Implementation of the Principal's Policy Regarding Character Education at the As-Syafi'iyah Integrated Islamic Elementary School Pekanbaru

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ABSTRACT

This paper examines the further implementation of the principal's policy regarding character education at the As-Syafi'iyah Integrated Islamic Elementary School Pekanbaru. The research uses a qualitative approach with descriptive methods. Data collection techniques use documentation, observation, and interviews. The research subjects involved school principals, foundations, committees, curriculum leaders, teachers, the community around the school, and students at SDIT As-Syafi'iyah Pekanbaru. The results show that 1) the principal's policy in implementing character education at SDIT As-Syafi'iyah Pekanbaru in terms of planning, organizing, implementing, and supervising has gone well. This is because the school principal has created a program to help the implementation of character values. In addition, 2) the description of the implementation of character education at SDIT As-Syafi'iyah Pekanbaru shows that both the principal and teachers at SDIT As-Syafi'iyah Pekanbaru pay attention to the character of students at school, even though there are still some students who are negligent sometimes. Furthermore, 3) supporting factors that can influence the formation of students' character are motivation, encouragement, and parental support. In the implementation of character education, there are still several inhibiting factors, including the fact that there are still some students who have less harmonious family backgrounds, the students' characters are different, and learning facilities are still lacking. In conclusion, 4) the solutions are being implemented in implementing character education values in SDIT As-Syafi'iyah Pekanbaru to overcome the problem of strengthening character education for students. The participation of students' parents at school are effort to ensure that the rules in the policy implementing character education are implemented well.

Keywords: principal leadership management, character education, learning quality, elementary school

INTRODUCTION

Character education is one of the keys to educational success in Indonesia. The government's attention to character education is not something new, but rather places education in its true proportions, because in the future, the Indonesian nation will be held by generations who are currently still at the educational level (Natalini & Hardini, 2020). For this reason, the government, in this case the President, issued presidential regulation number 87 of 2017 concerning strengthening character education, which was then followed up with the Minister of Education and Culture's regulation number 20 of 2018 concerning strengthening character education in formal education units. The background to the emergence of Presidential Decree Number 87 of 2017 concerning Strengthening Character Education (hereinafter abbreviated as PPK) is in the context of realizing a cultured nation through strengthening religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, respect for achievements, communication, love of peace, like to read, care for the environment, care for society, and be responsible. We need to strengthen character education (Rohmat, 2021).

The implementation of appropriate character education in learning activities in elementary schools is expected to be able to overcome the problem of moral degradation. Schools play an important role in character education, in addition to the family and living environment. Especially at the elementary school

education level, elementary school is a place where students are at the learning stage through observing, imitating, and starting to learn to solve their own problems. This means that school principals and elementary school teachers must be able to pay more attention to the character education of their students. Teachers, as one of the supporting factors in the implementation of character education, are expected not only to be able to open students' minds to new knowledge but also to be able to foster values in an effort to build positive character in students (Natalini & Hardini, 2020).

Educational institutions in Indonesia, especially in Pekanbaru, are starting to respond positively to these challenges and responsibilities. Many education systems have emerged that refer to character education, such as the one that SDIT (Integrated Islamic Elementary School) As-Syafi'iyah Pekanbaru is trying to implement, with a full-day school model that lasts 8 hours a day. This school really pays attention to moral and character education in its implementation of KBM (Teaching and Learning Activities). Even though the SDIT As-Syafi'iyah Pekanbaru curriculum is guided by the Ministry of National Education (Ministry of National Education) curriculum, the application of religious education as character building for children is a very high priority.

Based on the results of observations and conversations with the principal and Deputy Head of Curriculum, it appears that the school is committed to building a culture of character in the school. This can be seen from the school's vision and mission, which reflect the culture of character and values that SDIT As-Syafi'iyah Pekanbaru is trying to promote and realize. From the results of observations and discussions with the school principal and Head of Curriculum, this research focuses on the process of implementing character education values and student behavior in the form of student actions through daily habits at school. However, it is not enough to have good daily habits at school; they must also be balanced with good habits at home. However, this is hampered by the lack of ability of the guardians of students at SDIT As-Syafi'iyah Pekanbaru to continue implementing character education at home, such as not being a role model or a good example for children, and so on.

Based on a pre-survey conducted by researchers at SDIT As-Syafi'iyah Pekanbaru, there are still some student behaviors that do not reflect their character as students in Islamic schools, such as speaking harshly towards their teachers, not respecting their elders, school bullying, cheating, and lying to parents and teachers. Apart from that, according to teachers, students are still found who often deliberately take other people's goods or money without permission, carry communication devices or cellphones without their parents' knowledge, bully friends, or say or behave rudely towards teachers and friends at school.

Given these problems, it is necessary to play the role of school leaders, including principals, deputy principals, school committees, and teachers, in understanding the implementation of character education and their role in mastering school management practices that support character education practices, so that they can help students in character formation. Lickona (2012) emphasized that schools are one of the educational institutions that develop character values. According to Thomas Licona (2004), character is related to moral concepts (moral knowledge), moral attitudes (moral feelings), and moral behavior (moral behavior). Good character consists of knowing the good, loving the good, and doing the good.

Character education must not only touch on the level of introducing norms or values but also reach the level of internalization and real action in everyday life. Examples include prayer before class time, Duha prayers every morning, congregational prayers, ablution assistance, library visits, study of the mulazamah subject, which contains the example of the Prophet and his companions, as well as the application of fiqh, Qur'an lessons, and habituation. Hadith are several routines implemented at SDIT As-Syafi'iyah Pekanbaru as an effort to build strong character for its students. In fact, every student at SDIT As-Syafi'iyah Pekanbaru is entitled to the tahfidz program, where all students are guided to memorize short letters, and it is targeted that after graduating they will have memorized at least 2 juz of the 30 juz in the Al-Quran, in addition to other activities. SDIT As-Syafi'iyah Pekanbaru always improves outside of class hours, which supports the formation of children's character, such as Ramadhan Islamic boarding schools, social services, syawalan, market days, PHBI commemorations (Islamic Holiday Celebrations), and outdoor visits to orphanages or other places. the place to go every year.

This means that if the school has tried to realize the implementation of character values in the school well, namely by providing knowledge about norms or values so that students can feel positive things from these values and students are encouraged to internalize these character values. through their daily actions. The manifestation of a school's success in implementing student character values can be seen from how students internalize these values well, which will be seen through students' daily actions or behavior. (Wuryandani et al., 2016).

Based on this explanation, the process of implementing the character education values studied is in the form of planning, organizing, implementing and supervising the implementation of character values that have been implemented by the school, focusing more on character education values, so the aim of this research is to look at how the implementation of school principal policies is seen from the function of planning, organizing, implementing and supervising character education as well as supporting and inhibiting factors along with solutions in the process of implementing character education at SDIT As-Syafi'iyah Pekanbaru

LITERATURE REVIEW
Principal Policy
Klein and Murphy assume that policies are a series of goals, principles, and regulations that can guide an organization's work program, so that these policies can guide the organization's direction (Syafaruddin & Asrul, 2014). Principal policy consists of two words, namely policy and principal. In order to know and understand the meaning of the principal's policy, you first need to know the meaning of the policy itself. Policy (policy) is etymologically derived from the Greek word "polis," which means city. Each expert has a different understanding of policy but has one point in common, namely a set of goals or objectives to be achieved and regulations that must be followed and implemented (Ilham, 2021).

Character building
According to Jarolimek (1990) character education can be equated with mental education and is included in affective education. A person can be said to have character if he has succeeded in absorbing the values and beliefs desired by society and using them as moral strength in his life. According to Samani et al (2013) in their book, they explain that character education is the process of providing guidance to students to become complete human beings with character in the dimensions of heart, mind, and body, as well as feelings and intentions. Furthermore, character education, according to Salahudin (2013) can be interpreted as moral or character education to develop a person's ability to behave well in their daily life.

School Management
School management is defined as the process of utilising school resources. utilisation of these resources through the activities of management functions. These functions include the functions of planning, organising, mobilising, and controlling more effectively and efficiently with all aspects, using all available potential in order to achieve organisational goals effectively and efficiently, as well as high school productivity (Hakim, 2019). According to Minarti (2015) school management can be interpreted as a unified school component that works together with school stakeholders to improve school education with reference to government standards. Sagala (2011) said that school management is the process and agency that leads and guides the implementation of school work as an organisation and realises the educational goals and objectives of the school that have been set.

METHOD
This research uses a qualitative approach with descriptive methods. Descriptive qualitative research is a research method that describes conditions or phenomena that exist in the field. This type of research is field research, namely research that is conducted directly with the research object and data collection is carried out in the field. The researcher used a qualitative approach because the object under study took place

in a natural setting and aimed to know, understand and appreciate carefully and in more depth the principal's policy in implementing Character Education at SDIT As-Syafi'iyah Pekanbaru.

This research was carried out when the research proposal manuscript had been tested and approved by the supervisor, and the researcher had fulfilled the administrative requirements as a postgraduate student. Where the time used in this research process is 2 (two) months starting from January 2023 to November 2023. The technique for determining informants in this research uses a purposive sampling technique, as stated by Sugiyono that purposive sampling is a technique for sampling data sources with certain considerations. The informants in question are informants who are directly involved or informants who are considered to have the ability and understand the problems related to implementing the principal's policy regarding character education at the As-Syafi'iyah Pekanbaru Integrated Islamic Elementary School. The selection of informants in this research was obtained by conducting interviews with 7 informants, including the school principal, foundation, committee, deputy head of curriculum, teachers, community around the school, students.

Data collection techniques use documentation, observation, and interviews. Data was collected through direct observation, interviews, and documentation studies. Data analysis was carried out using the Milles and Huberman approach, namely data reduction, data display, and data verification. Testing the validity of the data uses the triangulation method technique. Data collection in this research used three techniques: observation, interviews, and documentation studies.

Table 1 Observation aspects

NO	COMPONENTS	SUB COMPONENTS
1	School conditions	a. The location and location of the school b. School conditions c. Educational facilities
2	Teaching methods in class	a. The method used to teach b. The use of learning methods includes: 1) Students 2) Goals 3) Situation 4) Facilities 5) Teacher
3	Application of teaching materials and methods in the classroom.	Teacher activities in PBM include: a. Presentation of lesson materials b. Evaluation
4	Subject conditions	Student activities in PBM include: a. Attention to learning b. Carry out the tasks given. c. Subject state
5	Facilities and infrastructure	a. Classroom b. Library c. Administration room

In the interview process, the researcher asked questions related to management based on planning, organising, implementing, and monitoring factors related to process standards at SDIT As-Syafi'iyah Pekanbaru. The aim is to gain an in-depth understanding of how school management is related to the implementation of process standards carried out in the school. To check the validity or trustworthiness of this research data, the author uses the following criteria: 1) credibility/degree of trust; 2) transferability/transferability; 3) dependability/dependability; and 4) confirmability/certainty.

RESULTS AND DISCUSSION
Results
School Principal Policy in Implementing Character Education
1. Planning

The school principal is one of the factors that can encourage the school to realize its vision, mission, goals and objectives through planned programs. To carry out his duties as a leader, the principal at SDIT As-Syafi'iyah Pekanbaru has the following aspects; provide clear instructions when giving assignments, strive to develop a friendly atmosphere, establish good relationships with teachers and staff.

a. Routine Coaching

In managing the development of character education at SDIT As-Syafi'iyah Pekanbaru, the principal as leader has routine activities carried out, namely routine coaching once a month, and follow-up coaching for teachers. In this coaching, all teachers convey problems when teaching, they share stories where the problem is all vented, the principal listens to the teacher's story, after they vent the problem then it is discussed with other teachers to get a solution to the problem. The principal here is the leader in carrying out these coaching activities, the principal provides encouragement to teachers to be more confident, provides motivation so that teachers are more enthusiastic in carrying out their duties, especially in implementing character education for students. This training is carried out so that all teachers can carry out their duties well and be more enthusiastic in carrying out their duties. The principal also gives prizes to teachers who excel, for example, when coaching a student competition and the student wins, the teacher is given a prize by the principal. By holding this training, teachers become even more enthusiastic, because the principal always considers them like family.
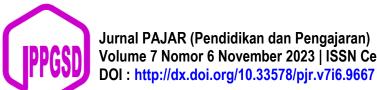
b. Follow-up construction

Follow-up notes on coaching student behavior, where the school has plans for follow-up coaching for students who have behavior that is contrary to the character values developed at school in accordance with existing conditions, which are available and implemented; and Documents of the results of the achievement of the character education program at school: the school has documents which can be in the form of notes, writing, narratives, graphics or other forms regarding the results of the achievement of the character education program at school in accordance with existing conditions that have been owned and documented. In the follow-up stages of this character education program, SDIT As-Syafi'iyah Pekanbaru plans to continue to increase the achievements of the character education program through adding activity programs, increasing the number of achievement indicators, and increasing the number of values prioritized by this school. In the coaching function, external factors, especially trainers, parental support, and development facilities are in the expected condition and level of readiness.

2. Organizing

Every school wants to achieve the best results from the plans that have been made, this can happen if the principal and subordinates work together with each other. This is the case at SDIT As-Syafi'iyah Pekanbaru in implementing character education in schools after planning and then managing personnel. Educators and educational staff are basically human beings whose creation is given grace that is bio-psycho-spiritually perfect or perfect physically and spiritually (physically and spiritually). As a profession, educators or teachers and educational personnel (school principals, employees, etc.) have been regulated by the government with various policies so that they are referred to as educators and educational personnel who meet standards, namely the standards for carrying out their profession (position/duties).

The school principal has an important role in managing personnel to implement character education in schools. The school principal carries out needs analysis, planning, recruitment, development and giving gifts and sanctions to teaching and education staff. The principal of SDIT As-Syafi'iyah Pekanbaru also has a program to develop character education, the work program is a short-term program, the principal places teachers and staff according to their competence.

3. Implementation

Implementation is an activity to realize plans into real actions in order to achieve goals effectively and efficiently, so that they will have value. The implementation of character education at SDIT As-Syafi'iyah Pekanbaru was carried out well starting from curriculum development, learning development, student services, management of learning facilities and resources, financial management, and relations with the community. The forms of curriculum development in implementing character education are as follows: (1) Learning Syllabus The syllabus is developed with the main reference being Content Standards (PermenDiknas number 22 of 2006). The syllabus contains SK, KD, learning materials, learning activities, achievement indicators, assessments, time allocation and learning resources. The learning materials, learning activities, achievement indicators, assessments, time allocation and learning resources formulated in the syllabus are basically aimed at facilitating students to master SK/KD. In the process of preparing/developing the syllabus, it is prepared/developed independently involving all teachers from the school concerned. Utilize various syllabus guides and examples developed by the center as references in preparing/developing syllabi in schools.

At SDIT As-Syafi'iyah Pekanbaru, teachers can develop the syllabus according to their needs. For example, adding/modifying learning activities so that there are learning activities that develop character. Then add/modify achievement indicators so that there are indicators related to student achievement in terms of character. As well as adding/modifying assessment techniques so that there are assessment techniques that can develop and measure character development. For example, in the Islamic Religious Education lesson syllabus, in the competency standard for memorizing selected short letters in the Qur'an, the character values expected in achieving this competency standard are trustworthiness, respect and attention, diligence.), and responsibility, courage, sincerity, caring and fairness.

4. Supervision

Supervision is a systematic effort carried out by the principal at SDIT As-Syafi'iyah Pekanbaru to observe and assist whether the various activities that occur in implementing character education are in accordance with the plans that have been set or not. Supervision has the function of highlighting what is happening at the time the activities are carried out, in the case of supervision by the principal of SDIT As-Syafi'iyah Pekanbaru using two steps, namely; direct participation and motivating teachers in implementing character education. Direct participation was carried out by the principal of SDIT As-Syafi'iyah Pekanbaru not because he did not believe the report given, but direct participation was carried out on the basis of wanting to see directly to what extent the teachers were implementing character education for students both in the learning process and outside. learning. However, if there are teachers who are negligent in this matter, the principal evaluates the teachers by motivating them directly. Based on these findings, it can be concluded that supervision is very important in an activity, so that what has been planned goes as expected. Likewise, the principal of SDIT As-Syafi'iyah Pekanbaru carries out supervision by participating directly and motivating teachers in implementing character education for students, so that behavior is always reflected that can be emulated by everyone.

Description Education Characters at SDIT As- Syafi'iyah Pekanbaru

Education character very need applied Good it's in the world education as well as in the environment society, because with education good character so can change behavior participant educate For become more good too. Likewise case with SDIT As- Syafi'iyah Pekanbaru always try For apply education character for participant educate him to become people who behave well for each other although participant educate do learning at home they must still apply education good character , as for description character always implemented at SDIT As- Syafi'iyah Pekanbaru namely : participants educate get used to self say regards when meet teachers, heads school And employees at the school , participants educate get dressed with neat when come to school , participants educate get used to self discipline in obey system orderly

school , participants educate follow learning with Good And full Spirit although learning held online , participants educate get used to self read prayer before And after learning , participants educate brave confess mistakes made , participants educate accept task with like Take heart , participants educate care on friend did mistakes (dare rebuked wrong friends) , participants educate used to ask with Good to the teacher, when not enough understand learning , participants educate get used to self For life Healthy And clean , participant educate get used to self For carry out prayer , participants educate responsible answer on assigned tasks.
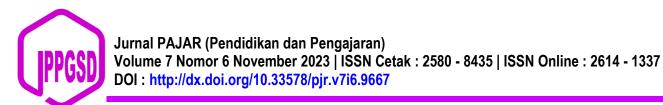
By Because That Good head school as well as teachers at SDIT As- Syafi'iyah Pekanbaru very notice character participant educated at school , though sometimes Still There is a number of participant negligent student _ in acting up in demand such as ; not enough focus in accept learning on moment learning taking place And even some do n't follow learning the as well as No do task . That's frequent things _ negligent done by participant educate although has reprimanded by the teacher however sometimes he repeated again, so when error the done a few times then the teacher's duties ask the cause. So participant educate sometimes give that's the reason without exists factor intentional, but rather Because compulsion, so participant educate the must to the house her friend For ask material what was conveyed And task what to give .

Based on results interview can concluded that SDIT As- Syafi'iyah Pekanbaru own education good character , such as ; participant educate get used to self say regards when meet teachers, heads school And employees at the school , participants _ educate get dressed with neat when come to school, participants educate get used to it self discipline in obey system orderly school , participants educate follow learning with Good And full Spirit although learning implemented , participants educate get used to self read prayer before And after learning , participants educate brave confess mistakes made , participants educate accept task with like Take heart , participants educate care on friend did _ mistakes (dare rebuked wrong friends) , participants educate used to ask with Good to the teacher, when not enough understand learning , participants educate get used to self For life Healthy And clean , participant educate get used to self For carry out prayer , participants educate responsible answer on assigned tasks , which are implemented by participant educate in life daily good in the environment school as well as in the environment place stay . Although Now study at home, however education characters at SDIT As- Syafi'iyah Pekanbaru still implemented it with good .

Factor Supporter And Inhibitor in the Implementation Process Mark Mark Education Character

Based on the results of interviews presented by the teacher, the researcher stated that cooperation between parents and the school would support learning activities and develop children's character concepts. If school facilities are provided and extracurricular activities are carried out and supported by a sense of concern from parents and teachers and habits are maintained then good children's character will be formed. Various supporting factors put forward by the teacher are reinforced by various observational data results which were of course carried out by previous researchers, namely : In September 2020, researchers observed that teachers were training students to learn questions in the framework of the OSN competition which would represent the district which was guided directly by teachers entrusted to the school. From the large amount of data from interviews with teachers that have been written down as well as observations that have been made by researchers, it can be concluded that the influencing factors that can influence the formation of students' character are motivation, encouragement and support from parents, mutual commitment and good cooperation. and the concern of all parties including the head, school, teachers, parents and students themselves as well as adequate school facilities will be able to build motivation and interest and the formation of their character can be seen.

When do something No can be denied that Certain always There is challenge to do it succeed operate matter that. Same case with implementation education character in 2013 Curriculum. Following a number of factor inhibitor. Incomplete control process maximum because not linear with graphics student in

strengthening education character. However, activity in apply values character everything Already walk with good. However, it requires control habituation so that what to be programs school in education character walk with good. Education character at school Not yet Of course implemented by parents student School Still need Work extra in strengthening education character students at school and at home , the role of parents at home really needed _ Work The same with party school. So that student can be controlled with good in the environment school or environment home. However, it became constraint that is Still There is students who haven't realize importance understand values character.

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Implemented Solutions In Implement it Mark Mark Education Character
The solution to overcome these inhibiting factors is to approach students, always provide insight to students, provide good examples, and limit students from socializing. This is what school principals and teachers often do in overcoming existing inhibiting factors, even though now students no longer study at school, school principals and teachers still implement this by implementing an online learning system that involves parents of students in supervising their children. and when students come to school to collect and collect their assignments, it is always reflected in character education in the students.

This is in line with the findings of Fenny Sri Budiastri W that there are still several inhibiting factors in implementing character education, one of which is environmental influence. The solution to overcome these inhibiting factors is to approach students, that way, students will feel that they are getting enough attention from teachers as second parents at school (Fenny, 2015). However, these inhibiting factors actually make the principal, teachers and employees a challenge within themselves which they solve by working together and producing the best solution. Based on data obtained in the field, the school makes efforts to overcome the problem of strengthening character education for students, the school involves the participation of students' parents in efforts to ensure that the rules in the policy implementing character education are implemented well, so that the goals that have been set can be achieved.

Based on the results of interviews with informants, it explains the strategies implemented by the school to overcome the obstacles that occur, including the following: 1) involving people and students, the community and committees, proportionally and professionally in various programs held by SDIT As-Syafi'iyah Pekanbaru , whether in planning development, implementation and program evaluation; 2) involving students and the community in making decisions related to school programs, this is done by providing information through meetings, conferences, and encouraging teachers to empower students' parents as learning resources and support student learning success; 3) teachers fulfill their main duties and functions at school; 4) the school makes an evaluation study by holding a special meeting which must be attended by all the teacher councils involved, so that there is no discommunication in implementing the policy; 5) the school creates a strategy by requiring each teacher council involved to make a report on their duties and functions.

Discussion
School Principal Policy in Implementing Character Education
1. Planning
The school principal is one of the factors that can encourage the school to realize its vision, mission, goals and objectives through planned programs. To carry out his duties as a leader, the principal at SDIT As-Syafi'iyah Pekanbaru has the following aspects; provide clear instructions when giving assignments, strive to develop a friendly atmosphere, establish good relationships with teachers and staff.

a. Routine Coaching

The routine mentoring approach adopted by the school principal at SDIT As-Syafi'iyah Pekanbaru reflects positive steps in ensuring the development of character education aligns with plans and expectations. Key points in this context include:

1) **Strong Leadership:** The school principal demonstrates strong leadership by emphasizing the importance of character education as the primary focus in the school.
2) **Routine Activities:** Conducting routine mentoring sessions every month helps maintain consistency in character education development, ensuring that the character aspect remains an integral part of education.
3) **Follow-up Mentoring:** Providing follow-up to teachers after mentoring allows for better discussion and understanding of the implementation of character education in teaching, while also offering support from the school principal.
4) **Clear Objectives:** The school principal ensures that the objectives of character education are clear, and everyone in the school understands them, creating consistency in implementation and success measurement.
5) **Impact on Students:** The focus is on the positive influence on the behavior and attitudes of students, ensuring that mentoring efforts have a positive impact and aid in internalizing character values.
6) **Evaluation and Improvement:** In addition to routine mentoring, there is a continuous evaluation mechanism, with the school principal and staff constantly monitoring the progress of character education and being willing to make changes and improvements if necessary.
7) **Parental Involvement:** Parental involvement is integrated into character education development, with the school principal considering ways to engage parents in supporting the character development of children outside the school environment.

This approach reflects the school's commitment to creating an environment that supports the development of students' character, with the hope that this will help them become better individuals and have a positive impact on society.

b. Follow-up construction

Follow-up on student behavior and documenting the achievements of character education programs are crucial steps to ensure schools comply with and measure the progress of their programs. At SDIT As-Syafi'iyah Pekanbaru, plans to enhance the success of the character education program include several steps:

1) **Follow-up on Student Behavior:** The school has established a plan for addressing students who display behavior inconsistent with the developed character values. This involves actions such as counseling, special coaching, or appropriate disciplinary measures. The goal is to help students understand and internalize the advocated character values.
2) **Documentation of Program Achievements:** The school maintains documents recording the achievements of the character education program, such as records, reports, narratives, graphs, or other formats. This documentation notes the positive impact of the character education program on students and the overall school environment.
3) **Program Improvement Plan:** SDIT As-Syafi'iyah Pekanbaru plans to continually enhance the success of the character education program through steps like adding activities, increasing achievement indicators, and prioritizing additional character values. These measures reflect the school's commitment to ongoing development and strengthening of character education.
4) **Readiness of External Factors:** Support from trainers, parents, and development facilities is identified as external factors that are ready and supportive of the character education program. This readiness is crucial for the program's success.

With these steps, the school demonstrates a commitment to developing students' character and creating an environment supportive of character values. By continually improving the program and

engaging all relevant stakeholders, the school can achieve better results in molding a morally upright and responsible generation.

2. Organizing

The role of the school principal in personnel management and the implementation of character education is crucial. In SDIT As-Syafi'iyah Pekanbaru, the principal takes various steps, including needs analysis, planning, recruitment, development, and providing rewards and sanctions to educational staff. Key points from interviews with the principal and teachers include:

a. **Competency-Oriented Recruitment System:** The school implements a competency-focused recruitment system for selecting teachers based on their skills. This is essential to ensure that teaching staff have the appropriate qualifications to support character education.

b. **Teacher Competency Development:** The school actively develops teacher competencies by conducting regular monthly training. Training content is tailored to teachers' needs, covering pedagogical, personality, social, and professional aspects. The goal is to help teachers improve their skills in supporting character education.

c. **Use of Rewards and Sanctions:** The principal utilizes a system of rewards and sanctions as motivational tools. Moral sanctions, such as reprimands, are applied for rule violations, while awards like certificates and participation in competitions for outstanding teachers provide recognition and motivation.

d. **Task Organization:** The school organizes teacher tasks based on individual capabilities and positions, using the 5W 1H principle (What, Where, When, Who, Why, How) to detail these tasks. This aims to ensure efficiency and accuracy in implementing the character education program.

e. **Program Coordination:** Teachers appointed by the principal are responsible for coordinating and implementing planned programs, including duties like gate duty and greetings. This coordination ensures that the character education program runs smoothly as planned.

Through this approach, the principal and teaching staff at SDIT As-Syafi'iyah Pekanbaru collaborate to ensure efficient personnel management and the strong implementation of the character education program. By focusing on teacher competence, development, motivation, and coordination, the school can achieve positive results in shaping students' character.

3. Implementation

a. **Curriculum Supervision and Evaluation:**
The school principal at SDIT As-Syafi'iyah Pekanbaru actively engages in curriculum supervision, monitoring, and evaluation of teachers to ensure a deep understanding and effective implementation of the school curriculum.

b. **Teacher Responsibilities in Syllabus Development:**
Empowering each teacher with the responsibility to develop syllabi tailored to specific needs, especially in incorporating character education in every learning activity, is a key focus of the school principal.

c. **Integration of Character Values in Syllabi:**
Teachers are tasked with infusing character values into lesson plans. For instance, in Islamic Studies, the achievement of competency standards includes values such as honesty, respect, perseverance, and responsibility.

d. **Scheduled Remedial and Enrichment Programs:**
SDIT As-Syafi'iyah Pekanbaru implements regularly scheduled remedial and enrichment programs in each class, providing support according to individual student needs.

e. **Integration of Character Education in Lesson Plans (RPP):**
The implementation of character education is seamlessly integrated into Lesson Plans (RPP) through diverse strategies and methods, cultivating positive habits such as raising hands and offering greetings.

f. **Teacher Adaptation and Creativity in Character Education:**

The school principal emphasizes that teachers should not confine themselves to textbooks but should adapt and modify teaching activities to consistently reflect educational values in every lesson.

g. **Teacher Freedom in Lesson Development:**
Providing teachers with the freedom to develop lessons based on student and teacher characteristics and choosing effective strategies, methods, and techniques for character education is a cornerstone of the school's approach.

h. **Consistent Views of Teachers and School Leadership:**
Teachers express that the school principal consistently grants them freedom in lesson development, aligning with the statements of the school principal and curriculum deputy, establishing a consistent approach to achieving character education goals.

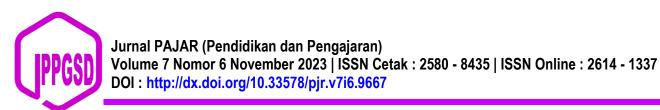i. **Unified Approach for a Dynamic Learning Environment:**
With this approach, SDIT As-Syafi'iyah Pekanbaru successfully creates a dynamic learning environment responsive to global and local developments, promoting gender equality while prioritizing character education in every educational aspect.

4. Supervision

Based on interviews and document observations of the school program and the School Principal's work program, the author found that supervision or monitoring activities are outlined in the school program and the School Principal's work program. These are included in weekly and monthly schedules, encompassing evaluations of student character. Additionally, the author observed the school's guest book, discovering the presence of school supervisors from the Education Department. They conduct monitoring of school activities and direct supervision of the character development program for students. From the author's observations, documents such as monitoring and evaluation instruments were found, containing reports or records of the implementation of activities to assess achieved and unachieved targets. These documents serve to identify obstacles faced in executing all work programs established, aiming for improvement in subsequent activity implementations. Furthermore, based on the author's observations, a book recording student disciplinary violation scores was also discovered.

Description Education Characters at SDIT As- Syafi'iyah Pekanbaru

From the research findings, it can be concluded that character education at SDIT As-Syafi'iyah Pekanbaru has received praise and is considered successful by teachers, school staff, and the surrounding community. Students at this school have internalized desired character values, such as respecting elders, caring for fellow friends, maintaining cleanliness, being disciplined, honest, and responsible. The school principal has noted several positive behaviors exhibited by the students, and observations reflect these practices in their daily lives. For instance, students greet teachers or the school principal, show concern for teachers' health, and demonstrate discipline in completing tasks. Although there are 18 indicators used to assess the implementation of character education at the school, teachers and the school principal state that only a few indicators are visible in the behavior of elementary school students. Nevertheless, overall, character education at SDIT As-Syafi'iyah Pekanbaru is considered successful in shaping positive behavior among students, both within the school environment and in the community. This success reflects the school's commitment to educate students not only academically but also in terms of character and morals. Character education implemented at SDIT As-Syafi'iyah Pekanbaru is an integral part of shaping individuals who are responsible and caring for their surroundings. Research indicates that, technically, many teachers would ideally like to incorporate character instruction into their classroom, but generally, do not do so for two reasons. First, they perceive that because of the emphasis that contemporary schooling places on high stakes testing, there is dearth of time available to teach character (Jeynes, 2019). Second, most of the public school instructors have not been adequately trained to teach character and, therefore, teachers do not feel adequately prepared to engage in this practice (Brunn, 2014).

Factor Supporter And Inhibitor in the Implementation Process Mark Mark Education Character

From the abundance of interview data with teachers that has been documented, along with the observations conducted by the researcher, it can be concluded that the influential factors supporting the formation of students' characters include motivation, encouragement, parental support, shared commitment, good cooperation, and the concern of all parties, including the head, school, teachers, parents, and the students themselves. Adequate school facilities can also contribute to building motivation and interest, and the formation of character becomes evident.

Challenges in implementing character education at SDIT As-Syafi'iyah Pekanbaru include several inhibiting factors that need to be addressed for the character education program to run more smoothly. Here are some identified inhibiting factors:

a. **Teacher Workload:** The numerous tasks assigned to teachers can hinder student development. Character development requires sufficient time and attention, so constraints in time allocation and resources become inhibiting factors.

b. **Parental Role:** Misunderstanding and lack of parental concern for their children's character education can be obstacles. Character education should be a shared responsibility between the school and the family. Lack of parental understanding about the importance of character education at home can impede the school's efforts to strengthen students' characters. Character education needs to be integrated between the school and home environments. Challenges include different student characters and various backgrounds and parenting styles at home. Stronger collaboration between the school and parents is needed to ensure effective character education.

c. **Lack of Measurement Tools:** There is no standardized measuring tool used to assess the development of students' character education. Better, systematic, and efficient evaluation instruments are needed to transparently measure progress in students' character education.

d. **Difficulty Controlling Outside School:** Teachers have limitations in monitoring and controlling students' behavior outside the school environment. External factors such as social interactions, media influence, and family environment also affect students' character education.

These challenges can be overcome through joint efforts from the school, teachers, parents, and students. It is important to identify and find solutions that are appropriate for the school context and students' needs. With good cooperation, character education can be continuously improved, and the results will be evident in the development of students' characters

Implemented Solutions In Implement it Mark Mark Education Character

Efforts by SDIT As-Syafi'iyah Pekanbaru to Overcome Character Education Challenges:

a. **Involvement of Parents, Community, and Committee:**
   1) The school proportionally and professionally involves parents, the community, and the committee in various programs.
   2) Their participation in planning, implementation, and evaluation of character education programs is deemed crucial.

b. **Joint Decision-Making:**
   1) Parents and the community participate in decisions related to school programs.
   2) Information is conveyed through meetings, gatherings, and active communication. Parents are also considered a learning resource supporting students' success.

c. **Strong Role of Teachers:**
   1) School teachers fulfill their duties effectively, including efforts to strengthen students' character education.

d. **Evaluation Studies:**
   1) The school conducts periodic evaluation studies with special meetings attended by all relevant faculty members.
   2) Ensures no miscommunication in implementing character education policies.

e. **Monitoring and Reporting:**
   1) The school implements a strategy requiring all involved faculty members to report on their tasks and functions.
   2) Provides good visibility on the progress of character education programs.

These efforts demonstrate the school's strong commitment to reinforcing students' character education. Involving all stakeholders, including parents, the community, and faculty committees, enables the school to implement character education programs more effectively and uniformly. Additionally, periodic evaluations help the school understand program results and improve areas needing enhancement.

CONCLUSIONS AND RECOMMENDATION

Based on research findings and discussion of research results regarding the implementation of the principal's policy regarding character education at SDIT As-Syafi'iyah Pekanbaru, it is in accordance with the activity stages, namely: planning, organizing, implementing and supervising. Which can be explained as follows:

1. The principal's policy in implementing character education at SDIT As-Syafi'iyah Pekanbaru in terms of planning, organization, implementation, and supervision has gone well. This is because the school principal has created a program to help implement character values.
2. An overview of the implementation of character education at SDIT As-Syafi'iyah Pekanbaru shows that both the principal and teachers at SDIT As-Syafi'iyah Pekanbaru really pay attention to the character of students at school, although sometimes there are still some students who are negligent.
3. Supporting factors that can influence the formation of students' character are motivation, encouragement, and parental support. In the implementation of character education, there are still several inhibiting factors, including the fact that there are still some students who have less harmonious family backgrounds, the students' characters are different, and learning facilities are still lacking.
4. The solution implemented in implementing character education values at SDIT As-Syafi'iyah Pekanbaru, in overcoming the problem of strengthening character education for students, the school involves the participation of students' parents in efforts so that the rules in the policy implementing character education are implemented well.

The principal of SDIT As-Syafi'iyah Pekanbaru should always provide suggestions to education staff in order to help the success of character education in schools. Apart from that, the principal of SDIT As-Syafi'iyah Pekanbaru should always improve his professional skills and involve teaching staff in character education activities. To the teaching staff at SDIT As-Syafi'iyah Pekanbaru: always improve their own competence, not be lazy in developing their own abilities, and also always be active in following all educational developments. Apart from that, it is hoped that learning activities will always run effectively and efficiently, because, of course, this will result in educational results.

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