the program implementation team is carried out. At the implementation stage, the program is carried out with the provision of supporting facilities, and at the supervisory stage, the provision of rewards and punishment activities is carried out.

Based on the exposure to the results of the internal test of the initial model tested, it can be concluded that the management model of character building for educators in SMP Muhammadiyah as a whole has an internal effectiveness level in the "very effective" category with a mean score of 90.63. The level of internal efficiency of the model as a whole is also in the "very efficient" category as indicated by the mean score of 90.63. Even though the level of internal efficiency of the model as a whole is in the "very high" category, it still needs improvement in an effort to maximize the character building of educators in SMP Muhammadiyah.

e. Final Product Stage

The input given by experts and practitioners at the trial stage of the initial product model, the author studied and then discussed it with each expert and practitioner. Based on input and discussion results, then the authors improve the structure of the model and ask the experts and practitioners to provide a second assessment and input. The development of the final product of the management model for the character building of educators at SMP Muhammadiyah is as shown in Figure 1 below.

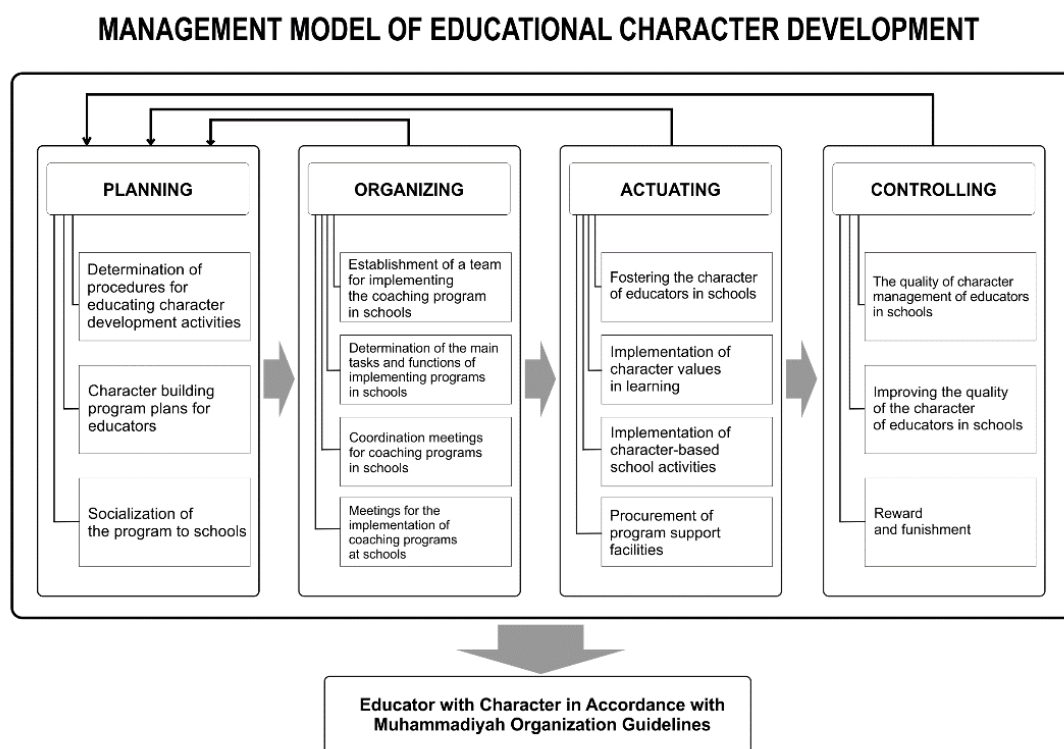


Figure 1. Management Model for Educator Character Development

Based on Figure 1 above, the final product of the management model for educating character development at SMP Muhammadiyah synchronizes each stage to revisit and improve the planning stage. Based on Figure 1, the relationship between the concepts of management aspects in the effort to foster the character of educators at SMP Muhammadiyah is as follows.

- 1) The planning stage. At this stage, it is necessary to determine the things that will be done and to arrange all the tools for carrying out character education in schools. Everything is summarized in the character education program plan. Actions taken at the planning stage are: establishing procedures for educating character development activities, planning character education programs for educators, and socializing the program to schools.
- 2) The organizing stage. At this stage the principal as an organizer in the school plays a role in determining accompanying teachers and their main duties and functions. Every individual involved in the management of educating character development must work according to their main function. Actions taken at the organizing stage include: establishing a program implementation team at school, determining the main tasks and functions of the program implementation team, coordination meetings, and program preparation meetings.
- 3) Implementation stage. The implementation referred to in character education management is a series of activities by deputy principals and educators that must be carried out in the context of organizing character education. Educators carry out guidance, coaching, and supervise directly the development of character values of al-Islam kemuhammadiyah. Actions taken at the implementation stage are: fostering the character of educators in schools, implementing character values in learning, implementing character-based student activities, and procuring program support facilities.
- 4) The supervision stage. The supervisory implementation mechanism for the implementation of the character education model with this teacher mentoring technique consists of two important parts: supervision of the quality of management, and supervision of the development and enhancement of the character of educators. The focus of supervisory activities is on the suitability of the character education program implementation process based on predetermined stages or procedures. Actions taken at the supervisory stage are: the quality of character management in school, enhancing the character of educators, and providing rewards and finishment. The final product of the management model for educating character development by analyzing the character building questionnaire sheet, educators at Muhammadiyah Junior High School are grouped into four levels of achievement of character implementation, namely: very good character, good character, poor character, and bad character. The following shows the percentage of teacher character development at Muhammadiyah Junior High School in Table 3 below.

Table 3. Recapitulation of Educator Character in Muhammadiyah Junior High School

No	Character Components	Category			
		Very good	Good	Not good	Poor
1	Religious	132	41	20	2
2	Love of Science	130	51	11	3
3	Able to work together	122	50	22	1
4	Care	108	56	27	4

Based on Table 3 above, it can be seen that the dominant religious character is in the very good category with 132 people (67.69%) showing faith in Allah SWT which is manifested in the behavior of implementing Islamic teachings and living in harmony and peace with followers of other religions. The dominant love of science character is in the very good category with 130 people (66.67%) showing ways of thinking, behaving, and acting that place the interests of the nation and the state above the interests of themselves and groups.

The character of being able to work together dominantly is in the very good category with 122 people (62.56%) showing respect for the spirit of cooperation in solving common problems, and not concerned with solving their own work alone. The dominant caring character is in the very good category with 108 people (55.38%) having shown the act of paying attention to others around them, not only concerned with their own pleasure, and having concern for the difficulties of life faced by the people around them..

The results showed that the character building of educators at SMP Muhammadiyah had gone well, which was shown by the dominance of the four characters in the very good category. This is because educators at SMP Muhammadiyah have implemented Islamic characters according to the guidelines of al-Islam kemuhammadiyah as required by the Muhammadiyah Association.

2. Research Findings

a. Religious Character Development

The value of religious character reflects faith in Allah SWT which is manifested in the behavior of implementing Islamic teachings and living in harmony and peace with followers of other religions. Religious sub-values are: exemplary, love for truth, tolerance, and respect for differences in other religions. The fostering of exemplary components in the dominant religious character is in the very good category as many as 120 people (61.54%); good category as many as 58 people (29.74%); less category as many as 10 people (5.13%); and in the bad category 7 people (3.59%). Thus it can be stated that the exemplary component of the religious character of educators at Muhammadiyah Junior High School is in the very good category. In that sense, the educators at SMP Muhammadiyah have shown exemplary actions when carrying out their daily activities at school very well.

The component of love for truth in the dominant religious character is in the very good category as many as 127 people (65.13%); good category as many as 41 people (21.03%); less category as many as 13 people (6.67%); and in the bad category 14 people (7.18%). Thus it can be stated that the component of love for truth on religious character of educators at Muhammadiyah Junior High School is in very good category. In that sense, educators at SMP Muhammadiyah have shown their love for the truth when carrying out their daily activities at school very well.

The component of tolerance in the dominant religious character is in the very good category as many as 121 people (62.05%); good category as many as 53 people (27.18%); less category as many as 8 people (4.10%); and 13 people in bad category (6.57%). Thus it can be stated that the tolerance component to the religious character of educators at Muhammadiyah Junior High School is in the very good category. In that sense, the educators at SMP Muhammadiyah have shown acts of tolerance when carrying out their daily activities at school very well.

The component of respecting the differences of other religions on the dominant religious character is in the very good category as many as 125 people (64.10%); good category as many as 61 people (31.28%); inadequate category as many as 4 people (2.05%); and 5 people in bad category (2.56%). Thus it can be stated that the component of respecting other religious differences on the religious character of educators at Muhammadiyah Junior High School is in the very good category. In that sense, educators at SMP Muhammadiyah have shown respect for differences in other religions when carrying out their daily activities at school very well.

b. Science Love Character Development

The character value of the love of science reflects a way of thinking, behaving, and acting that places the interests of the nation and the state above the interests of themselves and groups. The love of science sub-values are: excellence and achievement, discipline, fighting power, professionalism, and creativity. Character

building in the love of science in the superior and outstanding components of the dominant love of science character is in the very good category as many as 132 people (67.69%); good category as many as 45 people (23.08%); less category as many as 8 people (4.10%); and in the bad category 10 people (5.13%). Thus, it can be stated that the superior and outstanding components in the love of religious character for educators at Muhammadiyah Junior High School are in the very good category. In that sense, the educators at SMP Muhammadiyah have shown excellent actions and achievements when carrying out their daily activities at school very well.

The discipline component in the dominant science love character was in the very good category as many as 132 people (67.69%); good category as many as 45 people (23.08%); less category as many as 14 people (7.18%); and in the bad category 4 people (2.05%). Thus it can be stated that the disciplinary component of the love of science character for educators at Muhammadiyah Junior High School is in the very good category. In that sense, the educators at SMP Muhammadiyah have shown disciplinary action when carrying out their daily activities at school very well.

The fighting power component of the dominant science love character was in the very good category as many as 132 people (67.69%); good category as many as 49 people (25.13%); inadequate category as many as 7 people (3.59%); and in the bad category 7 people (3.59%). Thus it can be stated that the components of fighting power in the character of love for science in educators at Muhammadiyah Junior High School are in the very good category. In that sense, the educators at SMP Muhammadiyah have shown very good actions when carrying out their daily activities at school.

The professional component in the dominant science love character was in the very good category as many as 146 people (78.87%); good category as many as 39 people (20.00%); inadequate category as many as 4 people (2.05%); and 6 people in bad category (3.08%). Thus it can be stated that the professional component of the love of science character for educators at Muhammadiyah Junior High School is in a very good category. In that sense, the educators at SMP Muhammadiyah have shown professional actions when carrying out their daily activities at school very well.

The creative component of the dominant science love character is in the very good category as many as 117 people (60.00%); good category as many as 63 people (32.31%); inadequate category as many as 4 people (2.05%); and 11 people in bad category (5.64%). Thus it can be stated that the creative component in the love of science character for educators at Muhammadiyah Junior High School is in the very good category. In that sense, educators at SMP Muhammadiyah have shown creative actions when carrying out their daily activities at school very well.

c. Cooperative Character Development

The character value of being able to work together reflects the act of respecting the spirit of cooperation in solving common problems, and not prioritizing solving one's own work. The sub-values of being able to work together are: cooperation, deliberation to reach a consensus, help to help, and responsibility. Character building able to work together in the component able to work together dominantly is in the very good category as many as 104 people (53.33%); good category as many as 67 people (34.36%); less category as many as 14 people (7.18%); and in the bad category 10 people (5.13%). Thus it can be stated that the component of cooperation on character is able to work together with educators at SMP Muhammadiyah in the very good category. In that sense, the educators at SMP Muhammadiyah have shown cooperative actions when carrying out their daily activities at school very well.

The components of deliberation for consensus on the dominant character of being able to work together are in the very good category as many as 133 people (68.21%); good category as many as 34 people (17.44%); less category as many as 19 people (9.74%); and in the bad category 9 people (4.62%). Thus it can be stated that the components of deliberation and consensus on character are able to work together with educators at Muhammadiyah Junior High School in the very good category. In that sense, the educators at SMP Muhammadiyah have shown deliberation and consensus when carrying out their daily activities at school very well.

The component of helping to help the characters who are able to work together dominantly is in the very good category as many as 119 people (61.03%); good category as many as 56 people (28.72%); less category as many as 13 people (6.67%); and in the bad category 7 people (3.59%). Thus it can be stated that the component of help to character is able to work together with educators at Muhammadiyah Junior High School in the very good category. In that sense, the educators at SMP Muhammadiyah have shown very good actions to help when carrying out their daily activities at school.

The component of responsibility on the character of being able to work together dominantly is in the very good category as many as 124 people (63.59%); good category as many as 37 people (18.97%); less category as many as 18 people (9.23%); and the bad category is 16 people (8.21%). Thus it can be stated that the component of responsibility for character is able to work together on educators at Muhammadiyah Junior High

School in the very good category. In that sense, the educators at SMP Muhammadiyah have shown responsible actions when carrying out their daily activities at school very well.

d. Caring Character Development

The character value of caring reflects the act of caring for others around him, not only concerned with his own pleasure, and having concern for the difficulties of life faced by those around him. The sub-values of caring are: protecting the little and the marginalized, self-sacrifice, courage and empathy. The caring character development in the protecting component which is small and excluded in the dominant caring character is in the very good category as many as 120 people (61.54%); good category as many as 50 people (25.64%); less category as many as 12 people (6.15%); and 13 people (6.67%) in bad category. Thus it can be stated that the small and marginalized protective component of the caring character of educators at Muhammadiyah Junior High School is in the very good category. In that sense, the educators at SMP Muhammadiyah have shown protective measures for the small and excluded when carrying out their daily activities at school very well.

The component of willingness to sacrifice in the dominant caring character is in the very good category as many as 110 people (56.41%); good category as many as 54 people (27.69%); less category as many as 10 people (5.13%); and 21 people in bad category (10.77%). Thus it can be stated that the self-sacrificing component of the caring character of educators at Muhammadiyah Junior High School is in the very good category. In that sense, educators at SMP Muhammadiyah have shown self-sacrificing actions when carrying out their daily activities at school very well.

The components of courage in the dominant caring character are in the very good category as many as 109 people (55.90%); good category as many as 41 people (21.03%); less category as many as 32 people (16.41%); and 13 people (6.67%) in bad category. Thus it can be stated that the component of courage in the caring character of educators at Muhammadiyah Junior High School is in the very good category. In that sense, the educators at SMP Muhammadiyah have shown very good actions of courage when carrying out their daily activities at school.

The empathy component in the dominant caring character was in the very good category as many as 95 people (48.72%); good category as many as 56 people (28.72%); less category as many as 37 people (18.97%); and in the bad category 7 people (3.59%). Thus it can be stated that the component of empathy in the caring character of educators at Muhammadiyah Junior High School is in the very good category. In that sense, the educators at SMP Muhammadiyah have shown acts of empathy when carrying out their daily activities at school very well.

The results showed an increase in the character of educators from the beginning before the research was carried out until the third trial is shown in Table 4 below.

Table 4. Trend of Improvement of Very Good and Good Character

No.	Character Components	Percentage of Very Good and Good Characters		
		Initial Conditions	First Trial	Final Trial
1	Religious	58,97%	80%	88,71%
2	Love of Science	33,33%	53,33%	92,82%
3	Able to work together	53,84%	73,33%	88,20%
4	Care	42,05%	64,44%	84,10%

Based on Table 4 above, it is found that there is an increase in the character of educators at Muhammadiyah Junior High School by implementing the character development management model that has been compiled by the researcher. The results showed the value of t count $<$ t table value of 0.05 with db of 194, so that there was no difference between the results of the teacher's character targets and the results of the achievement of the teacher's character targets after the last trial. This shows that the model is effective in improving the character of the teachers of SMP Muhammadiyah Medan City. In line with this, then H_a was accepted, and H_o was rejected. The character development management model is proven to be effective in improving the character of teachers at Muhammadiyah Junior High School as evidenced by the increase in character. The results of the study concluded: (1) there was an increase in the religious character of educators at SMP Muhammadiyah by 29.74%, from 58.97% to 88.71%; (2) there was an increase in the character of the love of science for educators at SMP Muhammadiyah by 59.49%, from 33.33% to 92.82%; (3) there was an increase in the character of being able to work together with educators at Muhammadiyah Junior High School by 34.36%, namely 53.84% to 88.20%; and (4) there was an increase in the caring character of teachers at Muhammadiyah Junior High School by 42.05%, namely 42.05% to 84.10%. Thus, it can be stated that the character development management model compiled by researchers can be used and effective to improve the character of educators at Muhammadiyah Junior High School according to the values and guidelines of the Muhammadiyah Organization.

3. Discussion

a. The Role of Muhammadiyah Organization Education Council

The school management process must apply character values for the actors (controllers) themselves, including: honest, confident, rational, logical, critical, analytical, creative, innovative, trustworthy, fair, resilient, conscientious, visionary, dedicative, open, orderly, sportsmanship, and obey the rules. In this way, it is hoped that the school development plan will belong to the school community and other related parties. The involvement of various elements according to their respective abilities will create a sense of representation and a sense of belonging to the results so that in the end they feel obliged to carry it out.

Sumarni's (2018); Sivo, et al (2017); and Lee (2009) stated that when viewed from a managerial or institutional perspective, the character values that can be developed / emerged in this control include open, objective, fair, measurable (standard) and responsible values. Character values that can be implemented in an integrated manner in the school planning process, such as: level of dependence, adaptive, and anticipatory/proactive to reduce the occurrence of deviations; have a high entrepreneurial spirit (resilient, innovative, persistent) so that they are able and dare to take risks; be responsible for the success of planning programs and activities; has strong quality control, qualifications and specifications; have strong control over time, target, place, objective, and funding; as well as a high commitment to himself. To implement integrated school management with character values, Branch Majelis conducts good human resource management, among others:

- 1) Planning for the admission of teachers and staff in accordance with the needs of the school
- 2) Organizing teacher and staff activities according to their respective fields of work
- 3) Provide direction to teachers and staff to work together to achieve goals
- 4) Supervise the work of teachers and staff so that they work according to the rules that have been set together
- 5) Increase the professionalism of teachers and staff, both technical and non-technical, carry out career and welfare development, and implement a reward and punishment system.

Branch Majelis conducts monitoring as an effort to find out the progress of the implementation of programs and activities against obstacles or deviations. After knowing the advantages and disadvantages of the implementation of the programs and activities carried out, the branch assembly evaluates and assesses the overall school performance on the various successes of the SNP fulfillment program. From the point of view of each individual, the implementers of programs and activities at the Medan City Muhammadiyah Middle School have implemented character values as per the Muhammadiyah organization guidelines.

b. Role of the Principal

The principal acts deftly in creating a climate and services for the abilities, potentials, interests, talents, and needs of various students so that optimal interaction occurs between teachers and students, as well as between students and students. The school principal provides facilities in the form of tools to support an attractive learning model in implementing a learning model that attracts the principal to provide direct directions and exemplary examples. In simple terms, the principal needs to choose, suggest, and determine a learning model that is in accordance with the abilities, potentials, interests, talents, and needs of various students so that optimal interaction occurs.

The results of research by Smith (2016) and Ghamrawi, et al. (2015) concluded that the principal as an educator and to create a conducive school climate is very important to facilitate learning and understanding in achieving the success of students or students in the social and religious fields and having noble character. The principal as an educator / educator in creating a conducive school climate, the principal gives encouragement to all administrative staff teachers and school residents or school communities and implements interesting learning models, such as team teaching, moving classes and holding acceleration programs for participant students.

As a leader, the principal must be motivational, he is able to act as a motivator who encourages and encourages teachers, employees, students and guardians of students to work together and support the achievement of school goals. The teacher also provides advice to school residents by contributing in terms of holding outreach with school residents creating a conducive atmosphere and giving appreciation.

The results of research by Emmanouil, et al (2014); Barrett and Robert (2014); and Bredeson and Olof (2000) state that school principals can provide encouragement to all education personnel by providing facilities to teachers and seeing teaching and learning activities as the core of the education process and teachers are the main implementation and developer of curriculum in schools. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will of course really pay attention to the level of competence of their teachers, as well as will always try to facilitate and encourage teachers to continuously improve their competence, so that teaching and learning activities can run effectively and efficiently.

c. Teacher

The role of the teacher as an educator is the main task in the learning process, therefore the task of educating is to provide insight and knowledge. The role of the teacher as a teacher is the second thing after educating, therefore from the application of educating is to teach students in the learning process. Teaching is the process of transferring knowledge to students. From this stage the teacher can provide various methods so that students do not feel bored or bored in the learning process.

Indraastoeti research results (2015); Ramdhani (2014); and Muhsinin (2013) stated that the role as teacher teachers must design a lesson plan, it does not rule out what we plan is always not what is made. Therefore the teacher must be professional, such as acting as a facilitator and motivator who is familiar with students with a full sense of responsibility.

The teacher tries to guide students in order to achieve and carry out their developmental tasks. With this achievement students can grow into productive learners and as independent individuals. Learners are unique individuals in the sense that no students are the same. Although individuals may have physical characteristics, they have different characters in their talents, interests, abilities and so on. Students are also developing individuals and the rhythm of their development is certainly not the same either. The difference is that the teacher must be able to instill a virtuous character.

Research conducted by Rokhman (2014) and LaRahman (2014) concluded that education alone is not able to shape the character of students to be good, teachers must also be able to provide good ethics to students, and provide religious teachings that are appropriate, religious to form a Muslim who have noble morals, because intelligence alone is not able to make students become exemplary children. Good ethics reflects smart students.

Teachers at SMP Muhammadiyah are responsible for carrying out their duties as educators, teachers and trainers. This can be seen from the teacher's behavior from discipline in duty, assertiveness and wisdom. In developing the character of students in schools, teachers have a strategic position as the main actors. The teacher is a figure who can be digested and imitated or become an idol for students. Teachers can be a source of inspiration and motivation for their students. The attitudes and behavior of a person are very imprint on students, so that the teacher's speech, character and personality become a mirror of students.

Kamaruddin (2021); Aziz (2016); Maskur (2013); and Guidry (2008) stated that teachers have a big responsibility in producing a generation with character, culture, and morals. These human tasks constitute the transformation, identification and understanding of oneself, which must be carried out together in an organic, harmonious and dynamic unity.

Strengthening the role of teachers in forming honest characters in students is functioned as building a quality and good quality learning system for students themselves, also empowering them so that their potential can develop optimally and have a positive impact in developing tasks as students. In order to make a capital in life. Teachers at SMP Muhammadiyah also make students as individuals who have an honest character, by giving practical assignments in the classroom to provide an atmosphere that is not bored in learning and maintains a good attitude, and those who are not behaving well enough can be used as material for self-reflection.

Abu, et al (2015); Agboola and Kaun (2012); Watz (2011); and Pala (2011) concluded that teachers have a big responsibility in carrying out their duties as educators as well as educating students to become educated individuals and making students as students with noble characters. A sense of responsibility is also burdened by students as student status, therefore students also have a big responsibility such as carrying out their duties as students obeying school rules, carrying out what orders are conveyed by the teacher, obeying the norms of the teacher and so on.

Every teacher at SMP Muhammadiyah always tries to instill the character of hard work in students so that each student knows their responsibility to learn and get good achievements. Chemistry learning seeks to provide rewards, in order to stimulate students to feel valued from the learning process, with the aim that students are accustomed to doing things ordered by the teacher. So that the device is uniform and suitable for development. As well as the recognition of students who feel happy and there are no obstacles in the learning process.

V. CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusions

1. The management model for character building has been proven to be used and effective in improving the character of educators in SMP Muhammadiyah by: (a) an increase in the religious character of educators at SMP Muhammadiyah by 29.74%, from 58.97% to 88.71%; (b) there was an increase in the character of love of knowledge in SMP Muhammadiyah teachers by 59.49%, from 33.33% to 92.82%; (c) there was an increase in the character of being able to work together with educators at Muhammadiyah Junior High School by 34.36%, namely 53.84% to 88.20%; and (d) there was an increase in the character of care for educators at SMP Muhammadiyah by 42.05%, namely 42.05% to 84.10%.

2. To ensure the achievement of character-filled learning, teachers are given the freedom to develop learning activities and choose strategies, the most effective methods to be applied so as to provide a series of character development effects in schools.

Implications

1. Muhammadiyah Persyarikatan Council has to play the modern school management pattern by placing experienced education experts from their own environment to become reliable school supervisors. With the presence of supervisors, Muhammadiyah schools will be of the same quality in all organizational branches.

2. As an effort to increase the character building of educators, the principal must clearly describe the desire of the organization in guaranteeing character education. For this reason, the principal must be able to inspire teachers to apply character values in learning activities, both inside and outside the classroom. In addition, the principal must continue to support the organization's policies and build positive synergies with the board of the association where he works.

3. Improving the character of educators in accordance with the demands of the Koran and Hadits places the teacher in a strategic position as the main actor. Teachers must have a big responsibility to transform the values of Islamic character of Muhammadiyah to all students in schools, and carry out them together in an organic, harmonious, and dynamic unity to produce a generation that has character, culture, and morals.

Suggestion

1. to Muhammadiyah Association of Medan City

a. Developing the quality of schools without leaving the Islamic character of Muhammadiyah, including: (1) creating a new orientation that anticipates the needs and demands of society according to the development of science and technology, for example: language development and freedom of thought are proven to be able to lead students to become superior human beings; and (2) adding Islamic-based teaching content to accompany the curriculum, for example: evaluation of material for worship and reading and writing of the Qur'an, as well as the practice of Arabic.

b. Monitoring the achievement of the principal's performance in fostering the character of educators through the following actions: (1) evaluating the readiness of schools in carrying out learning activities with nuances of Islamic character of Muhammadiyah at school, for example: evaluating with the principal of the lesson plans that the teacher has submitted to the school; and (2) requesting reports on the achievement of Islamic values in learning in schools, for example: ensuring that the principal provides a written report every three months or per semester.

2. to Principal

a. The principal must be able to inspire teachers to apply character values in learning activities, both inside and outside the classroom through action: explaining how to properly transcribe the values of Islamic character kemuhammadiyah in the lesson plans that the teacher will use. In addition, the principal can also make an assessment sheet for each teacher in his role of guiding students to conform to Islamic values of Muhammadiyah.

b. The principal must build a positive synergy with the board of the association through action: always coordinating with regard to work programs that will be carried out every school year. In addition, school principals need to provide positive input to make new breakthroughs in anticipating technological advances without deviating from existing Islamic values of Muhammadiyah.

3. to Teachers

a. Teachers are expected to be individuals who are competent as teachers and fully responsible for their duties as education in schools, so that teachers can position themselves as a generation with character, culture, and morals.

b. As far as possible, the teacher becomes the actor for spreading Muhammadiyah values in the school environment, which can be seen from the way they dress, speak, and behave according to the demands of the Koran and Hadits. In addition, teachers must be able to become role models who become idols of students.

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