

CHARACTER EDUCATION MANAGEMENT BASED ON LIVING VALUES EDUCATION (LVE) AT MA AND SMA IN PULANG PISAU CENTRAL KALIMANTAN INDONESIA

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ABSTRACT

Schools play a crucial role in character education to create a learning environment that supports moral and ethical values. So character education needs to be implemented in the school environment. Living Values Education (LVE) is an educational approach that is able to meet these needs. This research aims to describe the plan, implement and evaluate character education based on LVE at MA (Islamic Senior High School) and SMA (Senior High School) in Pulang Pisau. This research is field research using a qualitative approach with a case study type of research. The research location are MAN 2 Pulang Pisau and SMAN 1 Pandih Batu. The research subjects were the principal, deputy principal for student affairs, deputy principal for curriculum, religious education teacher, citizenship education teacher, guidance and counseling teacher, and administrative staff. The object of this research is character education management based on LVE at MA and SMA in Pulang Pisau. The data collection techniques are carried out by observation, interviews and documentation. The results of the research show: (1) Planning for character education based on LVE in MA and SMA in Pulang Pisau Regency, namely identifying the values that want to be implemented; identify strategies to be used, and identify obstacles; (2) Implementation is carried out through several school activities, including classroom learning, habituation, extracurricular activities, collaboration between parents and the community, Pancasila Student Profile Strengthening Project activities (P5), as well as through guidance and counseling services; (3) Evaluation carried out once a month, at the end of the semester and

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at the end of the year by referring to written reports, submissions from teachers/coaches and based on the results of observations and observations of the school principal. The aspects evaluated include aspects of the implementation of activities and aspects of the development of students' conditions at school.

1. INTRODUCTION

The moral decadence which is currently increasing makes the discussion of character education an urgent matter and must be studied (Faiz & Purwati, 2022). Low morals and ethics can be caused by family factors that do not pay enough attention to students and the surrounding environment is not well maintained. In this context, it can be observed that values are something that needs to be managed in a society that is experiencing moral decline (Solehuiddin et al., 2023). The low character of students is indicated by the increase in cases of fighting and the prevalence of bullying. As is the case in Indonesia in the current context, since mid-2015, the proliferation and spread of fake news or hoaxes, fake news and hate speech has increased, especially through internet sites and social media (Rohimin, 2019). In 2019, the community was shocked by the news of the stabbing of a teacher by his own student who was reprimanded for smoking in the school environment (Qadafi, 2020). The rise of cyberbullying cases such as what happened to a 14 year old junior high school student named Audrey in Pontianak, the victim not only received bad comments on social media but was also abused by 6 female high school students, so the victim experienced quite serious psychological trauma (Patimah & Herlambang, 2021).

SMAN 1 Pandih Batu based on the results of the author's interview with Mrs Puspa Rani Krisia, S. Pd he said that "recently students often do not go to school or sleep during class time, and sometimes there are fights between some students." In this regard, the school has a big responsibility for the good and bad behavior of students, apart from parents and family, the school is the key to forming children's character. Therefore, schools must consider how to develop the character of their students, and one of them is by managing the character education implemented in schools in an effort to instill positive values in students.

Stemming from these cases, in the educational context, schools play a crucial role in character education because they are responsible for establishing a learning environment that supports the development of moral and ethical values. Schools can carry out management by designing policies, activities and extracurricular activities that integrate character values into the school curriculum and provide good examples to students. Thus, educational management can help create an environment that supports the holistic growth of students in terms of character and morals. However, education at school is not the only thing responsible for building character because students also spend time at

home and interacting together in society. So synergistic cooperation between schools, families and communities is needed to shape the character of students.

Character education for the current generation is considered very important in facing the complex challenges of the modern world. Character education will build the basic morals, ethics and values needed to live a life that is responsible, empathetic and contributes positively to society, especially for the current generations whose births are friendly to technology and modernization. Living Values Education (LVE) as an educational approach that develops positive values is a reference for this research in an effort to improve the quality of all aspects of life. This research is important because the current generation, which should be educated positively, actually reflects a negative perspective. The increasing phenomenon of violent extremism and social problems shows the need for an educational approach that not only emphasizes the teaching dimension but also the human dimension, and living values education is one approach that is considered capable of meeting these needs (Hidayatullah, 2019).

Living Values Education (LVE) does not only aim to teach values, but also explores and brings to life the character values of students in life. In the philosophy of life, a value system establishes right behavior, contributing to the flourishing of good within and beyond individuals (Bhattarai, 2023). Instilling values in education is the foundation and main capital in developing the character of students, and the best formation period is at the high school level where individuals first become part of society as a whole (Fibrianto & Yuniar, 2020).

Through character education management based on living values education, it is hoped that it will strengthen the development of positive values through teaching that is centered on everyday life. As is the character education that is instilled in several schools where this research was conducted, namely at MAN 2 Pulang Pisau and SMAN 1 Pandih Batu. Based on the data, character education at the school is integrated holistically into the curriculum. For example, through subjects, extracurricular activities, habituation activities at school, and collaboration with parents and the community. Character education is also instilled through several school activities that focus on contextual learning, projects and direct observation, so that students will be able to internalize the character values they learn in real contexts with the hope that this will strengthen their moral and character foundations.

Another thing that underlies this research is that by integrating values such as honesty, empathy, cooperation and respect for diversity, students are expected to become individuals who contribute positively to a diverse global society. The value education system needs to be revitalized, especially in realizing personal character and national character. Through character education, it is hoped that this nation will become a dignified nation and its people will have added value and selling points that can be offered to other people and other nations in the world. Through revitalization and emphasis on character in educational institutions, it is hoped that the Indonesian nation can answer various challenges and problems that are increasingly complicated and complex. This is important because in the current era the development of science, technology and art is

taking place very rapidly. The various challenges and problems that come are impossible to avoid (Mulyasa, 2022).

1.1 Management

Management comes from the word "to manage" which means to take care of. Another term states that management is "management". Basically, management means managing, organizing, coaching and leading so that the goals of a business can be achieved as desired (Ruyatnasih & Megawati, 2018). Management is an effort or attempt to manage work in a structured, effective and efficient manner, namely a process or framework that involves guidance or direction of a group of people within an organization in realizing a real ideal (Abidin, 2021). Ellen A. Bennowitz defines management in an organization as managing and coordinating various resources, including labor, time and materials, in the most effective and efficient way (Benowitz, 2001). According to John L. Colley, management is not about solving problems directly, but rather about organizing to achieve organizational or institutional goals. Management requires very thorough preparation and strong leadership qualities are very important in management (Colley, 2007).

Hill and McShane define "management as the art of getting things done through people in an organization" (Hill & McShane, 2008). This sentence refers to the concept of management as a discipline that focuses not only on managing an organization's resources and processes, but also on the ability to utilize the people within it effectively. Thus management is the process of coordinating work activities so that they can be completed efficiently and effectively and through others (Deliani, 2020).

The management function is explained as a series of actions or activities carried out by the leadership of an institution or organization to achieve goals effectively and efficiently (Apriyanti et al., 2023). Several management experts detail and classify management functions as different and different from each other based on their respective philosophies and experiences. Apart from that, the terms used also vary. However, according to Rifky et al, in the educational context management functions can be examined from the main activities carried out by managers, namely planning, implementation/implementation, and assessment/evaluation (Rifky et al., 2024). Planning in management is an action and careful determination of what will be done in the future so that it can run smoothly according to objectives. Implementation is the most important management function, implementation places more emphasis on activities that are directly related to people in the organization or institution. Meanwhile, the evaluation function in educational management aims to assess the results of educational activities and the performance of teachers and other teaching staff (Sururiyah, 2023).

1.2 Character Building

Character education was first coined by German pedagogue FW Foerster (1869-1966). The birth of character education can be said to be an attempt to revive ideal-spiritual pedagogy which was lost in the wave of positivism pioneered by the French philosopher

Auguste Comte. Character becomes a kind of person's personal identity. It is from the maturity of this character that a person's personal quality is measured (Koesmono A, 2007). The basic concept of character education is a system that instills character values in students, which contains components of knowledge, individual awareness, determination, as well as the will and action to implement values, both towards God Almighty, oneself, and fellow human beings. , the environment, and the nation, so that a perfect human being will be created (Al Muhtad et al., 2022). Good character is characterized by good habits of thought, habits of heart, and habits of action. Therefore, involving these aspects is the best way to form an effective character (Komalasari & Saripudin, 2022).

Something has 'value' when we discover a quality in a being that we consider estimable, valuable. Values refer to objective properties of being that, when recognised by a person, are estimated as valuable, as something good (Fernández Espinosa & López González, 2024). In Islam there are three main values, namely morals, manners and example. Morals refer to duties and responsibilities other than sharia and Islamic teachings in general. Adab refers to attitudes associated with good behavior. Meanwhile, exemplary refers to the quality of character displayed by a good Muslim following the example of the Prophet Muhammad SAW. These three values are the pillars of character education in Islam (Yunita & Mujib, 2021). Experts on character education figures in Islam provide various discourses and ideas in order to achieve becoming human beings. Among these figures whose ideas are quite relevant to be revealed in this study are Ar-Raghib Al-Asfahani and Al-Ghazali (Marzuki, 2022).

Al-Asfahani expressed ideas about noble character for humans in his books entitled "Adz-Dzari'ah ila Makarim Asy-Syari'ah" and "Tafshil An-Nsy'atain wa Tahshil As-Sa'adatain". In his book Al-Asfahani explains the close relationship between religious activity and character. For him, worship is a prerequisite for the realization of noble character. Meanwhile, Al-Ghazali expressed ideas about morals and human character through his two very famous books, namely "Mizan Al-'Amal" and "Ihya 'Ulum Ad-Din". Al-Ghazali emphasized that good morals or character are traits possessed by the Prophet Muhammad. According to him, the four main virtues are wisdom, courage, iffah, and justice. According to him, a truly rational human being is a human being who thinks about death, puts his trust in himself and does not do unjust things. So in Al-Ghazali's view, the process of achieving the level of ma'rifatullah (knowing God), is one of the criteria for insan kamil or a human being with good character (Marzuki, 2022).

Good character education must involve good knowledge (moral knowing), good feelings or loving good (moral feeling) and good behavior (moral action) so that a unified manifestation of behavior and life attitudes of students is formed (Wahyuni, 2021). The character education process strategically integrated into the education system components, curriculum, teaching and learning activities, extracurricular activities, and school culture (Defitrika & Mahmudah, 2021). Character education is in line with values education, as stated by Halstead & Taylor, nValues can be defined variously as things considered "good," such as beauty, truth, love, honesty, and loyalty, as well as personal

or social preferences (Halstead & Taylor, 1996). So, in essence, character education aims to form a nation that is strong, has noble morals, is tolerant and has a scientific orientation, all of which is based on faith and piety based on Pancasila (Hanafi & Yuniastari, 2021).

1.3 *Living Values Education (LVE)*

Excerpt

Living values education was initially developed by educators for educators in consultation with the Education Cluster of UNICEF, New York, and the Brahma Kumaris. This came to pass as Cyril Dalais, a Senior Advisor with the Early Childhood Development Program Division at UNICEF, read the “Sharing Values for a Better World: Classroom Curriculum” chapter written by Diane Tillman in *Living Values: A Guidebook*, a Brahma Kumaris publication. In June of 1996, he called the Brahma Kumaris to say, “The world needs more of this.” Feeling that children would benefit by values education and safe, nurturing quality learning environments, UNICEF and the Brahma Kumaris invited 20 educators from five continents to meet at UNICEF Headquarters in New York in August of 1996. The group discussed the needs of children around the world, their experiences of working with values, and how educators can integrate values to better prepare students for lifelong learning. Using the values concepts and reflective processes within *Living Values: A Guidebook* as a source of inspiration, and the Convention on the Rights of the Child as a framework, the global educators identified and agreed upon the purpose and aims of values-based education worldwide in both developed and developing countries (Tillman & Hsu, 2000).

Living values education which has become a global movement, has been participated in by almost 30 countries and has been supported by the United Nations through UNICEF and UNESCO. Indonesia is one of the countries included in this movement which has also been participated in by several regions. Living Values Education (LVE) is an educational approach that emphasizes the importance of universal values as an effort to overcome moral decline in society (Patimah & Herlambang, 2021). In the book *Living Values Activities for Young Adults* there are 12 universal values that have been agreed upon by UNICEF and educational practitioners around the world (Tillman, 2000).

Table 1 Description of Universal Living Values Education

No	Mark	Description
1	Peace	Attitudes, words and actions that cause other people to feel happy and safe in their presence.

2	Award	Attitudes and actions that encourage him to produce something useful for society, recognizing and respecting the success of others.
3	Love	Attitudes and actions that always want to help others.
4	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of other people who are different from themselves.
5	Honesty	Behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work.
6	Modesty	Behavior that accepts the weaknesses and strengths of oneself and others.
7	Cooperation	Actions that demonstrate cooperation with others
8	Happiness	Actions that show a sense of joy and fun.
9	Responsibility	A person's attitude and behavior to carry out his duties and obligations, which should be carried out towards himself, society, the environment (natural, social and cultural), the country, and God Almighty.
10	Simplicity	A person's attitude and behavior are modest (not excessive).
11	Freedom	Attitudes and behavior that show a free (independent) person according to the rules.
12	Unity	Actions that show a sense of unity and prioritize common interests rather than certain individuals or groups.

In some cases, schools are considered as units of change (Lee, 2020). *Living values education* can be adapted and developed comprehensively in all activities at school, so that it can be integrated into school activities without having to create a special living values education program, but can be integrated into existing activities at school so that they are easier to implement, and existing activities can be more meaningful for the development of students' character (Komalasari & Saripudin, 2022).

2. METHOD

This research is field research, using a qualitative approach with a case study type of research. The research location was at two schools, namely MAN 2 Pulang Pisau and SMAN 1 Pandih Batu. The research subjects were the principal, deputy principal for student affairs, deputy principal for curriculum, religious education teacher/moral belief teacher, citizenship education teacher, guidance and counseling teacher, and administrative staff. The object of this research is character education management based on living values education in MA and SMA in Pulang Pisau Regency.

Data collection techniques were carried out using observation, interviews and documentation. After the data is collected, it is processed using an editing process. In this research, researchers used data analysis as proposed by Miles and Huberman which consists of four stages, namely 1) Data collection, 2) data reduction, 3) data presentation, 4) drawing conclusions (Miles & Huberman, 1994). Next, at the stage of checking the

validity of the data, researchers used the triangulation method. Three types of triangulation are used to obtain data validity, namely source, technique and time triangulation (Yusuf, 2021). Meanwhile, in checking the validity of the data in this research, researchers need to meet four standards/criteria as stated by Miles & Huberman, namely 1) credibility; 2) transferability; 3) dependability; and 4) confirmability (Miles & Huberman, 1994).

Table 2 Data and Research Data Sources

Research Focus	Indicator	Data collection technique	Data source
Character Education Planning Based on Living Values Education (LVE) in MA and SMA in Pulang Pisau Regency	<ul style="list-style-type: none"> ➤ Identify the character values you want to apply ➤ Identify the strategy to be used ➤ Identify obstacles 	Interviews and Documentation	1. Head of Madrasa/School 2. Deputy Head of Madrasah/School for Curriculum
Implementation of Character Education Based on Living Values Education (LVE) in MA and SMA in Pulang Pisau Regency	The implementation process and the form of supervision of the madrasah/school head in each of the following activities: <ul style="list-style-type: none"> ➤ Learning activities in class ➤ Habituation or habituation to madrasahs/schools ➤ Extracurricular ➤ Collaboration with parents and the community. ➤ Project for Strengthening Pancasila Student Profiles (P5) ➤ Mentoring and Counseling 	Interviews, Observations and Documentation	3. Deputy Head of Madrasah/School for Student Affairs 4. Religion Teacher / Moral Creed Teacher 5. Civics Teacher 6. Guidance teacher 7. Administration
Evaluation of Character Education Based on Living Values Education (LVE) in MA and SMA in	<ul style="list-style-type: none"> ➤ Evaluation of the implementation of character education activities ➤ Evaluation of student development 	Interviews, Observations and Documentation	

Pulang Pisau Regency	➤ Evaluation of the supervisor or trainer for each character education activity.
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3. RESULTS AND DISCUSSION

Character Education Management Based on Living Values Education (LVE) in MA and SMA in Pulang Pisau Regency

Based on the research results, descriptive data was obtained regarding the management of character education based on Living Values Education (LVE) which includes planning, implementation and evaluation at MAN 2 Pulang Pisau and SMAN 1 Pandih Batu.

3.1 Character Education Planning Based on Living Values Education (LVE)

Three components are the main focus in planning character education at MAN 2 Pulang Pisau and SMAN 1 Pandih Batu. First, madrasas/schools need to identify what character values they want to implement, in this case the school determines character values that are considered important to instill in students.

We hope that the children will have positive characters in accordance with the school's vision and mission. We ask children to hold on to one thing, namely honesty. Apart from that, other things that we always emphasize are courtesy, responsibility, tolerance, discipline, concern for others and the environment.

Both MAN 2 Pulang Pisau and SMAN 1 Pandih Batu both identify positive values to be implemented, which is in line with the principles of living values education which emphasizes the importance of education focusing on developing human values such as respect, responsibility, honesty, and so on which are not only instilled through formal teaching in the classroom, but also through students' daily lives while in the madrasa/school environment. MAN 2 Pulang Pisau and SMAN 1 Pandih Batu, each of these institutions tries to integrate these values through an approach tailored to the character of each institution, where MAN 2 Pulang Pisau emphasizes values based on Islamic religious teachings, while SMAN 1 Pandih Batu focuses more on universal values in general. However, both of them still aim to produce a young generation who is not only academically intelligent but also has strong character and good morals.

Second, identify the strategies used, namely the methods or steps that the madrasa/school will implement to teach and strengthen the character values of its students.

We apply character education to all sections and all activities within the school. Be it activities in class, extracurriculars, strengthening culture or getting used to good things at school, providing guidance and counseling services, and of course there is also cooperation between schools, families and the community.

MAN 2 Pulang Pisau and SMAN 1 Pandih Batu are taking strategic steps in character education efforts for their students, namely by integrating character education based on living values education through several activities including; learning activities in class, daily activities at school (habituation), extracurricular activities, collaboration with family and community, as well as through the Pancasila Student Profile Strengthening Project (P5) program for the independent curriculum. Apart from that, in an effort to create a conducive learning environment, SMAN 1 Pandih Batu also integrates character education for its students through counseling and coaching which is specifically programmed by the school to assist its students, slightly different from MAN 2 Pulang Pisau which only assists students through the deputy head of the madrasah for student affairs.

Third, identification of obstacles, namely recognizing and analyzing various challenges and obstacles that may be faced in the process of implementing character education, so that effective solutions can be formulated to overcome these obstacles. MAN 2 Pulang Pisau and SMAN 1 Pandih Batu identified several obstacles in instilling character in students, one of which is excessive use of gadgets in children which tends to damage morale. Apart from that, the difficulty of collaborating with students' parents creates obstacles for schools. Another obstacle is the difficulty of equalizing perceptions among all parties involved, including teachers, students and parents. The diversity of views on each party who has different perceptions is a challenge for schools in reaching agreement or the same vision.

3.2 Implementation of Character Education Based on Living Values Education (LVE)

The implementation of character education at MAN 2 Pulang Pisau and SMAN 1 Pandih Batu is carried out by integrating the values of character education based on living values education in several activities, including: First, through learning activities in class, namely through media and learning resources, by displaying photo shows, as well as educational videos, inserting character values in all subjects, analyzing images, stories or films that contain characters, can also be integrated through learning games;



Fig. 1 – Learning activities in class

Second habituation, MAN 2 Pulang Pisau and SMAN 1 Pandih Batu integrate the principles of character education based on living values education into the culture and habits of their respective schools. Third, extracurricular activities, bThe variety of extracurricular activities at MAN 2 Pulang Pisau including dance, habsyi, drumband, hadrah, calligraphy, recitations, scouts, mukhadarah, and silat provide opportunities for students to understand and internalize values such as discipline, cooperation, creativity,

and respect for diversity. Direction and delivery from the trainer after each activity is also a form of character strengthening implemented by the Madrasah. The main aim of these extracurricular activities is to enrich the experience and shape the character of students, in accordance with the principles of living values education which encourages students' social and emotional development. Meanwhile, SMAN 1 Pandih Batu also offers various extracurricular activities including English club, scouts, paskibra, sports, dance, music, computers, tambourine, and PMR. Extracurricular activities not only aim to improve students' technical skills but also to develop their character. In the context of living values education, these activities play an important role in instilling positive values for character formation. For example, through English clubs, students learn to communicate and work together in teams, while Scouts and Paskibra emphasize discipline, responsibility and leadership. Sports teach sportsmanship and cooperation, while artistic activities such as dance and music encourage self-expression, self-confidence and teamwork. Computers and Tambourines develop independence and creativity, while PMR fosters empathy and social awareness.



Fig. 2 – Drum band and dance extracurricular activities

Fourth, in collaboration with families and the community, MAN 2 Pulang Pisau and SMAN 1 Pandih Batu involve external parties such as parents of students, the police, and health workers from community health centers in efforts to develop the character of their students.



Fig. 3 – Outreach from the community health center and police as well as school meetings with students' parents

Fifth, the Project for Strengthening the Profile of Pancasila Students (P5), Character education in P5 (Pancasila Student Profile Strengthening Project) aims to develop character values in students, such as mutual cooperation, independence, global diversity,

critical reasoning and creativity; 6) Mentoring and Counseling, MAN 2 Pulang Pisau and SMAN 1 Pandih Batu have different systems in terms of mentoring and counseling for their students. If MAN 2 Pulang Pisau assists its students only through the deputy principal for student affairs, then this is different from SMAN 1 Pandih Batu which actually provides guidance and counseling services through the role of guidance counselor and is accompanied by student affairs. Apart from counseling, SMAN 1 Pandih Batu also implements a coaching system, so that an educational approach is carried out for all students.



Fig. 4 – Counseling and coaching students in the BK room

3.3 Evaluation of Character Education Based on Living Values Education (LVE)

Evaluation of character education at MAN 2 Pulang Pisau is carried out directly by the head of the Madrasah through daily observations and observations regarding all activities and programs at the madrasah, including the character, morals and behavior of each student. Madrasah heads often make observations secretly so that the data found in the field is real data. This means that observations carried out by the head of the madrasah without prior notification will reveal the actual situation in the field, nothing is made up. The results of these observations and observations by the madrasa head will be presented at monthly and semester meeting forums. It is through these meetings that the overall evaluation process is carried out. Both in terms of learning, extracurriculars and the development of students' academic and non-academic abilities. SMAN 1 Pandih Batu character education evaluation meetings are held every month and meetings per semester. However, the evaluation process at SMAN 1 Pandih Batu is not only direct observation from the principal, but also through routine reports from each teacher and homeroom teacher. So the system is that all student developments and conditions are always reported every month by the class teacher and summarized by Administration. So that in the monthly meeting forum, Administration already has a recap report for each class. In the meeting forum, all teachers each convey the progress of students in class, plus reports from the homeroom teacher and BP teacher. This meeting includes an evaluation of students' character development and discusses students' involvement in several school activities, including in the learning process and in extracurricular activities. The recap of the monthly character evaluation meeting report will become a TU archive and become evidence at semester meetings and when meeting with parents.

Discussion

The findings of this research indicate that Living Values Education (LVE)-based character education management at MAN 2 Pulang Pisau and SMAN 1 Pandih Batu is carried out by integrating all universal values through every activity in the school environment by going through a thorough planning and evaluation or assessment process. structured. In general, the management function implemented is with three main focuses, including; 1) Planning for character education based on living values education for MA and SMA in Pulang Pisau Regency, namely identifying the values that you want to apply; identify strategies to be used, and identify obstacles. Planning is carried out through meetings based on the school's goals and needs; 2) Implementation is carried out through several school activities including classroom learning, habituation, extracurricular activities, collaboration between parents and the community, the Strengthening Pancasila Student Profile Project (P5) activities, as well as through guidance and counseling services; and 3) evaluation.carried out once a month, at the end of the semester and at the end of the year by referring to written reports, submissions from teachers/coaches and based on the results of observations and observations of the school principal. The aspects evaluated include aspects of the implementation of activities and aspects of the development of students' conditions at school.

4. CONCLUSION

After conducting this research, several conclusions can be drawn according to the research focus, namely:Planning for character education based on living values education at MAN 2 Pulang Pisau and SMAN 1 Pandih Batu is carried out through meetings and deliberations involving the school principal, teachers and administration, with three components being the main focus, namely planning what values to apply , planning what strategies will be used to implement values, and identifying obstacles and finding solutions related to obstacles that may occur during the implementation of character education based on living values education. The implementation of character education based on living values education at MAN 2 Pulang Pisau and SMAN 1 Pandih Batu is integrated through the school curriculum, including through learning activities in class, daily activities at school (habituation), extracurricular activities, collaboration with family and community, and through activities Project for Strengthening Pancasila Student Profiles (P5). Apart from that, SMAN 1 Pandih Batu implements character education for its students also through school guidance and counseling services, in contrast to MAN 2 Pulang Pisau which provides assistance to its students only through the deputy head of the madrasah for student affairs. The implementation of character education in both schools cannot be separated from the supervision of the principal as the main figure in the management of school character education, namely in the form of routine observations and monitoring carried out during activities, which then ends with a briefing after each activity is carried out. Evaluation of character education based on living values education at MAN 2 Pulang Pisau and SMAN 1 Pandih Batu is carried out once a month, at the end of each semester and at the end of each year by referring to the results of the school principal's observations

and observations during the implementation of character education activities. Apart from that, evaluation is also based on written reports and reports submitted by each teacher or activity supervisor. The aspects evaluated include aspects of the implementation of activities and aspects of the development of students' conditions at school.

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