



COMMUNITY ENGAGEMENT ARTICLE

Formation of Students' Character and Abilities Through the Integration of Education and Management

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Abstract

This research discusses the formation of students' character and abilities through the integration of education and management. The main focus of this research is to explore how effective education management can integrate relevant curricula with students' character values and competencies. Through the integration-interconnection approach in curriculum policy, this study shows that education not only includes the mastery of knowledge, but also the development of balanced attitudes and skills. By implementing school-based management, schools can create synergies between curriculum development and learning practices that support the formation of students' character. This study uses a qualitative method with data analysis based on interviews, observations, and documentation to gain an in-depth understanding of the application of integration management in the context of education. The results show that collaboration between teachers, students, and parents is essential to achieve holistic educational goals, as well as produce students who are not only academically intelligent but also have strong character.

Keywords

Character Formation; Student Ability; Educational Integration; Education Management; Curriculum; Interconnection Approach.

Abstrak

Penelitian ini membahas pembentukan karakter dan kemampuan siswa melalui integrasi pendidikan dan manajemen. Fokus utama dari penelitian ini adalah untuk mengeksplorasi bagaimana manajemen pendidikan yang efektif dapat mengintegrasikan kurikulum yang relevan dengan nilai-nilai karakter dan kompetensi siswa. Melalui pendekatan integrasi-interkoneksi dalam kebijakan kurikulum, penelitian ini menunjukkan bahwa pendidikan tidak hanya mencakup penguasaan pengetahuan, tetapi juga pengembangan sikap dan keterampilan yang seimbang. Dengan menerapkan manajemen berbasis sekolah, sekolah dapat menciptakan sinergi antara pengembangan kurikulum dan praktik pembelajaran yang mendukung pembentukan karakter siswa. Penelitian ini menggunakan metode kualitatif dengan analisis data berbasis wawancara, observasi, dan dokumentasi untuk mendapatkan pemahaman mendalam mengenai penerapan manajemen integrasi dalam konteks pendidikan. Hasilnya menunjukkan bahwa kolaborasi antara guru, siswa, dan orang tua sangat penting untuk mencapai tujuan pendidikan yang holistik, serta menghasilkan siswa yang tidak hanya cerdas secara akademis tetapi juga memiliki karakter yang kuat.

Kata Kunci

Pembentukan Karakter; Kemampuan Siswa; Integrasi Pendidikan; Manajemen Pendidikan; Kurikulum; Pendekatan Interkoneksi.

1 | INTRODUCTION

Character education in schools plays a crucial role in shaping students' personalities and abilities, particularly at the Junior High School (SMP) level (Aditama et al., 2022; Utomo, 2019; Naufal & Maksum, 2024; Satria & Shahbana, 2020; Zakso et al., 2022). This article discusses the formation of students' character and abilities through the integration of education and management at SMPN 4 Muara. The main focus is on how educational management can integrate character values into the curriculum, so that students acquire both academic knowledge and the social and moral skills necessary to interact well in society. In education, character includes honesty, responsibility, and concern for others. The integration of character education in learning at SMPN 4 Muara aims to create an environment that holistically supports the development of student character. This aligns with the Ministry of Education's policy, which emphasizes the importance of character education as part of the national curriculum. Through this approach, it is hoped that students can internalize positive values that will shape their behavior both inside and outside the school. Effective implementation of educational management is essential to achieving these goals, including the planning, execution, and evaluation of a well-integrated character education program. SMPN 4 Muara can create a strong synergy in supporting the formation of student character by involving all stakeholders, including teachers, parents, and the community. Previous research has shown that the support of school principals and the commitment of teachers significantly influence the success of character education programs. Community service at SMPN 4 Muara aims to shape students' ethics and character in communication. Communication ethics is crucial in education to foster harmonious relationships between students, teachers, and the community. With the increasing use of communication technology, such as social media, students must understand the norms and ethics of interaction.

The formation of students' character and abilities is an important aspect of education that focuses not only on academic aspects but also on the development of moral and social values. Integrating education and management is an effective strategy to achieve this goal. Through a holistic approach, education can combine a formal curriculum with character values that are expected to shape students into individuals who are not only intellectually capable but also have integrity and leadership skills. Character building in the context of education includes the development of positive attitudes, behaviors, and values that will guide students in their daily lives. A well-designed curriculum should include elements that support character building, such as lessons on ethics, social responsibility, and cooperation. The integration of educational management and curriculum development is key to creating a learning environment that supports the formation of this character. Integrating educational management with curriculum development aims to create synergy between the school's vision and mission and the curriculum being implemented. This involves the active involvement of school management in the curriculum development process, collaboration between teachers and staff, and a structured evaluation system to periodically assess the effectiveness of the curriculum (Minabar, 2024; Muntatsiroh & Ardimen, 2024). Thus, the resulting curriculum is not only relevant to students' needs but also contributes to improving the overall quality of learning. In its implementation, the integration-interconnection approach is one way to connect various domains of competence in education. For instance, the 2013 Curriculum prioritizes three main areas: attitude, knowledge, and skills, which must be integrated into the learning process. This approach ensures that students learn both theoretically and apply knowledge and skills in real-world contexts. The benefits of this integration of education and management are significant. With good management, the learning process can run more effectively and efficiently. Additionally, this integration helps to address contemporary educational challenges such as digitalization and social change. Through structured management, schools can be more responsive to the needs of students and the community (Sholeh, 2023; Widodo, 2021). Below are some important aspects related to the formation of students' character and abilities through the integration of education and management:

- 1) Curriculum Integration Concept, i.e., an approach that combines various disciplines to create a holistic learning experience. In Islamic education, this integration includes:
 - a) Curriculum Development: The designed curriculum must integrate religious values with general knowledge. The goal is to create students who are not only academically intelligent but also have strong character.
 - b) Value-Based Curriculum: Implementing a curriculum that prioritizes Islamic moral and ethical values, such as ethics and leadership, is crucial in shaping students' character.
- 2) Effective Educational Management, i.e., good educational management involves organizing resources, strategic planning, and continuous evaluation. Key elements in educational management include:
 - a) Stakeholder Involvement: Involving all relevant parties, including teachers, parents, and the community, in the decision-making process to improve the quality of education (Rahmatullah, 2013).
 - b) Resource Management: The use of technology in educational management can enhance administrative efficiency and enrich the student learning experience. Technologies such as e-learning can be used to support learning.

- 3) Integration-Interconnection Approach emphasizes the importance of connecting various domains of competence in the learning process. The 2013 Curriculum has three main areas:
 - a) Attitude: Developing students' positive attitudes toward themselves and the environment.
 - b) Knowledge: Enhancing students' understanding of subject matter.
 - c) Skills: Honing practical skills needed in daily life.
- 4) Continuous Evaluation and Development, i.e., continuous evaluation is essential in integrating educational management. This includes:
 - a) Monitoring the Learning Process: Conducting periodic evaluations to ensure that the curriculum remains relevant to students' and the community's needs.
 - b) Continuous Improvement: Using evaluation results to improve teaching methods and materials, making them more effective.

2 | METHOD

The community service activity was conducted using a combination of methods to enhance student engagement and character development. The primary approach was active learning, where students were directly involved in the learning process through group discussions and presentations. This method fostered a more participatory learning environment and allowed students to engage deeply with the material (Sunani, Effective Learning Communication in Improving the Character of Raudatul Athfal Students, 2024). Additionally, role play and simulation techniques were implemented to help students understand complex legal concepts while simultaneously developing important skills such as public speaking and negotiation. This method also strengthened students' empathy by encouraging them to consider the emotions and perspectives of others. To further enhance engagement, interactive media, including videos, educational games, and digital applications, was utilized. These tools helped capture students' attention and reinforced their understanding of the material. By incorporating these media, the activity promoted active involvement in the learning process. Observation was another key method, where student interactions were closely monitored during learning activities to assess their character development and communication skills. This observation provided a direct way to evaluate the application of learned concepts in real-world interactions. Furthermore, interviews with students were conducted to gather feedback on their experiences during the program. These interviews also served as an opportunity to assess students' understanding of the material and determine areas that needed improvement. Finally, effective classroom management techniques were employed to create a positive learning environment. In this setting, students felt safe and supported in communicating and interacting with each other without fear of judgment. Educators played a key role in modeling effective communication practices, such as demonstrating politeness, active listening, and providing constructive feedback to students. The entire service was carried out at SMPN 4 Muara, located in Papande Village, Muara District, North Tapanuli Regency.



Figure 1. Community Service Methods

3 | RESULTS AND DISCUSSION

3.1 Result

Forming student character is a fundamental aspect of education, aiming to produce individuals with strong moral values who can contribute positively to society. In this context, the integration of character education into educational management is becoming increasingly important, particularly in addressing the moral challenges faced by today's younger generation. Based on the service activities conducted, several key findings have emerged regarding the integration of

character education into educational management. First, the integration of character education in Islamic education management has shown a positive impact on shaping students' moral awareness, social responsibility, and religious obedience. At Yogyakarta State University, character values are effectively integrated through both lectures and student activities, with the Nested Model playing a significant role in combining cognitive, social, and organizational skills. Moreover, in the context of the Independent Learning Curriculum, character education management emphasizes effective governance, including planning and implementation, that is closely aligned with Pancasila values. This approach aims to cultivate Pancasila students who are equipped with global competence. In schools such as SDN Sampangan 01 in Semarang City, character-building management is implemented through daily and weekly activities, with oversight involving both internal and external monitoring mechanisms. Additionally, integrating character education across all subjects is essential for fostering a generation with noble character. This requires comprehensive planning in the syllabus and lesson plans to ensure character values are embedded within the curriculum. Some documentation of the service activities carried out by lecturers from Sisingamangaraja XII Tapanuli University, in collaboration with local institutions, is presented below:



Figure 2. Socialization of Building Students' Character and Communication Skills with Management Approaches and Legal Knowledge in Education

3.2 Discussion

The integration of character education into education management is a strategic step to produce a generation that is academically superior and has a noble personality (Syahrir et al., 2024; Vhalery, 2024). The findings from PKM activities show that character education positively impacts students, especially in increasing moral awareness, social responsibility, and religious obedience. These values become an important part of the learning process, which develops students' knowledge and shapes their daily behaviour. At Yogyakarta State University, character values are integrated through the Nested Model, which combines critical, social, and organizational thinking skills in lecture activities and student activities. This strategy is effective in shaping students who not only have academic competence but also interpersonal skills that support their role in society. On the other hand, the Independent Learning Curriculum provides space to manage character education by referring to Pancasila values, which aims to produce Pancasila Students with global competence and awareness of local values (Rahman et al., 2023). A structured approach is also seen at SDN Sampangan 01 Semarang City, where character education is carried out through daily and weekly activities that are systematically monitored. Positive values, such as joint prayer and hygiene activities, are habituated regularly with internal and external control. This step ensures that students can internalize character values while also making the school an environment that supports their moral development. In addition, integrating character education into all subjects is the key to forming a young generation with noble character (Dwi Ariyani & Wahyudi, 2023; Muzakkir et al., 2024; Simbolon, 2023). Careful planning in the syllabus and Learning Implementation Plan (RPP) allows teachers to relate character values to the core competencies taught. This approach not only improves the quality of learning but also strengthens the role of education in preparing students to face life's challenges with a strong character and a responsible attitude.

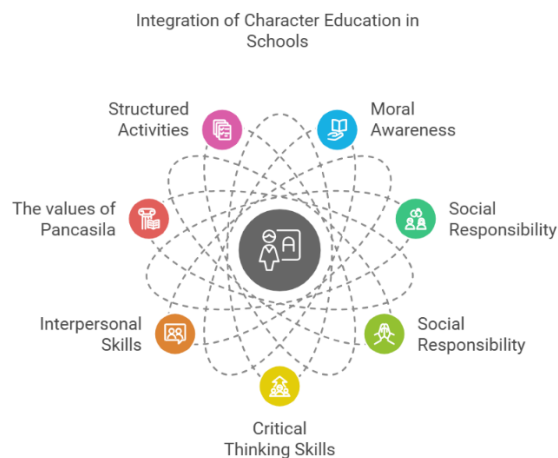


Figure 3. Integration of Character Education in Schools

4 | CONCLUSION

Integrating character education in education management is an effective strategy to shape students' character and abilities. With a comprehensive and planned approach, such as the implementation of the Independent Learning Curriculum and innovative teaching models, the young generation of Indonesia is expected to be able to excel academically while having high morality. This process involves integrating character values such as honesty, intelligence, toughness, and caring into the learning of each subject. The main stages in this integration include planning, implementation, and evaluation, where teachers play the role of character educators. Compared to making character education a separate subject, this model is more effective because it allows all teachers to contribute to the formation of students' character. To support the successful integration of character education, strategic steps are needed. First, teacher training is a priority so that they can implement character values in the learning process effectively. Second, developing a curriculum that includes the revision of the Learning Implementation Plan (RPP) and preparing a syllabus with character is an important step. Third, the involvement of parents and the community through extracurricular activities and community development programs needs to be increased to strengthen the character values taught in schools. Finally, continuous monitoring and evaluation must be carried out to assess the program's effectiveness and provide room for improvement for the success of character education holistically.

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