



## **ANALYSIS OF STUDENT CHARACTER EDUCATION MANAGEMENT THROUGH CHARACTER ACTIVITIES AT PELITA BANGSA JUNIOR HIGH SCHOOL BATAM**

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### **ABSTRACT**

This study is motivated by the importance of character education as a deliberate process in shaping students' personalities to become morally upright and competitive individuals. The implementation of character education requires effective management through systematic managerial functions. Therefore, this study aims to investigate the application of management functions in fostering students' character through moral education activities at Pelita Bangsa Junior High School Batam. This study employed a qualitative approach involving 105 students as research subjects. Data were collected through observation, interviews, and documentation. The data analysis process consisted of data collection, data reduction, data display, and conclusion drawing/verification. The findings reveal that: (1) the management functions implemented include planning, organizing, implementation, and evaluation; (2) the weaknesses in implementation lie in the suboptimal execution of programs and the lack of sustainable evaluation; and (3) the implementation of character education has not yet achieved optimal outcomes, thus requiring more structured follow-up programs. These findings provide practical implications for schools in designing more effective and efficient character education programs and offer a foundation for future research in developing a management model of character education based on moral values.

**Keywords:** character education management, school activity integration, program evaluation, student behavior, junior high school

### **INTRODUCTION**

Management is fundamentally a systematic process encompassing planning, organizing, leading, and controlling resources to achieve organizational goals effectively and efficiently. In the context of education, management serves not merely as an administrative tool but as a strategic instrument to enhance the quality of learning and to establish an adaptive school organizational culture in response to ongoing changes (Robbins & Coulter, 2018; Bush, 2020). The effectiveness of educational management is largely determined by an institution's ability to integrate resources and manage programs sustainably based on continuous evaluation (Hallinger, 2018; Leithwood et al., 2020).

Education is essentially a conscious and planned effort to develop students' potential holistically, encompassing cognitive, affective, and psychomotor domains. Beyond knowledge transmission, education plays a fundamental role in transferring moral and cultural values across generations (Karpika et al., 2024; Biesta, 2020). In this regard, character education becomes an essential component of the educational system, as it functions as the foundation for shaping individuals who are not only

intellectually competent but also morally grounded and socially responsible (Lickona, 2013; Berkowitz & Bier, 2005).

Character education is defined as a systematic process of instilling ethical values, moral principles, and virtues through integrated learning experiences within schools, families, and communities (Dewi et al., 2020; Narvaez & Lapsley, 2008). In recent decades, the urgency of character education has increased significantly due to globalization, digitalization, and social disruptions that influence the behavior of younger generations (OECD, 2021). Numerous studies indicate a decline in moral values, as reflected in the increasing prevalence of bullying, academic dishonesty, and low levels of social empathy among students (UNESCO, 2019; OECD, 2021).

Despite various policy initiatives aimed at strengthening character education, its implementation at the school level continues to face significant challenges. Previous studies suggest that the failure of character education programs is often associated with weak managerial aspects, particularly in program planning, consistency of implementation, and the lack of sustainable evaluation (Hallinger, 2018; Leithwood et al., 2020). Additionally, the lack of integration among curriculum, school culture, and stakeholder involvement remains a critical barrier to the success of character education (Berkowitz & Bier, 2005; Nucci et al., 2014).

In Indonesia, these challenges remain highly relevant. Empirical observations reveal that the internalization of character values has not been optimally achieved, as indicated by persistent negative behaviours among students, such as low learning motivation, cheating practices, lack of discipline, and increasing cases of bullying. This condition highlights a significant gap between the ideal concept of character education and its practical implementation in schools. Therefore, a more comprehensive approach is required through strengthening the management of character education based on integrated and sustainable management functions.

Pelita Bangsa Junior High School Batam is one of the educational institutions that has implemented a structured and tiered character education program. Based on preliminary interviews, the program encompasses knowledge development, religious education, moral values, character building, and skill enhancement. However, there has been no in-depth empirical study examining how management functions are implemented in managing the program and assessing its effectiveness in shaping students' character.

Based on the aforementioned background, this study aims to examine the implementation of management functions in character education at Pelita Bangsa Junior High School Batam. Specifically, this study seeks to: (1) analyse the application of management functions in character education programs, (2) identify challenges encountered during implementation, and (3) propose improvement strategies to enhance program effectiveness. This study is expected to contribute theoretically to the development of character education management models and practically to assist educational institutions in designing more effective, adaptive, and sustainable character education programs.

## **Theoretical Review of Educational Management**

### **Definition and Scope of Educational Management**

Educational management is the process of planning, organizing, actuating, and controlling educational resources to achieve educational goals effectively and efficiently (Terry, 1977; Bush, 2011). It is both a science and an art that applies management principles to the specific context of educational institutions. Unlike general management, educational management deals with human development, values, and long-term societal outcomes, making it inherently normative and ethical. Bush (2020) The scope of educational management covers all levels of the education system: macro-level (national policy), meso-level (district or school), and micro-level (classroom). At the school level, it includes academic management, student affairs, personnel, finance, facilities, public relations, and special services (Mulyasa, 2011).

## **Functions of Educational Management**

Most scholars adopt the POAC framework derived from classical management theory (Terry, 1977; Koontz & O'Donnell, 1976) which consist of (1) Planning: The process of defining goals, establishing strategies, and developing action plans to coordinate activities. In education, this includes strategic planning, school work plans, annual work plans, and lesson planning. Effective planning is data-driven and participatory (Caldwell & Spinks, 1992). (2) Organizing: Arranging and allocating human and material resources. This involves establishing organizational structure, job descriptions, delegation of authority, and coordination mechanisms. In schools, organizing creates clear divisions such as curriculum, student affairs, and infrastructure teams. (3) Actuating or Leading: Directing and influencing people to achieve organizational goals. This function includes leadership, motivation, communication, and conflict management. Contemporary views emphasize instructional leadership, where principals focus on improving teaching and learning rather than merely administration. (4) Controlling or Evaluating: Monitoring activities to ensure conformity with plans and taking corrective action when necessary. In education, this includes supervision, performance appraisal, quality assurance, and school self-evaluation (Hoy & Miskel, 2013; Sergiovanni, 2009; Hallinger, 2011).

## **Relationship Between Educational Management and School Effectiveness**

School effectiveness refers to the extent to which a school achieves its stated educational goals, particularly in terms of student learning outcomes, equity, and stakeholder satisfaction. A substantial body of literature establishes educational management as a key determinant of school effectiveness (Scheerens, 2000)

## **Management Functions as Predictors of Effectiveness**

Empirical studies demonstrate that the quality of POAC implementation directly influences school performance. Reynolds and Teddlie (2000) in their review of school effectiveness research found that “purposeful leadership” and “monitoring of student progress” both elements of the actuating and controlling functions consistently differentiate effective from ineffective schools. Hallinger and Heck (2010) conducted a meta-analysis of 40 studies and concluded that principals’ instructional leadership, as part of the actuating function, has a statistically significant indirect effect on student achievement mediated by school capacity and teacher practices.

## **School-Based Management and Effectiveness**

The decentralization of management through School-Based Management (SBM) has been linked to improved effectiveness when accompanied by capacity building. Caldwell (2005) argues that SBM increases effectiveness because it enables schools to align resources with local needs, fosters ownership, and speeds up decision-making. However, the World Bank (2008) cautions that SBM only improves outcomes if schools have strong management capacity; otherwise, autonomy without accountability leads to inefficiency.

## **Systems Perspective on Effectiveness**

Using a systems approach, Hoy and Miskel (2013) conceptualize school effectiveness as the optimal transformation of inputs (students, teachers, funds) into outputs (achievement, skills, values) through effective management processes. Effective educational management ensures that the school system maintains internal alignment among subsystems curriculum, instruction, and assessment while remaining adaptive to external demands from parents, government, and industry.

## **Evidence from Indonesian Context**

In Indonesia, studies by the Ministry of Education and World Bank (2010) on SBM implementation found that schools with high management scores on the School Self-Evaluation instrument had significantly higher national exam scores and lower dropout rates. Principals who scored high on instructional leadership were able to mobilize teachers to conduct lesson study and use assessment data for improvement, which directly enhanced classroom effectiveness (Surya, 2018).

## **Mediating Role of Teacher Quality and School Climate**

Leithwood et al. (2004) proposed that educational management influences student outcomes indirectly through two mediating pathways: (1) Rational path management improves teacher quality via recruitment, professional development, and supervision, and (2) Emotional path management creates a positive school climate, collective teacher efficacy, and student motivation. Thus, management effectiveness should be measured not only by administrative compliance but by its impact on teaching and learning processes.

In summary, effective educational management is a necessary condition for school effectiveness. While it does not teach students directly, it creates the organizational conditions clear goals, aligned resources, motivated staff, and continuous monitoring that make effective teaching and learning possible. Weakness in any management function produces “organizational bottlenecks” that constrain student outcomes regardless of teacher competence or curriculum quality.

## **Theoretical Review of Students’ Character**

### **Definition of Character and Character Education**

Character refers to the complex set of mental and moral qualities distinctive to an individual, reflected in consistent patterns of thought, feeling, and behaviour. In educational contexts, character is not innate but educable through deliberate intervention. Lickona defines character as having three interrelated components: moral knowing, moral feeling, and moral action. A person of good character knows the good, desires the good, and does the good despite external pressure (Lickona, 1991). Character education is therefore the deliberate effort to cultivate virtues and moral capacities in students so they understand, care about, and act upon core ethical values (Berkowitz & Bier, 2005). It differs from religious or civic instruction because it targets the formation of the whole person, integrating cognitive, affective, and behavioural domains.

### **Theoretical Foundations of Character Development**

Three major psychological theories underpin character development in schools: (1) Kohlberg’s Theory of Moral Development: Posits that moral reasoning progresses through six stages across three levels: pre-conventional, conventional, and post-conventional. Schools facilitate movement through stages by exposing students to moral dilemmas and peer discussion that create cognitive conflict. (2) Bandura’s Social Cognitive Theory: Emphasizes observational learning, self-regulation, and self-efficacy. Students develop character by observing role models teachers, peers, parents and internalizing standards through guided practice and reinforcement. This theory justifies the importance of teacher modeling and school culture. (3) Values Clarification and Virtue Ethics: Argues that character is formed through habituation of virtues such as honesty, responsibility, respect, and perseverance (Aristotle; Bennett, 1993). Repeated practice in authentic contexts creates stable dispositions. Modern virtue ethics in education stresses *phronesis* or practical wisdom the ability to judge what virtue requires in specific situations (Kohlberg, 1981; Bandura, 1991).

### **Dimensions and Core Values of Students’ Character**

While lists of values vary across cultures, consensus exists on several core dimensions. The Indonesian Ministry of Education through Penguatan Pendidikan Karakter (PPK) identifies five main values (MoE, 2017) which consist of (1) Religious: Faith, piety, and tolerance toward diversity. (2) Nationalist: Love for the homeland, respect for cultural diversity, and spirit of defending the nation. (3) Integrity: Honesty, trustworthiness, moral commitment, and anti-corruption attitudes. (4) Independence: Hard work, creativity, entrepreneurship, discipline, and courage. (5) Mutual Cooperation (Gotong Royong): Collaboration, solidarity, empathy, and volunteerism. (6) Internationally, the Character.org 11 Principles framework identifies similar domains: performance character (diligence, self-discipline) and moral character (fairness, caring), both necessary for ethical and effective citizenship (Lickona, Schaps, & Lewis, 2007).

## **Strategies for Building Students' Character in Schools**

Literature identifies four evidence-based strategies (Berkowitz & Bier, 2005; Nucci & Narvaez, 2008) consist of (1) Integration in Curriculum: Infusing values into all subjects rather than treating character as a separate course. Literature, history, and science provide authentic contexts for moral discussion. (2) School Culture and Climate: Creating a caring community where respect, fairness, and student voice are normative. This includes clear behavioural expectations, democratic classrooms, and service-learning. (3) Teacher as Moral Model: Teachers' personal example is the most powerful pedagogy. Consistent modelling of respect, fairness, and enthusiasm shapes students' moral feeling. (4) Reflective Practice: Using dilemmas, journals, and peer dialogue to help students reason about moral issues and evaluate their own actions. Reflection bridges the gap between moral knowing and moral action, especially in the school environment.

## **Factors Influencing Students' Character Development**

Character is shaped by interacting systems (Bronfenbrenner, 1979) which consist of (1) Microsystem: Family parenting style, teacher-student relationship, and peer group norms are the strongest direct influences. (2) Mesosystem: Consistency between home and school values. Contradiction between family and school expectations weakens character formation. (3) Ecosystem: School policies, media exposure, and community environment. (4) Macrosystem: Cultural values, national ideology, and religion provide the broader moral framework.

## **Assessment of Students' Character**

Because character includes inner dispositions, assessment requires multiple methods: 1) Observation of behaviour in natural settings, 2) Self-reports and peer-reports on values and actions, 3) Performance tasks such as dilemma analysis, and 4) Portfolios of service-learning reflection (Davidson, Lickona, & Khmelkov, 2008). The goal is formative to support growth rather than to grade morality.

## **Relationship Between Teacher Modelling and Students' Character**

Social Cognitive Theory posits that most human behaviour is learned observationally through modelling. In the context of character education, teachers serve as significant moral models whose attitudes, words, and daily actions are constantly observed and imitated by students. Lickona (1991) asserts that the teacher's own character is the cornerstone of character education because students learn more from who the teacher is than from what the teacher says (Bandura, 1986).

## **Mechanisms of Teacher Modelling**

Three psychological mechanisms explain how teacher modelling shapes student character: (1) Attentional Process: Students pay attention to teachers who are perceived as competent, nurturing, and powerful. Teachers who demonstrate fairness in grading, patience in handling conflict, and enthusiasm for learning capture students' attention as moral exemplars. (2) Retention Process: Repeated exposure to the teacher's consistent behaviour helps students encode moral standards into memory. For example, a teacher who always returns borrowed books on time models responsibility. (3) Motivational Process: Students imitate behaviour that they see being rewarded. When a teacher publicly appreciates honesty or cooperation, students are motivated to reproduce those behaviours (Bandura, 1991; Nucci & Narvaez, 2008).

## **Empirical Evidence**

Berkowitz and Bier's (2005) meta-analysis of character education programs found that adult modelling of good character is one of four practices with the strongest effect size on student moral behaviour. Studies in Indonesian schools by Zamroni (2011) showed that students' integrity and discipline scores were significantly higher in classes where teachers consistently modelled punctuality, honesty, and respect compared to classes with inconsistent teacher behaviour, even when the formal curriculum was identical. Narvaez and Lapsley (2008) further explain that teacher modelling works through the development of students' moral identity. When students perceive their teacher as a caring

and just person, they internalize those traits as part of their own self-concept, making ethical behaviour intrinsically motivated rather than compliance-based.

### **Conditions for Effective Modelling**

Modelling is not automatic. It is most effective when: 1) There is perceived similarity between teacher and students, 2) The teacher has high status and warm relationships with students, 3) The modelled behaviour is salient and consistent across situations, and 4) The teacher verbalizes the moral reasoning behind actions, making the invisible visible (Nucci, 2001).

### **Implications for Teacher Competency**

This relationship implies that personality competency and social competency as mandated in Law No. 14/2005 on Teachers and Lecturers are not peripheral but central to character education. A teacher may master content and pedagogy, yet fail to develop student character if personal integrity and social skills are weak. Therefore, teacher professional development must address moral exemplarity, not just technical skills. In summary, teacher modelling functions as a “hidden curriculum” that either strengthens or undermines formal character education. The alignment between what teachers teach and what teachers do determines the credibility of character messages and ultimately the formation of students’ moral knowing, moral feeling, and moral action.

## **MATERIAL AND METHODS**

This study employed a qualitative research approach to explore in depth the implementation of management functions in character education. Qualitative research is defined as an approach aimed at understanding social phenomena from participants’ perspectives through natural settings and holistic interpretation (Haryono, 2023; Creswell & Creswell, 2018). This approach is particularly suitable for this study as it allows for an in-depth examination of processes, meanings, and contextual factors underlying the implementation of character education management (Merriam & Tisdell, 2016).

In qualitative research, the researcher serves as the primary instrument in data collection and analysis. The researcher acts as a key observer and interviewer, directly engaging with participants to obtain rich and meaningful data (Creswell & Poth, 2018). This study adopted a descriptive qualitative design, which aims to systematically describe and interpret phenomena based on empirical data collected in the field (Sandelowski, 2000). The data collected were primarily in the form of descriptive narratives, including participants’ statements, observed behaviours, and documented evidence, which were categorized based on the characteristics and quality of the research objects.

The research was conducted at SMP Pelita Bangsa School Batam, involving 105 participants consisting of students and teachers. The selection of participants was based on purposive sampling, considering their relevance and involvement in character education programs (Patton, 2015). This sampling technique enables the researcher to obtain in-depth and information-rich data aligned with the research objectives.

Data collection techniques in this study included observation, interviews, and documentation. Observation was conducted to capture real-time activities and behaviors related to the implementation of character education within the school environment. Interviews were carried out in a semi-structured manner to gain deeper insights into participants’ perspectives, experiences, and challenges in implementing character education (Kvale & Brinkmann, 2015). Documentation techniques were used to collect supporting data, such as school policies, program reports, and other relevant written materials. The use of multiple data collection methods reflects a triangulation strategy, which enhances the credibility and validity of qualitative findings (Denzin, 2012; Flick, 2018).

Data analysis in this study followed an interactive model consisting of data collection, data reduction, data display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014). Data reduction involved selecting, simplifying, and transforming raw data into meaningful information. Data

display was conducted by organizing data into structured forms to facilitate interpretation. Finally, conclusions were drawn and continuously verified to ensure their consistency and validity.

To ensure the trustworthiness of the data, this study applied several validation techniques, including credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility was achieved through triangulation of data sources and techniques, as well as prolonged engagement in the field. Transferability was ensured by providing detailed descriptions of the research context. Dependability and confirmability were maintained through audit trails and systematic documentation of the research process.

## **RESULT AND DISCUSSION**

### **Planning of Character Education Management Implementation through Moral Activities**

The planning of character education management at SMP Pelita Bangsa School Batam constitutes a fundamental stage in ensuring the effectiveness of program implementation. Planning is defined as a systematic process of determining objectives, strategies, and actions to achieve desired outcomes (Terry, 2019; Robbins & Coulter, 2018). In this study, the principal plays a central role in designing structured character education programs through moral (*budi pekerti*) activities.

The planned programs include several core activities, namely: (1) prayer according to each student's religion and belief as a form of spiritual reinforcement; (2) affirmation activities aimed at motivating and building students' positive mindset; and (3) the delivery of character-based materials, including values such as role modelling, politeness, nationalism, democracy, curiosity, and empathy. These activities reflect an integrative approach to character education that combines cognitive, affective, and spiritual dimensions (Lickona, 2013; Berkowitz & Bier, 2005).

From a managerial perspective, effective planning requires consideration of future conditions, current institutional capacity, and strategic alignment with organizational goals (Bush, 2020). The findings indicate that the school has developed its planning framework by aligning institutional vision and mission with character education objectives. Teachers are also involved in preparing lesson plans for moral education activities, ensuring program sustainability and alignment with instructional processes.

These findings are consistent with Terry's planning theory, which emphasizes that planning involves determining actions to be undertaken by a group to achieve predetermined goals (Kurniawati, 2021). Therefore, it can be concluded that the planning of character education management at SMP Pelita Bangsa School Batam has been systematically designed and holds significant potential for effective implementation.

### **Organizing of Character Education Management Implementation**

Organizing is a critical managerial function that involves structuring roles, responsibilities, and resources to achieve organizational goals efficiently (Robbins & Coulter, 2018). The findings reveal that organizing in the implementation of character education at SMP Pelita Bangsa School Batam is conducted through a clear division of tasks and responsibilities among educators.

The principal systematically assigns roles to teachers and provides detailed explanations regarding the implementation of moral education activities. This structured delegation ensures that each educator understands their responsibilities and contributes effectively to the program. Furthermore, the organizing process is carried out collaboratively, involving agreements among stakeholders, which strengthens institutional commitment and coordination.

This finding aligns with organizational theory, which defines organizing as a managerial activity involving the arrangement of tasks and allocation of human resources to achieve organizational objectives (Saputra, 2020; Daft, 2016). Effective organizing facilitates coordination, minimizes role ambiguity, and enhances program implementation efficiency.

Thus, it can be concluded that the organizing function in this context has been implemented effectively, as evidenced by clear task distribution and strong coordination among educators, which supports the achievement of character education goals.

### **Implementation of Character Education Management**

The implementation stage represents the actual execution of planned programs and is crucial in determining the success of character education initiatives. According to management theory, implementation involves mobilizing resources, motivating personnel, and directing activities toward achieving organizational goals (Siagian, 1996; Robbins & Coulter, 2018).

The findings indicate that the implementation of character education programs at SMP Pelita Bangsa School Batam is carried out through structured moral activities, including prayer, affirmation, and storytelling of exemplary figures. These methods are pedagogically relevant, as storytelling and role modelling are recognized as effective strategies in character formation (Lickona, 2013; Nucci et al., 2014).

In addition, teachers play a significant role as facilitators and role models in delivering character values. The principal also actively supports the implementation process by ensuring coordination and providing guidance. The study further reveals that disciplinary measures are applied to reinforce students' adherence to rules; however, such measures are designed to be educative and non-violent, in line with ethical educational practices.

This finding is consistent with Gerloff's perspective on implementation, which emphasizes the importance of structuring activities, assigning appropriate personnel, and directing actions toward organizational goals. Overall, the implementation of character education management in this school demonstrates alignment between theoretical principles and practical application.

### **Controlling of Character Education Management Implementation**

Controlling is an essential managerial function aimed at ensuring that organizational activities are carried out in accordance with planned objectives (Robbins & Coulter, 2018). It involves monitoring performance, evaluating outcomes, and implementing corrective actions where necessary (Daft, 2016).

The findings show that supervision at SMP Pelita Bangsa School Batam is conducted collaboratively, involving the principal, teachers, school committees, and parents. This multi-stakeholder approach strengthens accountability and enhances the effectiveness of program monitoring. In addition, the principal actively provides guidance and direction to students, fostering closer relationships and reducing hierarchical barriers within the school environment.

Supervision also includes continuous evaluation of program implementation, enabling the identification of strengths and weaknesses. This aligns with the concept of controlling proposed by Putra (2015), which emphasizes ensuring that activities are carried out in accordance with predetermined plans.

Thus, effective controlling contributes significantly to improving the quality of character education implementation and ensures continuous program refinement through feedback mechanisms.

### **Implementation of Character Values through Moral Activities**

The implementation of character education through moral activities at SMP Pelita Bangsa School Batam is reflected in the integration of core character values into daily school practices. These values include religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation of achievement, communicativeness, peace-loving attitudes, reading habits, environmental awareness, social care, and responsibility.

These values are consistent with the framework of character education proposed by Lickona (2013), which emphasizes the development of moral knowing, moral feeling, and moral action. The integration of these values into routine activities enables students to internalize character principles through experiential learning.

Furthermore, the holistic implementation of these values reflects a comprehensive approach to character education, where cognitive understanding is reinforced by habitual practice and social interaction (Berkowitz & Bier, 2005). This approach is particularly effective in fostering sustainable character development among students.

## **CONCLUSION**

This study aimed to analyse the management of character education through the integration of character-based activities at Pelita Bangsa Junior High School Batam and to examine the factors influencing its effectiveness. Based on the findings, it can be concluded that character education management is implemented in a structured manner through the functions of planning, organizing, implementation, and evaluation, although the evaluation component remains the least optimal aspect. The quantitative results show a positive relationship between character education management and the effectiveness of student character development. This finding confirms the proposed hypothesis that better character education management leads to higher levels of student character effectiveness. Thus, the hypothesis is empirically supported. The novelty of this study lies in the integrated finding that the effectiveness of character education is not only determined by program implementation, but also strongly influenced by the consistency of management functions and the level of stakeholder synergy, particularly teachers and parents. The integration of extracurricular, cocurricular, and extracurricular activities plays a significant role in strengthening the internalization of character values among students.

Based on the research findings, several recommendations are proposed: First, the school is encouraged to strengthen the evaluation system of character education by developing measurable and standardized indicators. This will allow more objective monitoring of student character development and program effectiveness. Second, teachers are expected to consistently act as role models in daily school activities, as teacher behaviour significantly influences the internalization of character values among students. Third, greater involvement of parents is strongly recommended to enhance synergy between school and home environments. This collaboration is essential to ensure the sustainability of character education outside the school setting. Finally, future researchers are recommended to expand the scope of the study by using larger samples, different educational levels, or comparative studies between schools to enrich the findings and improve generalizability.

## **RECOMMENDATION**

Based on the findings of this study, several recommendations are proposed to improve the implementation of character education management and to guide future research.

First, it is recommended that the school further develop a more structured and measurable evaluation system for character education. This can be done by designing standardized indicators and instruments that allow continuous monitoring of students' character development. Strengthening the evaluation component is essential, as it was identified as the weakest aspect in the current implementation.

Second, the school should enhance collaboration between teachers and parents to ensure consistency in character formation both at school and at home. Future implementation may consider establishing a formal communication system or structured parenting program to support character education sustainability.

Third, in relation to future research development, it is suggested that subsequent studies expand the scope by involving a larger number of schools or conducting comparative studies between different educational institutions. Future research may also consider applying more advanced statistical approaches, such as regression analysis or Structural Equation Modeling (SEM), to examine more complex relationships among variables.

In addition, several limitations were identified in this study that may have influenced the results. The relatively limited sample size and the focus on a single school may restrict the generalizability of the findings. Furthermore, data collection was conducted within a limited time frame, which may not

fully capture long-term implementation outcomes of character education programs. Respondent subjectivity in qualitative interviews may also influence the depth and consistency of the findings despite efforts to ensure data validity through triangulation. Therefore, future studies are encouraged to address these limitations by using broader samples, longer observation periods, and more robust analytical techniques to strengthen the validity and generalizability of the results.

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