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Implementation of Character Education Management in Producing Quality Graduates: Study at the Instituto Superior Cristal Dili Timor Leste

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Abstract: The purpose of this study is how to analyze and find a model of implementing character education management in producing quality graduates developed by the Instituto Superior Cristal (ISC) Dili Timor Leste, the research method used is a research method with a qualitative approach and a case study type. This research uses a qualitative approach with a case study type. Data collection techniques were carried out by interviews, participant observation, and documentation to answer the problems studied, with: (1) naturalistic qualitative research presenting a holistic (overall) form in analyzing a phenomenon; (2) this type of research is easier to obtain descriptive qualitative information. Based on the findings that were observed, it was found that the researchers understood in depth the problems of phenomena, events or symptoms studied which were increasingly complex where they focused more on a complete picture of the phenomena being studied in order to obtain an in-depth understanding of these phenomena, starting from the process of planning, organizing, implementing to evaluating the implementation of character education management in producing quality graduates at ISC, in this case the researcher conducted research with the results of conducting a comparison of the implementation of education management applied at each Institute and University based on the resulting outcomes. Thus, the findings obtained with the results of the study indicate that: the concept of quality education with character is: quality education with religious, cultural and academic characters where the values through a preventive system approach are the principles of truth, religious principles and the principle of love which can contribute to the country based on hope, satisfaction, pride and trust of society in general.

Keywords: Character, Education, Management, Producing Quality Graduates

1. Introduction

With the freedom for every individual or group to participate in the world of education according to the Constitution or laws of the Democratic Republic of Timor Leste, article 59 [1].

From the statement, this article applies to every citizen to obtain freedom in education with the aim of educating the life of the nation and state of Timor Leste for a better future [14].

This is also regulated in the 2019 Regulation of the Minister of Higher Education in science and culture (RDTL), through *the Ensinu Superior National Politics (PNES)*. There are 12 policies and in them, Number 11 regulates the

development and improvement of the quality and quality of schools in the framework of ensuring the quality of graduates at each institute and university.

Involvement in the world of education and the spirit of struggle to change lives, be it changes individually, in families or in community groups in the world, never ends throughout the ages.

The main key for the welfare of society and carrying out reforms is the ability of human resources owned by each country. The education sector is the most important indicator for determining human resource development in all countries including Timor-Leste.

The people of Timor-Leste have experienced three educational processes, and the three education systems are the education system implemented by the Portuguese government for 450 years, the education system implemented by the Indonesian government for 24 years and the Timor-Leste government education system through the adoption of other friendly countries.

With educational capital obtained from the Portuguese government and the Indonesian government for 24 years, East Timor finally changed the status of East Timor which was once a province in the unitary state of the Republic of Indonesia. After becoming an independent country which was restored in 2002 with the form of a democratic republic de Timor-Leste, development in the field of education is one of the sectors that has become the government's main priority to increase the development of human resources which are still very minimal throughout the territory of Timor-Leste ("... laws of the Democratic Republic of Timor Leste, 2002) [1]."

With the limitations and shortages of reliable and skilled human resources in managing the education system, various instruments are needed to improve the quality of education in the world of education and the management of the system itself.

In higher education policy, one of them is how to implement an education system that is measurable and accurate in order to produce quality graduates in implementing quality education in the present and the future.

This is seen as a benchmark in determining policy through planning and a successful process for proven education management. Hence the Timor Leste education system.

Education management is a determining factor in producing the quality of graduates for each student based on the elements that are supporting factors in education. This was known until independence. transitional government.

After 20 May 2002, this aspiration emerged, seeking to "improve the quality of education and ensure equal access for all East Timorese to various levels of education" (*Ministeriu da Educação-República Democratica de Timor Leste*, 2007).

Education management is seen as very decisive in producing quality graduates. Improving qualifications will be one of the focuses of government action, but regardless of the progress made, various and complex challenges still surround the education system related to teacher competence and education management by implementing learning innovations, learning curricula, learning methods and learning media. Finally, it has an impact on the quality of graduates at the tertiary level, both at the institutional and university levels.

Thus, education management can also be seen as a source of education that can produce goals. Education itself can determine, or in other words, the management process of good business and cooperation belonging to an educational organization will be effective and efficient in producing the desired quality of graduates.

So according to provide a limitation that *management is an attempt to achieve a certain goal through the activities of others through planning, organizing, placement, mobilization and control* [10]. This is also according to Usman Husaini, education management is the art or science of managing educational resources to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and good skills. needed by himself, society, nation and state [21]. Meanwhile, character education according to Lickona defines character education as a genuine effort to help someone understand, care about and act on the basis of ethical values [19], 6].

The importance of character building both historically, ideologically and socio-culturally. Because it is seen as very important for the life of the nation which is a basic need. Have a strong character and identity that will have a positive impact on the life of the nation. Moving on from the problems mentioned above, what happens at ISC is in addition to implementing character education that is useful, effective and efficient at ISC so that in implementing character education it can be optimized.

The quality of education raised in this study is the quality of high moral values expressed by [5], regarding the quality of education where one of them is: " *Outstanding teachers, high moral values, excellent examination results, the support of parents, business and the local community, plentiful resources, the application of the latest technology, strong and purposeful leadership, the care and concern for pupils and students a well-balanced and challenging Curriculum",* [20]).

Based on the definition above, the point of quality is high moral values and quality graduates. Here graduates are meant to produce education that produces useful output based on expectations and can be relied upon in society. So that the quality of these graduates is seen as intellectual individuals based on the statement " *quality is intellectual and manual skills, powers of reason and analysis, values, attitudes and motivation, creativity, communication skills sense of social responsibility and understanding of the world,"*[18].

As an education subsystem, the existence of ISC has the goal of realizing national goals based on government regulations and the minister of higher education. To realize the quality of graduates with character, qualification profiles of graduates' abilities are required to be included in national standards, which are meant in standard eight, namely: content standards, process standards, educator and education standards, facilities and infrastructure standards, management standards and cost standards. In the graduate competency standards, it consists of criteria for qualifying abilities that are expected to achieve learning expectations from the educational dimension, namely knowledge, skills and behavior. In this description, the researchers focus on the phenomena above and can discuss issues regarding the implementation of character education management in producing quality graduates at ISC.

2. Research Methods

In this study using a research method with a qualitative

approach and the type of case study through observation techniques, interviews and documentation, methods, design and research approach the research method used is qualitative. Considerations for using qualitative methods to answer problems are: (1) naturalistic qualitative research presents a holistic (overall) form in analyzing a phenomenon; (2) this type of research is easier to obtain descriptive qualitative information, by maintaining the wholeness of the subjects studied. It means, that the data collected is studied as an integrated whole [16]. The data to be collected is according to Denzin and Lincoln's theory which uses a natural *setting* as a direct data source [7, 8].

This research is expected to be able to describe and find comprehensively and completely the character education management model in producing quality graduates at ISC. As mentioned above, that this type of research is a case study, Rahardjo further elaborated that a case study is an in-depth study of individuals, one group, one organization, one activity program, and so on at a certain time [17].

In general, data are all facts and figures that can be used as material to compile information. While information is the result of processed data that is used for a purpose. According to Lofland, the main data sources in qualitative research are *words* and *actions,* the rest is additional data such as documents, photographs and others [11].

According to states that in selecting good and accurate data about the planned research (Miles, nd). The intended data analysis is a process of reviewing, sorting and grouping data with the aim of compiling a working hypothesis and elevating it into a research theory [15]. In analyzing the research data, the flow model analysis technique put forward by Miles and Hubermen was used, which included: data reduction, data display and conclusion drawing/verifying. This flow model analysis technique is carried out repeatedly until the right answer is found, namely: (1) there are no negative cases that disprove, (2) a complete and logical chain is visible, and (3) the truth is acknowledged by the informant [4].

The analysis of the flow model offered by, Miles and Hubermen has been carried out by researchers, and can be explained as follows: 1) Data condensation (data reduction) is the process of selecting, focusing attention, simplifying, abstracting and transforming raw data that emerges from records written in the field, 2) Data display is organizing data into certain forms so that the figure is more fully visible, 3) Conclusion drawing or verifying (conclusion or verification) is a conclusive activity that involves the researcher's interpretation, although in the process of interpretation, the researcher also have to dialogue with research subjects [9].

3. Results and Discussion

In this study the researchers conducted general and specific research based on problems and phenomena that occurred in the field in the context of implementing character education management in producing quality graduates with findings in the field so that the discussion on the implementation of character education management in producing quality graduates at ISC was as follows: Implementation of education management which consists of education management according to object, function, implementation to character education of participants principles and objectives, while regarding the quality of graduates will be discussed about developments, programs, strategic plans, data on student and lecturer conditions, structure and assignments, facilities, graduate profiles, towards the implementation of character education management through planning models, organizing implementation to supervision.

In this study, field findings were obtained with the implementation of character education management, seen as an education system that has its own elements through the fields of planning, implementing, monitoring and evaluating. The educational element intended in character education is planned based on its implementation or implementation which is ultimately supervised in its entirety. These elements include: a) character values of graduates, b) character program values, c) implementation of character education, d) supervision of character education and e) management of character education as the basis for an education.

On the other hand, the character values developed in education management at ISC include religious values, cultural values and values from Timor Leste's national education goals, while the findings obtained based on the research focus are as follows: a) implementation of character education management in producing quality graduates at ISC, b) producing quality graduates through models of planning, implementing, monitoring and evaluating character education at ISC, c) Implications or effects in producing quality graduates through models of character education management at ISC.

Thus, data can be obtained with exposure as follows:
1. The concept of quality education through character values developed by ISC.
2. Model of planning, implementing, monitoring and evaluating character education in realizing the quality of graduates at ISC.
3. Implications or effects of character education management in realizing the quality of graduates at ISC.
4. Research findings at ISC Dili Timor Leste.
   a. The concept of quality education through character values was developed at ISC.
   b. Model of planning, implementing, monitoring and evaluating character education in realizing the quality of graduates at ISC.
   c. Implications or effects of character education management in realizing the quality of graduates at ISC.

Based on various rarities and findings, it can also be concluded in the explanation in table 1 below:

Table 1. *Research Findings at ISC Dili Timor Leste.*

No	Focus	Indicator	Research Findings
1	character education quality	Excellent regional, cultural and academic character	1. Religious, cultural and academic character that adheres to three principles, namely a combination of knowledge, appreciation and experience through a preventive education system (principles of truth, religious principles, principles of love) 2. Excellent academic values that are developed: environmental care, love of cleanliness, honesty, discipline, communicative, responsibility
2	management models character building	Character education planning model	1. Planning through an annual meeting systemically refers to the vision and mission of ISC at the foundation level with all levels of ISC 2. Designing an explicit, systemic-integrative character education curriculum 3. Designing a socialization system for the planned character education program 4. Designing the involvement of parents of students
		Implementation model of character education	1. Implementation by providing exemplary character values by organizers and subject teachers 2. Integrate character education as a whole course 4. Integrate character education throughout daily activities both within the ISC and outside the ISC 5. Integrate character education into programmed activities 6. Designing a conducive environment

3.1. The Concept of Quality Education Through Character Values Developed at ISC Dili Timor Leste

In developing character values as mentioned above, namely being good and making a person who is moral and reliable by having good knowledge and abilities, three important pillars can be identified, namely religion, culture, and academics which adhere to three principles, namely a combination of knowledge, appreciation and experience through the preventive education system (the principle of truth, the principle of religion, the principle of love). This was also disclosed by {Bibliography}, when asked about the elements of character education that must be applied to students, Thomas Lickona put forward seven elements of the core values of character education, namely: (1) honesty or sincerity (honesty), (2) twelve compassions, (3) courage, (4) kindness, (5) self-control, *(*6) cooperation, and (7) *hard work work)* [13]. The seven core characters, according to Thomas Lickona, are the most important and basic which must be developed and habituated to students in addition to other values. In general, it can be said that this theory emerged based on the view that human existence must be interpreted in terms of noble character which must be preserved and maintained. in realizing the character that will be desired by forming the character of graduates who are able to judge good things and make them believe in them.

Character education is an important aspect for success future humans. A strong character will form a strong personality superior. While a superior person will give birth to a strong spirit, never give up, dare to go through a long process. strong character is a prerequisite to be a winner in such a tight competition field current and future, known as the competitive era [3].

ISC Dili Timor Leste always targets academic grades, and almost forgot about character education. This reality makes creativity, courage to face risks, independence and resilience through various the test of life is low. Children are easily frustrated, give up, and lose fighting spirit to the last drop of blood. By looking at that fact, the formation/development of character values in ISC is carried out through the internalization of character values to become a superior person by developing the concept of quality education with religious, cultural and academic character.

3.2. Model of Planning, Implementation and Supervision of Character Education in Realizing Graduate Quality at ISC Dili Timor Leste

In the planning process is a systematic process in making decisions about actions to be taken in the future. Planning means the act of determining the goals and directions of action to be followed. The definition of planning is careful and intelligent determination of what will be done in the future in order to achieve goals [2]. For this reason, the ability to visualize and look ahead is needed to formulate a pattern of action to realize the quality of graduates.

In accordance with the management of character education in this study is that character education planning at ISC Dili Timor Leste is a process of planning, implementing and supervising character education in an effort to realize the quality of graduates in accordance with the vision, mission and goals of ISC itself in meeting or even expectations. society in general.

As an education system, character education also consists of educational elements which will then be managed through the areas of planning, implementation and supervision. The elements of character education that will be planned, implemented and controlled or supervised include: (a) graduate competency character values, (b) character values curriculum content, (c) character values in learning, (d) the character values of education and educational staff, and (e) the character values of fostering student development [12].

Thus, based on the elements and steps in planning, a conclusion can be drawn that the planning process is a process that is recognized and needs to be carried out in a systemic-integrative and sequential manner because regularity is a rational process as one of the *character educations properties*. The ISC Dili Timor Leste, which researchers examined in character education planning activities, referred to the strategic plan and the national education unit of Timor Leste, so that in the strategic plan made by the leaders of the foundation, the heads and relevant

leaders were invited to develop the ISC program within a certain period of time, the material discussed at the meeting includes program plans, program details.

The implication is an activity to realize plans into concrete actions in order to achieve graduate quality, so that the quality of graduates at ISC in Timor Leste must be considered and improved to be better and of higher quality. Based on field data, it was found that the implications of the character education management model in realizing the quality of graduates at ISC include three things; namely 1) for the ISC policy in the form of a character-based curriculum, set of rules for the habituation process and targets achieved; Second, for a systemic-integrative character education management system; 2), for the quality of graduates who have religious, cultural and academic characteristics, namely having awareness of realizing the values of quality characters who believe and collaborate, maintain culture, love science and contribute to society, according to expectations.

The implications of the character education management model for the realization of quality graduates lie in the ISC policy which adheres to the commitment to developing character education programs based on vision and mission, therefore the curriculum is character-based, supported by a set of rules of habituation processes and targets achieved, a systemic-integrative management system, the embodiment of the attitudes and behavior of quality graduates who have religious, cultural and academic characteristics, namely having an awareness of realizing the character values of believing, collaborating and loving science.

4. Conclusion

Based on the problems and discussions that carried out so that it can also be concluded that the implementation of character education management carried out at ISC, which is presented in the findings obtained based on research conducted starting from the character education management planning process with its models to the implementation and evaluation of the implementation of education management in producing quality graduates at ISC and Dili Timor Leste, including:

Implementation of character education management through religious, cultural and academic indicators, to ensure the quality of graduates at ISC Dili Timor Leste through the principle of a combination of knowledge, appreciation and experience through a preventive education system (principle of (reason)/truth, religious principle, principle of love). The adopted character education management model is:

a) The planning model through annual meetings systematically refers to the Vision and Mission of ISC at the foundation level with all ISC staff, designs an explicit, systematically integrative character education curriculum, designs a socialization system for planned character education programs and designs the involvement of parents of students.

b) The model for implementing character education through exemplary character values by course organizers and lecturers, integrates character education into all courses, integrates character education throughout daily activities both within ISC and outside ISC, integrates character education into programmed activities, designing a conducive environment.

c) The character education supervision model through supervision is carried out through all implementation of student activities, both in class on an ongoing basis, Supervision by involving campus coaches to support the character of students, supervision through observing attitudes and behavior of students which is controlled by ISC through books attitude.

d) The implications of the character education management model in realizing the quality of graduates that have an impact on ISC Dili Timor Leste policies, the education management system, the quality of graduates based on religious, cultural and academic values nationally and the wider community with the pride and continuity of ISC's existence.

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