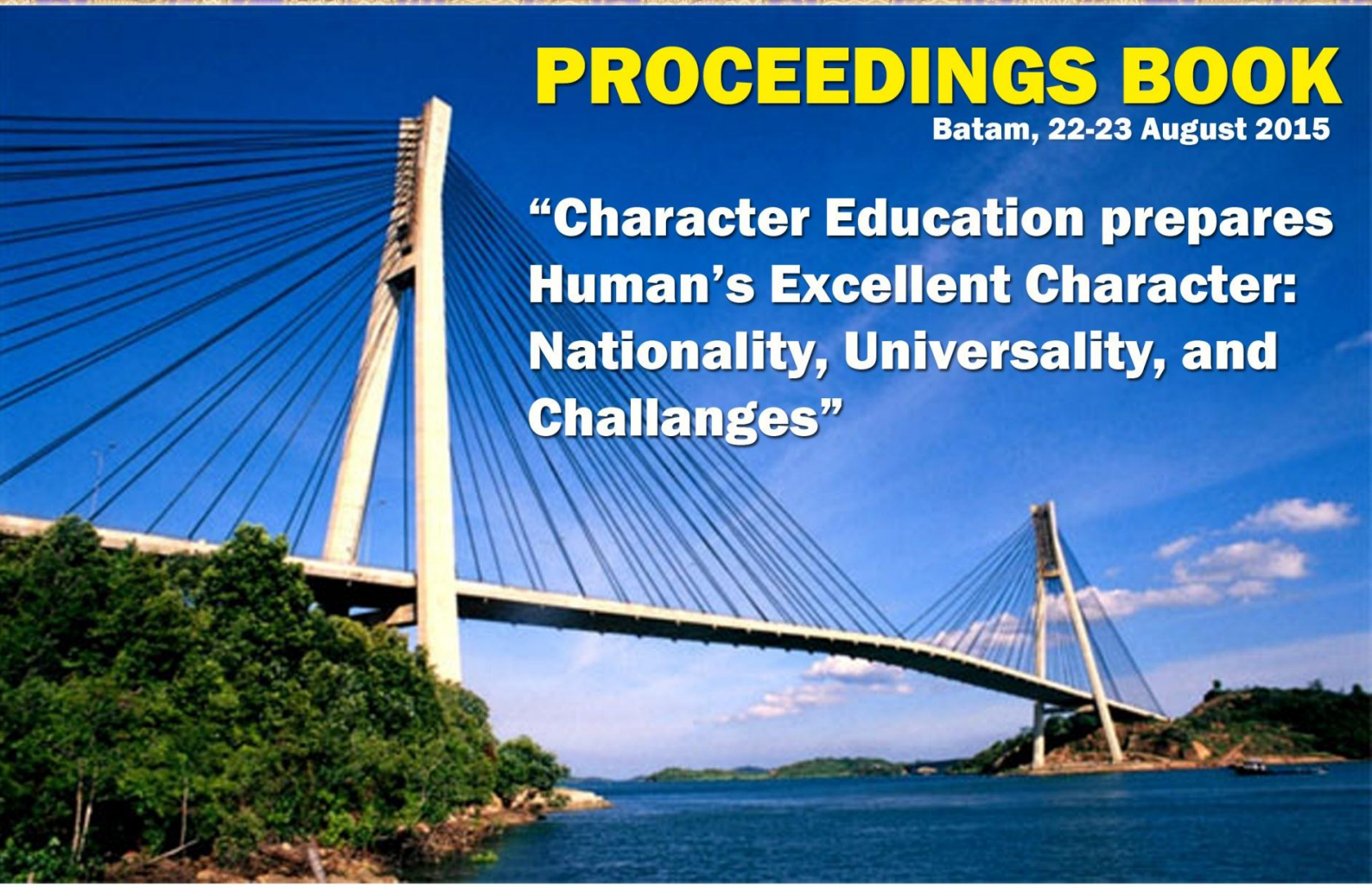
1st ICCE

Proceedings of the 1st International Conference on Character Education

PROCEEDINGS BOOK

Batam, 22-23 August 2015



"Character Education prepares Human's Excellent Character: Nationality, Universality, and Challanges"

Organized by:

Sekolah Tinggi Agama Islam (STAI) Sultan Abdurrahman

Universiti Tun Hussein Onn Malaysia (UTHM)

ISBN 978-602-73043-0-7

©Copyright – STAI Sultan Abdurrahman Tanjung Pinang Indonesia – 2015
Copyright Conditions All rights are reserved. No part of this publication may be reproducedstored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical,

photocopying, recording, or otherwise, without the express and prior written permission of the STAI Sultan Abdurrahman.

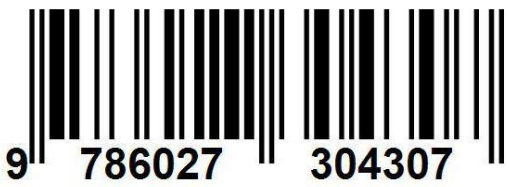
Edited and compiled by: Alpino Susanto and Hazriyanto

Date: 1st August 2015

Publish by:
International Conference on Character Education and STAI Sultan Abdurrahman, Tanjung Pinang.
Jl. Lintas Barat KM. 19 Toapaya Bintan Kepulauan Riau
http://www.**stai-sar**.ac.id, contact person: Faisal 62 813 6473 6432.

International Conference on Character Education
Website: http://icce.web.id

ISBN 978-602-73043-0-7



FOREWORD

It is our great pleasure to welcome you to 1st International Conference on Character Education (ICCE) 2015. The ICCE is an international conference, organized by PHD Students of Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia and STAI Sultan Abdurrahman Tanjung Pinang as the host in Batam. The theme for ICCE 2015 is "Character Education Prepares Human Excellence's character: Nationality, Universality and Challenges". This conference is the 1st International Conference in Riau Archipelago Province of Indonesia. It is to increase understanding and knowledge of concepts and practices of moral, values, citizenship and character education, and their application and development, national and universal. Promote and provide a forum for regional, national and global networking, collaboration and the exchange of ideas and perspectives in relation to character education through interdisciplinary and intercultural discussion. Disseminate research findings on character education approaches, projects and practices in various countries. Provide participants a glimpse of the practice of character education in Indonesia and other countries in South East Asia, and the challenges.

We would like to express our sincere gratitude to all the authors who submitted contribution for inclusion. We hope that you will find this program interesting and thought-provoking and that the conference will provide you with a valuable opportunity to share ideas with other researchers and practitioners from institutions among the participants.

Editors

Alpino Susanto & Hazriyanto

Message from Dean of Faculty of Technical and Vocational Education (UTHM)

I wish to express my heartiest gratitude to the ICCE team as part of UTHM Ph. D students of FPTV for organizing the 1st International Conference on Character Education. I would like to thank our strategic partners, STAI Sultan Abdurrahman, Universitas Riau Kepulauan, Universitas Batam, Universitas Putera Batam, Indonesian Government and all individual contributions towards the realization of this conference.

The theme for the 1st ICCE is "*Character Education prepares Human's Excellent Character: Nationality, Universality, and Challenges* "

The highlight of this even is to increase understanding and knowledge of concepts and practices of moral, values, citizenship and character education, and their application and development, national and universal. Promote and provide a forum for regional, national and global networking, collaboration and the exchange of ideas and perspectives in relation to character education through interdisciplinary and intercultural discussion. Disseminate research findings on character education approaches, projects and practices in various countries. Provide participants a glimpse of the practice of character education.

I incerely hope that everyone will play an active role in dicusing, disseminating and sharing their insights and experiences on International conference on Character Education.

Regards,

ASSOC. PROF DR. RAZALI BIN HASSAN
Dean, Faculty of Technical and Vocational Education

Message from Chairman of International Conference on Character Education

Assalamualaikum Warahmatullahi Wabarakatuh.
It gives me great pleasure to invite you to the 1st International Conference on Character Education which held on 23 August 2015.

Education has been considered as the centre of excellence in preparing human's excellent characters. This belief drives every single person to be ready to face the global challenges. Now days, education is considered to be the best place to prepare the agent of change of the nation that will bring prosperous to others. Education institution is no longer a place to transfer knowledge only, but it is also a place to form youth's attitude, behaviour, character, and leadership. Thus, it is justifiable to reflect some basic value and character of one country and cultivate them to all young generation in the form of national character building through education.

Different countries may have its' own identity to build their nations character. In Indonesia context, Indonesia's president JokoWidodo and his Vice President JusufKalla designed a nine priorities agenda called "NawaCita" for his presidency in 2014 to 2019. The priority of the agenda for Indonesia's political sovereignty and independence in economy and culture. One of his nine priorities agenda is to revolutionize the nation's character through a policy of restructuring the national education curriculum with advanced civic education; to teach the history of the nation, the values of patriotism and to love the country, as well as to build the passion and character to defend the state through national education.

We look forward to welcoming researchers, academics, practitioners, leaders, educators and policy makers from all parts of Indonesia, and Malaysia to participate on this event.

We look forward to opening our doors to everyone to participate in the 1st ice 2015.

Regards

DR. CHABLULLAH WIBISONO
Chairman of International Conference on Character Education 2015

REVIEWERS

Prof. Madya Dr Kamarolzaman Bin Mohd Jidi (Universiti Tun Hussein Onn Malaysia)

PM Dr. Razali Bin Hassan (Universiti Tun Hussein Onn Malaysia)

PM Dr. Mohd Arif Bin Agam (Universiti Tun Hussein Onn Malaysia)

Dr. Mimi Mohaffyza Binti Mohamad (Universiti Tun Hussein Onn Malaysia)

Dr. Fazlinda Binti Ab Halim (Universiti Tun Hussein Onn Malaysia)

Dr. Badaruddin Bin Ibrahim (Universiti Tun Hussein Onn Malaysia)

Dr. Md Akbal bin Abdullah (Universiti Tun Hussein Onn Malaysia)

Dr. Rafiuddin Afkari (Universiti Tun Hussein Onn Malaysia)

Puan Robijah Binti Kamarulzaman (Universiti Tun Hussein Onn Malaysia)

CONTENTS

FOREWORD iii

Message from Dean of Faculty of Technical and Vocational Education (UTHM) iv

Message from Chairman of International Conference on Character Education. v

REVIEWERS vi

CONTENTS vii

TRACK 1: EDUCATION

Competency of Integrated Living Skills Teachers in Inculcating Critical Thinking Skill in Learning and Teaching Process 1
Rasidayanty Saion[1], Siti Salwa Ab. Manap[2], Jamil Abd Baser[3]

Student's Cognitive Level at Advanced Technology Center Batu Pahat on Development of Creativity & Innovation 10
Abdul Rahim Bin Md Tahir[1], Jamil Bin Abd. Baser[2]

The Competence Of The Integrated Living Skill Subject Teacher In Applying Communication Skill In The Process In The Process Of Learning And Teaching 19
Siti Salwa binti Ab. Manap[1],Rasidayanty binti Saion[2], Jamil bin Abd. Baser[3]

An Analysis of Positive Politeness Strategies In Teaching 28
Dahrul Aman Harahap[1], Suswnato Ismadi Megah S[2]

The Profile of Teaching Skill Readiness Of Candidate Teachers Through Micro Teaching Practice in Unrika Batam 33
Sri Sugiharti

Aplications Moving Average Methods to Forecast the Number of Student SMPN 11 Batam Academic Years 2016-2020 38
Tubagus Pamungkas[1], Umi Rofiqoh[2]

A Review of Selected Theories and Their Applications to Encourage Higher Order Thinking Skills Using the Questioning Method by Teachers 43
Nelly Ezatul Fazlina binti Md Sah [1], Siti Mizarina binti Ghazali[2], Abdul Rashid bin Abdullah[3],Halizah binti Awang[4],

Effectiveness of Teaching and Learning Science in Higher Order Thinking Skills 21st Century: A Review Literature 54
Nor Hayati binti Ismail[1], Kamarolzaman bin Hj Mohd Jidi[2]

Empowering Novice Teacher Professionalism through Effective Mentoring ***65***
Rosmizana Binti Yahya [1], Hamidah Binti Mohamed[2],Shamsiah Binti Sidek[3], Yusof Bin Boon[4]

The Influence Factors of Teachers' Attitude When Using Computers in the Classroom: A Review ***76***
Shamsiah binti Sidek[1], Muhammad Amin bin Simon[2], Rosmizana binti Yahya[3],Nor Hayati binti Ismail[4], Azman bin Hasan[5]

Approaches in The Implementation Of Character Education ***85***
Erni Munastiwi

Character Education Philosophy ***91***
Istiningsih

School Based Management in Improving The Quality Of Education ***97***
Said Maskur[1], Sudirman Anwar[2], Syarifah Normawati[3], Hardi Selamat Hood[4]

Cultural Distortion When the Character Education Incessantly Towards Children of Civilized Nation Which Is Uncivilized Nation ***101***
Yunisa Oktavia

Developing tolerant attitude through character education in family environment ***106***
Sri Sumarni

The Implementation of Problem Posing Approach in Mathematic Learning on Improving Students' Logical Mathematical Thinking and Problem Solving Ability in High School ***106***
Dahrul Aman Harahap[1], Fauzan Jafri[2], Dwi Afrini Risma[3]

School Model Development Enterprise Techno to Produce Entrepreneurs among Vocational College Graduates ***121***
Hamidah Binti Mohamed[1], Dr Badarudin Bin Ibrahim[2], Nur Bahiyah Binti Abdul Wahab[3],Rosmizana Binti Yahya[4]

Improving Learning Motivation by Employing Library ***129***
Shabri Saleh Anwar[1], Said maskur[2], Alpino Susanto[3], Sudirman Anwar[4]

A Review on Moral Values in Education and the Impact of Student Discipline ***132***
Siti Mizarina Binti Ghazali[1],Nelly Ezatul Fhazlina binti Md Sa[2], Dr Yusmarwati Binti Yusof[3]

How Does University Student's Language Anxiety in Final Thesis Defense Influence Their English Speaking Ability? **142**
Alpino Susanto, Rafiuddin Afkari, Mukmin, Amir Daus

Social factors and English achievement of junior high school students **152**
Alpino Susanto[1], Kamarolzaman Bin Mohd Jidi[2], Rafiuddin Afkari[3], Khairudin Said[4]

Evaluation On The Indonesian Language Instruction In Higher Education **167**
Sri Yuliawati[1], Jamil, P, Razali bin Hasan[2], Rafiuddin Afkari[3], Noraini binti Kaprawi[4]

Excellent Character Education of Students Lecturing a Concept and its Implementary **179**
Na'imah

The Handling of Juvenile Delinquency Through the Arrangement of Senior Secondary School (SMA) Islamic Education Curriculum", aimed at formulating the Lesson Plan **186**
Pudjo Sumedi [1],Ihsana El Khuluqo [2], Jamil[3], Rogayah[4], Syarifah[5]

Socio-Educational in Students' English Language Achievement **195**
Alpino Susanto[1], Fazlinda Binti Ab Halim[2], Rafiuddin Afkari[3], Syarifah[4]

Monitoring Education Problem on Coastal Society in the Small Islands Region **205**
Rianto[1], Azman bin Hasan[2], Md. Akbal bin Abdullah[3]

Character Education and Its Implementation in Guidance Counseling Services **210**
Tohirin

TRACK 2: ISLAMIC STUDY

Shalat Determination Toward Employees Performance **218**
Chablullah Wibisono[1], Hardi Selamat Hood[2]

Educational Characteristics of Sufi Brotherhoods **234**
Muhammad Faisal[1], Pauzi[2], Rafiuddin Afkari[3]

An Islamic education guidance in prison: improvsing women prisoner's faith **242**
Siti Marfuah[1] , Rafiuddin Afkari[2], Razali Hassan[3], Alpino Susanto[4]

Transformation of sufi teachings in the Malay literature sufism: effort to strengthening the character education based on local wisdom in Kepulauan Riau ***253***
Muhammad Faisal[1], Rafiuddin Afkari[2], Sudanto[3]

Determination of faith to book of Allah towards religious performance ***261***
Chablullah Wibisono[1], Hardi Selamat Hood[2]

The Idea of Neo-Sufism and its Contribution for Humanity : A Brief Analysis ***276***
Muhammad Faisal[1], Rafiuddin Afkari[2], Pauzi[3]

TRACK 3:SOCIAL SCIENCES

The Locating Pictures on a Map Activity: Developing the Young Children's Spatial Ability and Spatial Reasoning ***285***
Dahrul Aman Harahap[1], Dwi Afrini Risma[2]

Effect of Investment, Labor Against the Gross Domestic Product of Riau Islands Province ***295***
Albert Gamot Malau

The Effect of Commitment and Motivation Toward Teacher's Performance at Tanjung Balai Karimun in Indonesia ***303***
Hazriyanto[1], DR. Badaruddin Bin Ibrahim[2], Franky[3], Mu'min[4], Amir Daus[5]

The Effect of Inventory Turnover to Operating Profit Case Study at PT Astra Agro Lestari Tbk Listed on The Indonesia Stock Exchange for the Period of 2012-2014 ..... ***317***
Hazriyanto[1], Mohd Arif Agam[2], Abd. Basith[3], Rafiuddin Afkari[4], Amir Daus[5]

The Role of Information Communication & Technology as enabler of Knowledge Management Process to Bring Innovation in Creative Industries (Batam Case) ***329***
Cosmas Eko Suharyanto[a] , Fergyanto E Gunawan[b], Syarifah Normawati[c], Rogayah[d]

The Role Of Parliaments In Strengthening The National System Of Public Health ***338***
Hardi Selamat Hood[1], Alpino Susanto[2], Hazriyanto[3]

Act of analysis Number 40 In 2007 about Response Company Seen from difference listing Response Company Citizen of Indonesian toward Financial Capital Construct by Citizen of foreign (Study Case at Notary Office Andri Yuko, S.H., M.Kn) ***343***
Irene Svinarky

TRACK 4: MANAGEMENT & LEADERSHIP

The Development Model of K-Workers among Technical Graduates in Batam Universities ***352***
Teguh Iman Santoso,[1]Razali Bin Hassan[2]

Incentives, Discipline, and Work Unit Performance at SMP Negeri 1 Moro on Tanjung Balai Karimun in Riau Islands Province, Indonesia ***359***
Hazriyanto [1],Badaruddin Bin Ibrahim [2], Mu'min[3], Frangky Silitonga[, 4]

The Effect Of Organizational Culture, Teaching Experience And Education Level Towardslecturer Professionalism At Riau Kepulauan University Academic Year 2012/2013 ..... ***373***
Fitri Yanti

Moral Education through wearing Ihram cloth during Hajj season ***386***
Erizal[1], Halimi Bt. Md. Khalid[2], Azita Bt Ali [3]

Effect of Application Services of Customer Service, SMS Banking and Customer Relationship on Customer Satisfaction at PT Bank Mestika Dharma ***393***
Hendi Sama

Implication of Problem-Based Learning Model Learning toward Mathematical Problem Solving Skills and Self-Regulation of SMPN 20 Students in Pekanbaru ***401***
Risnawati

Organizational Climate and Job Motivation to Job Satisfaction for PNS Province the Archipelago of Riau ***409***
Hazriyanto [1], Khairudin Said[2], Sadi Maskur[3], Syarifah Normawati[4], Hardi Selamat Hood[5]

User Perspective Analysis DPACK-R System Yamaha ***420***
Heri Nuryanto, Syaifullah

Waste management environmental in Batam City ***427***
Timbul Dompak[1], Ul Qadri[2], Ganda Sirait[3]

Character Education Philosophy

Istiningsih
Sunan Kalijaga State Islamic University Yogyakarta Indonesia

ABSTRACT

Character education is needed specially in Indonesia. Why it is needed? Because nowdays Indonesia has moral crisis. Sometimes, experts make differencies between character and moral. This paper doen't want to differ them. This paper assumes that character and moral have same essential meaning that is about behavior. Character education means an education that makes students happy, no pressure, and meaningful. A characteristic of character education is that students do not lose freedom and independence. Character education can also mean education that builds character. The paper explored the phylosophy of character education. The findings of the research as hyphotesis. Why the findings as hypothesis? Because this research was categorized as theoritical research. One charateristics of theoritical research is to find out the hyphotesis. The findings of the research as follows: defining the character education, finding out indicators of character: universality and nationality, environment as contributor in character building, and environment as arena in performing character. Because the findings of this research were as hyphotesis, so it is necessary to do empirical research based on this findings.

Keywords: Character Education Phylosophy, Ecology Education.

1. INTRODUCTION

Character education means an education that makes students happy, no pressure, and meaningful.[1] A characteristic of character education is that students do not lose freedom and independence. Character education can also mean education that builds character. A person's character is formed through education that happen at home, school, and community. During this time, most people assume that the definition of education is a learning process that occurs at school. In fact education can happen anywhere. According Ki Hadjar Dewantara there are three center of education namely family, school, and community education. Education is the responsibility of all citizens. A person's character is formed through the process and is influenced by various factors that exist in the environment. It is known that the entire human education can take place in three center of education.

Due to criticism in this paper concerns about the essentials of human behavior, then this article is packed with title Character Education Philosophy. Furthermore, this paper also peel the personal character of a person in the context of social life and state. In other words, how the manifestation of one's personal character within the context of society and state. In general, a variety of character references are not contextualized in the life of society and state. Outlines the personal character alone is not complete, because it is assumed there is not necessarily a correlation between personal character with the character of society and state. Although this time the author has conducted research related to the third correlation characters already mentioned.

Human character is not always good, like a continuum line, from negative or bad to positive or good character. Character is built by environment where a person was grown and educated. Related to the environment that affects the character of a person, in this paper is called Ecology of Character Education. According to Djohar (2000), there are eight character education ecological constituent elements, namely: (1) the family, (2) schools, (3) community, (4) history, (5) geography, (6) political, (7) technology, and (8) globally. Someone responds to the existing environment, and the state of the environment, which in turn affect the future impact on the human character (see figure below).

2. CHARACTER: UNIVERSALITY AND NATIONALITY

The research classifies character into two kinds, namely personal character or universal character, and state or nationality character. The characteristics of personal or universal characters: (1) honest-upright, not cheating, low profile, an open, not a lie; (2) discipline: obey the rules, timely, precise work, (3) orderly, polite, obedient; (4) be kind, loyal, humble, tolerant, caving; (5) good-minded, intelligent, mastering, having ability in problem solving, visionary; (6) Well behave, not oblique, polite; (7) hard working: work withaout count the time, work completed, work without considering the wages, happy working, persevering; (8) independent, think and do without helping from other one, full of confident; (9) creative: can create, innovative, generating alternatives, generate updates, visionary; (10) democracy: happy deliberation, not make decisions alone, happy to listen to others, not authoritarian; (11) want to know or curious: always ask, not easily satisfied, conduct continuous studies; (12) patient: accept what is, not quick to anger, long-suffering, act calm, unhurried, resistance to temptation, high EQM (emotion quetion management), not emotional; (13) open: anyone can know, is not closed, there is no secret; (14) impersonal: has the identity, self-esteem, have a value of its own, has a clear attitude; (15) sense of responsibility: bear the risk of his work, does not involve others to his task, accountability borne alone, independently; (16) religiosity strong: taste powerful deity, discipline to do pillars of religion, good thinking, good-hearted, well-behaved, surrender; (17) likes to read and write: love reading new books, spend time to read and write, happy to make paper (writing quality).

The character of nationality: (1) strong togetherness: likes to hang out with anyone, regardless, likes discussion with his friend, like meetings, likes to listen to people's opinions; (2) good with anyone, polite, courteous, do not distinguish, appreciate others; (3) like to help and likes to give: loyal, sad to see the misery, sympathize to poor man; (4) siding to the people: to side with the public, siding with the hard, pro-poor, pro-business appropriate; (5) the responsibility to humanity: not willing to occurrence of suffering, violations of human rights, fair; (6) rewarding achievement / success: appreciate the effort to excel, dare to sacrifice for the purposes of achievement, dare to use the time to gain achievements; (7) love peace: not happy about the ongoing conflict, please do not face problems emotionally, doing good with others, not happy at the split; (8) care: do good with others, was not happy to see the suffering, happy to help, ang giving, happy to stay in touch; (9) respect the red and white flag: Feeling sank when kissing red and white flag, was suffering treating see the red and white flag with the unnatural (tear, burn), feel sad to see people using the red and white flag is not in right place; (10) has the behavior of *Pancasila* and the *Constitution '45*: feel concerned about the students at the time did not participate in ceremony of *Pancasila,* was concerned about the public has forgotten *Pancasila*, was concerned about efforts to restore *Pancasila* not broadcasting community responded with enthusiasm, and feel concerned *Constitution '45* has already lost the essence; (11) respect the national anthem: concerned for the students at the ceremony

many who do not join in singing the national anthem, was concerned to see the students in a lackluster sing the national anthem, was concerned to see the students do not feel guilty in singing the national anthem with their own wishes; (12) against disintegration: a divisive motion condemning the nation, condemned the acts of violence that occurs between the citizens of the nation that can menibulkan fading cohesive national unity, concerned about the government's attitude is not the same in the treatment of citizens of the nation in urban and border; (13) love homeland: condemned all movements which lead to the outbreak of the homeland, uphold the unity and integrity anah water, deplored the government's actions against the slow development of border area; (14) love nations: to support national unity, feel comfortable associating with citizens of different nations ethic, language, and religion, supporting young oath; (15) respect all religious: not do not limitation the associate with other religion, respect the beliefs of other, every religion invites to goodness.

3. ECOLOGY OF CHARACTER EDUCATION

As has been described above, Djohar (2000) stated that the development of a student or the student's character is influenced by various factors. Educational environment affects the human character. The hope through education, character students can form good character. To clarify the ecological impact of education on character can be visualized in the figure below.

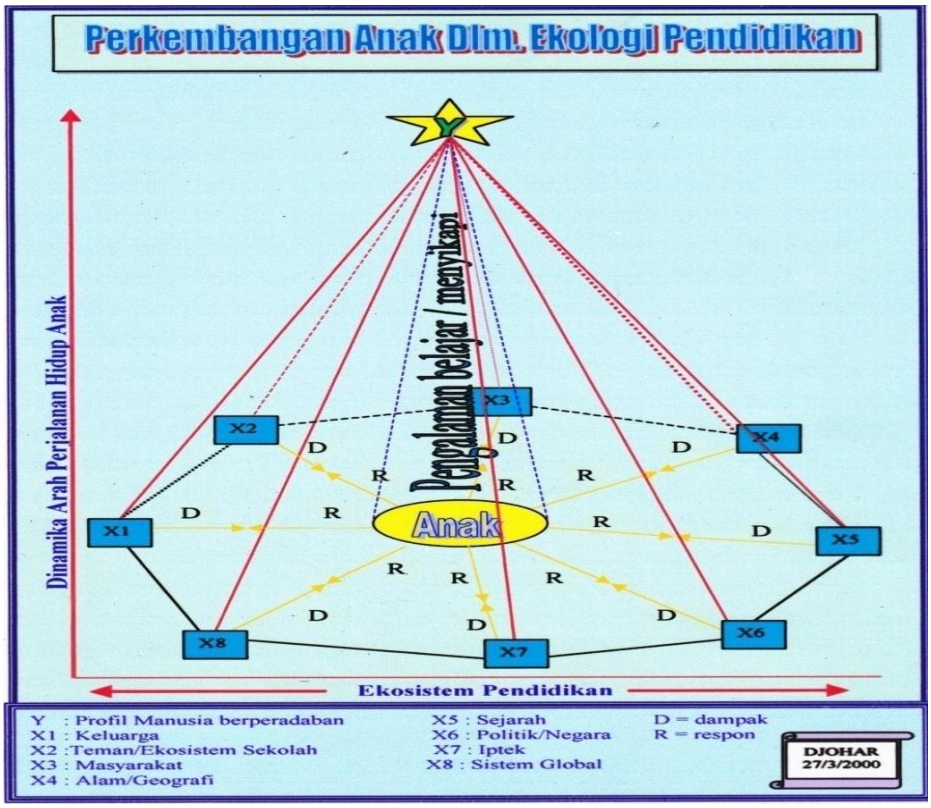


Figure. Ecology Education

Each element of ecological education has contributed in building individual character. This means that there is an interaction between the student and his environment. Family environment has contributed to the development of personal character. The school

environment and the community have contributed to the personal character and the character of society. History has contributed to the character of a society. Geography has contributed to personal character, the character of the society and the character of the state. Politics has contributed to the character of the state. Technology has contributed to personal character, community, and state. While the latter is ecology global environment has contributed to personal character, society and state.

4. CONTRIBUTORS OF ELEMENTS OF EDUCATION ECOLOGY IN CHARACTER BUILDING

Humans are basically human nature or nature is composed of all sorts of things that inborn, including the character, which is the nature of "human nature" them. According to Hjelle & Ziegler (1981: 1), within the limits of each culture, the appearance of human nature that vary in terms of value, aspirations and human lifestyles. Humans have tried to explain "human nature" that is Astrology, Theology and Philosophy. Scientifically personalities over value charged Psychology, was charged Psychology character other than liver expression was also charged. Both the potential to establish one's attitude that the impact of the implementation shown in a person's behavior. Individualiti being more coloring someone's identity, so much color as an expression of one's self or personal appearance. So the charge behavior in individualiti more prominent. Although the third looks symptoms in a person's social behavior.

To build the nation, according to Djohar (2011), the expected character education are:

For the realization of the nation's generation that is ready to change the role of previous generations, so that we expect is a character og nation generation ready to build our nation towards a nation that has civilization, which has a high degree of humanity, by itself the embodiment of the noble generation of nations. Means meaningful as the human development goals. Through education efforts in a way that character, is expected to be a generation of people with the potential to be a virtuous man, intelligent and skilled in life activities.

According to Kak Seto, and Sri Lestari (in Arismantoro, 2011: 2, 101) the relationship between students and teachers is good potential occurrence of character formation of students. In addition, many writers who noted the importance of the role of parents and family members to the character formation of students (Probosuseno, Mukti Amini, Nova Indriati,) in Arismantoro, (2008: 56.108 to 123). While the community's role in building the character of students appointed by Farida Hanum, in Arismantoro, (2011: 132)

Based on the information raised by Mulyana (2011: 15), according to "Heritage Foundation" in America there are nine basic characters that can be used as an indicator of human civilization, is: (1) love to God and the universe and its contents; (2) responsibility, discipline and self-contained; (3) honest; (4) respect and courtesy; (5) affection caring, and hard work; (6) confident, creative, hard work and unyielding; (7) justice and leadership; (8) good and humble, and (9) tolerance, love peace and unity. According to the Character Counts http://charactercounts.org/sixpillars.html (Anonymous, 2012b), proposed the existence of "The Six Pillars of Character": (1) trustworthiness (trustworthy); (2) respect; (3) responsibility; (4) fairness (honest); (5) caring; (6) citizenship (nationality).

5. INTERACTION OF ELEMENTS CHARACTER BUILDER

A person's character can be seen from its environment, both within the family, school and community, including the look of (1) how one presents itself, and (2) the reaction of the way in addressing the environment. The way a person presents itself can be identified by the indicator "Human Normative Behavior". In addressing the environment, someone did the mechanism of interaction between the response and impact. The environmental impact of such symptoms that can affect the value of a person. The strong influence of the environmental impact on a person, it is determined by the magnitude of the response of the person. The response itself is essentially mirrors the basic character of the person. So the impact of the transaction between resposn an interaction as follows.

Strong impact - strong response, a tug of war between the impact and the response are equally strong, so the appearance of the characters are equally strong, looks good both color and color effects response to situations that favor its appearance. Strong impact - weak response, occurs appearance of the characters that are dominated by the influence of the impact, so the color impact defeating response. Weak impact - strong response, the characters appear more colored by the basic character of the man. Weak impact - weak response, a tug of war between the impact and the response is weak, the character color is determined by the momentary situation that person, small color the character of the impact and the response, so that the character color is not clear from the influence of impact or response.

How well the environmental impacts families, communities and schools can be declared to have contributed to the formation of one's character. Response and the innate character of the results of the environmental conditions of education, is a real character of a person. The character is a character that is otherwise effective person to the environment. This process results in education that will build a person's character.

6. CONCLUSION

(1) According to the perspective that it is essential, human character is formed by nature and ecological education.
(2) There are many elements that build ecological pillars of character education.
(3) Character Indonesian man can basically be categorized into personal character, community, and state. Indonesian human character means not sterile but contextual.
(4) Interaction with the human nature of ecological education is the interaction of the impact and response mechanisms.
(5) Viewing profile human characters as mentioned above, then build a good human character can be pursued.

REFERENCES

1. Arismantoro, 2008. Penyunting. *Tinjauan Berbagai Aspek "Character Building".* Tiara Wacana Yogyakarta.
2. Character Counts. 2012. The Six Pilars of Character. Diambil dari http://charactercounts.org/sixpilars.html. Dikutip tgl 27 Maret 2012, pukul 18.
3. Djohar, 2000. Gambar *"Ekologi Pendidikan"*. Arsip ada pada penulis

4. _____. 2011. *Paradigma Baru dalam Membangun Karakter*. Makalah dipresentasikan di Yayasan Budi Mulia
5. _____, 2011a. *Membangun Bangsa Melalui Pendidikan Karakter.* Paper Dipresentasikan pada Seminar Nasional Pendidikan Karakter, Diselenggarakan oleh Yayasan Budimulia Yogyakrata. Paper ada pada penulis.
6. _____, 2011b. *Pengembangan Pendidikan Karakter Kebangsaan.* Paper Dipresntasikan pada Seminar Nasional Pendidikan Karakter. Diselenggarakan oleh Majelis Luhur Tamansiswa Yogyakarta. Paper ada pada penulis
7. _____. 2011c. *Strategi Revitalisai Karakter Bangsa dan Kontribusinya dalam Pembangunan.* Paper diucapkan di Seminar Nasioan, yang diselenggarakan oleh UAD 2011, di Yogyakarta.
8. Etymology, Diambil dari internet http://en.wiktionary.org/wiki/karakter. Dikutip tanggal 9 Maret 2012, pukul 16,23
9. Farida Hanum. 2008. Learning Society sebagai Sarana Mencapai Generasi Penerus yang Memiliki Jati Diri Bangsa Indonesia. In: *Arismantoro. Tinjauan Berbagai Aspek Character Building,* hal: 132-141
10. Hornby. A.S, W. Garenby, & H. Wakefield. 1963. *Advance Learner's Dictionary of Current English*. Oxford University Press.
11. Hurlock, E, B,. *Personality Development*. Tata McGraw-Hill Publishing Co LTD. New Delhi
12. Hjelle, L. A. & D. J. Ziegler. *Personality Theories*. McGraw-Hill International Book Co. Tokyo
13. Kak Seto, 2008. Peranan Pendidikan dalam Membangun Karakter Siswa. Dalam Arismantoro. Penyunting, *Tinjauan Berbagai Aspek Character Building*: hal 2-12
14. Mulyasa, 2011. *Manajemen Pendidikan Karakter*. PT Bumi Antara. Jakarta
15. Mukti Amini. 2008 Pengasuhan Ayah-Ibu yang Patut: Kunci Sukmses Mengembangkan Karakter Siswa . Dalam Arismantoro, *Tinjauan Berbagai Aspek Character Builoding,* hal:108-122
16. Nova Indriati. 2008. Pola Hubungan Ideal antara Siswa dengan Ayah-Ibu untuk Pengembangan Karaker Siswa. Dalam Arismantoro, *Tinjauan Berbagai Aspek Character Building,* hl:123-131
17. Probosuseno, 2008. Meretas Pola Hubungan Kakek-Nenek dan Cucu dalam mengembangkan Karakter Siswa. Dalam Arismantoro. Penyunting, *Tinjauan Berbagai Aspek Character Building,* hal: 56-76
18. Sri Lestari Linawati. 2008. Pola Hubungan Ideal Siswa-Pendidik untuk Pengembangan Karakter Siswa. Dalam *Tinjaun Berbagai Aspek Character Building*, hal:101-10

School Based Management in Improving The Quality of Education

Said Maskur[1], Sudirman Anwar[2], Syarifah Normawati[3], Hardi Selamat Hood[4]
STIT Ar-Risalah Sungai Guntung
[1]Said.maskur@gmail.com, [2]sudirman.anwar@gmail.com

ABSTRACT

The purpose of this study is to see how the role of school -based management in improving the quality of education and the factors that influence it. The research methodology used is inference statistical analysis approach, the model calculations using Quantitative Descriptive Percent, figures by analyzing the results obtained by using technic file collection questionnaires and observation . The results showed that the presence of school -based management has a very good role in improving the quality of education.

Keywords: School based management, quality and education.

1. INTRODUCTION

According to Howard M. Management Carlisle stated : *Management is the process by which the element of a group are integrated, coordinated, and efficiently achieve objective* (Suyanto, 2008) Thus the School Based Management (SBM) is the process of integrating, coordinating and utilizing thoroughly involving elements that exist in the school to achieve the goal of quality education are expected to be efficient . Or it can mean that the School Based Management (SBM) is a management model that provides authority to larger schools and encouraging participatory decision making that involves all school community based on mutual agreement. With the authority expected larger schools have independent authority to manage school and choose a strategy to improve the quality of education as well as be able to choose a more suitable development program with the potential needs of the area where the graduates will be projected .

Improving the quality of education is stressed the important role of schools as the primary basis of autonomous actors, and the role of parents and communities in developing education. Schools need to be given the trust to govern and manage itself according to the environment conditions and customer needs . Schools as autonomous institutions are given the opportunity to manage the coordination process to achieve educational goals. The concept of thinking has encouraged the emergence of a new approach , namely the management of school -based quality improvement . Approach for this is based on improving the quality of schools (*school based quality management/school based quality improvement*) (Subagio Admodiwiro, 2000:5-6).

The concept of improving the quality of school-based education emerged within the framework of school -based management approach. In essence MBS will bring progress in the two areas are interdependent, namely : "*First*, the advancement of education programs and services to students-parents, students and the community. *Second*, the quality of the work environment for all members of the organization" (Suryosubroto B , 2004:204-205).

This research is to see how the role of school -based management in improving the quality of education in Junior High School (SMP) Negeri 1 Tempuling Indragiri Hilir Riau - Indonesia and the factors that influence it.

2. LITERATURE RIVIEW

In the independence era and the era of school School-Based Management (SBM), the duties and responsibilities of the first and foremost of the leaders of the school is to create schools that they lead to more effective , in the sense of being more beneficial to the school itself and for its wide society. School -Based Management (SBM) is derived from three words, namely , management , based , and school. Management is the process of using resources effectively to achieve targets. Based has said that basic means or principle. School is an institution for learning and teaching as well as a place to receive and give lessons. Management is essentially an effort to set everything (resources) to achieve a goal, so management is "*the process of integrating the sources that are not related to the totality of the system to accomplish the goal*". (www.travelingdog.net). Malay S.P. Hasibuan said management is "the science and art of the utilization process seumber organize human and other resources effectively and efficiently to achieve a certain goal" (Malayu S.P Hasibuan, 1991:2).

Improving the quality of education is stressed the important role of schools as the primary basis of autonomous actors and the role of parents and communities in developing education . Schools need to be given the trust to manage and take care of himself according to the conditions and needs of the customer and the environment. Schools as autonomous institutions are given the opportunity to manage the coordination process to achieve educational goals. The concept of thinking has encouraged the emergence of a new approach , namely the management of school -based quality improvement. Approach for this is based on improving the quality of schools (school-based quality management/quality improvement based school) (Soebagio Admodiwirio, 2000:5-6).

The concept of improving the quality of school-based education emerged within the framework of school-based management approach. In essence MBS will bring progress in the two areas are interdependent, that is *first*, the advancement of education programs and services to students-parents , students and the community. *Second*, the quality of the work environment for all members of the organization (Nurkholis, 2003:81)

Wohlstetter in Watson (1999) provide a comprehensive guide to the key elements of the reform MBS consisting of : (1) clearly define the vision and results that expected , (2) creating a focus on national goals that require improvement , (3) the policy guidance from central which contains standards for schools , (4) the level of strong leadership and political support as well as support from the top leadership, (5) institutional building (capacity building) through training and support to principals , teachers , and school board members , and (6) the fairness in funding or financing education (Nurkholis , 2003:82) .

School management is the management and performance of functions of school management. Implementation of school management functions should be integrated and continuous running. The functions include planning, implementation, supervision and coaching . This element must be implemented properly to get a good quality education in accordance with the vision and mission that has been set by the school.

3. METHODOLOGY

This study uses a model-based approach to quantitative analysis of inferential statistics, which are used to see how to increase motivation to learn by using the library and factors that influence it. Statistical models used is the Percentace of Quantitative Descriptive

analyzes. The number of respondents who used as the primary data source of this study as many as 50 people with the principal classification Headmaster 1, Teacher 26 people , officials 6, School Committee 1 and students 12 were taken by random sampling system.

4.RESULT AND DISCUSSION

In this study all respondents do analysis each with operational variables measured from the implementation of the provisions of : (1) said to be good if 81 % -100 % indicator implemented , (2) be quite good if 61 % -80 % indicator executed, (3) said to be less good if 41 % -60 % done indicators , (4) is said to be good if 21 % -40 % done indicators , and (5) is said to be not good when the 0 % -20 % indicator implemented.

Role of Principals and Teachers in School-Based Management in Improving the Quality of Education in Junior High School (SMP) Negeri 1 Tempuling Indragiri Hilir, measured from the implementation of the operational variables with the results of 88.07 % , so it can be concluded that it is in the category of "good".

Role –Based Administration in the School of Management in Improving the Quality of Education in Junior High School (SMP) Negeri 1Tempuling Indragiri Hilir, measured from the implementation of the operational variables with 98.88 % results , It can be concluded that in the category of "good".

Role of the School Committee in the School-Based Management in Improving the Quality of Education in Junior High School (SMP) Negeri 1 Tempuling Indragiri Hilir, measured from the implementation of the operational variables with 86.66 % result So it can be concluded that in the category of "good".

The Role of Students in School Based Management in Improving the Quality of Education in Junior High School (SMP) Negeri 1 Tempuling Indragiri Hilir, measured from the implementation of the operational variables with 86.66 % results. It can be concluded that in the category of "good".

5. CONCLUSION

The head master successfully mobilized school resources and becomes a characterized leader and has character and responsible leadership soul. The role of teachers in the School-Based Management as facilitators, motivators, mediators and others performing well. The role of administrative as executor in the School-Based Management is also performing well. Role of the School Committee is also performing well with the school, although sometimes due to something else so that the committee cannot control the school at any time, but the committee will be able to control even through communication. Students as well as implementing school-based management have also implemented a high role well.

REFERENCES

1. Suyanto, *Perumusan Manajemen Berbasis Sekolah,* www.pdf-search-engine.com. Diakses 29 Desember 2008.
2. Soebagio Admodiwirio, 2000. *Manajemen Pendidikan Indonesia.* Jakarta: Ardadizyajaya.

3. Suryosubroto, B, 2004. *Manajemen Pendidikan di Sekolah*. Jakarta: PT. Rineka Cipta.
4. Hasibuan, Malayu S.P., 1991. *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
5. Nurkholis, 2003. *Manajemen Berbasis Sekolah, Teori, Model dan Aplikasi*. Jakarta: PT. Gramedia Widiasarana Indonesia.
6. www.travelingdog.net

Partners:

RISTEKDIKTI
UNIVERSITAS PUTERA BATAM
UNIVERSITAS RIAU KEPULAUAN
BATAM
hood institute
UNIVERSITAS BATAM