ABSTRACT--This study aims to describe the management of character education in the piloting project elementary school. This research uses descriptive method with a qualitative approach. The data was taken purposively in SDN Bantul Timur, Bantul Regency. Data obtained through in-depth interviews, observation and documentation study. Data analysis techniques using the model of Miles and Huberman. The results showed that learning had been carried out well through the preparation of the syllabus, Learning Implementation Plan and habituation. Each teacher has different challenges in conducting learning and habituation to students for each level. Schools strive to meet the needs for facilities and infrastructure to support learning activities for the implementation of character education. Learning is carried out mostly by the class teacher in accordance with the plans that have been prepared. Supervision is carried out directly by the principal as a material for teacher evaluation of the implementation of character education.

Keywords — management: character education; primary school; piloting project

1. **Introduction**

Education is the most important part in human life, where humans can shape and foster their personalities in accordance with applicable values ​​and norms. Thus from the values ​​that take place an educational process in accordance with the main purpose of education is to develop the ability of knowledge skills and attitudes of students optimally. It is quite clear that education does not only develop knowledge but how it directs students' feelings and behavior.

One of the government's policies in developing capabilities and forming character and civilization is by rolling out character education. This is based on that education is character building. In fact, character education can be one of the means of culture and humanity, due to the role of character education not only being integrative, in the sense of strengthening the intellectual morals of students, but also being curative, both personally and socially, that is, it can be one of the means of culture and humanization This is because the role of character education is not only integrative, in the sense of strengthening the intellectual morals of students, but also is curative, both personally and socially, that is, it can be a means of healing social ills.

Based on the newspaper tribunnews.com on Wednesday (2/4/2018) Commissioner of the Indonesian Child Protection Commission (KPAI) in the field of education, Retno Listyarti said, violence in education units was quite high. The data are as follows, 84% of students have experienced violence at school; 45% of male students said teachers or school officials were perpetrators of violence; 40% of students aged 13-15 report having experienced physical violence by peers. Research conducted by the Semai Jiwa Amini Foundation in 2008 on bullying in three major cities in Indonesia, Yogyakarta, Jakarta and Surabaya, has recorded a level of violence of 67.9% at the Senior High School (SMA) level and 66.1% in Junior High School level.

According to Dadang Naser in Republika.co.id on Wednesday (2/2/2017) the character of a child is formed at an early age, early childhood records everything faster, therefore a good personality must be applied from this age. Basic education is the first step to build children's character. Character education must be instilled in children from an early age at the age of primary school education where that age is the golden age in the formation of character, character, and personality of children later when they are adults. If the inculcation of a child's character at the level of primary education fails, then it is certain that the character embedded by the child is not as expected.

Elementary school is the first step in children's self development. This is an important task for parents, teachers, and the community around the neighborhood. Character building is an integral part of educational orientation. Character education can be integrated in all learning in every field of study contained in the curriculum. Learning materials related to norms or values ​​in each field of study need to be developed, made explicit, and related to the context of daily life. Thus, the education of values ​​and character formation is not only done at the cognitive level, but touches on internalization, and real experiences in daily life.

The focus of research is to understand the empirical reality of character education management carried out by SDN Bantul Timur. Bantul Timur SDN is an elementary school that is piloting a character education project. Problem formulation (1) how to plan character education learning in SDN Bantul Timur? (2) how to organize character education learning in SDN Bantul Timur? (3) How is the implementation of character education learning in SDN Bantul Timur? (4) How is the evaluation of character education learning in SDN Bantul Timur? The research objective is to obtain information about the implementation of character education management in SDN Bantul Timur.

1. **Method**

This research uses descriptive method with a qualitative approach. The data was taken purposively in Bantul Timur Elementary School, Bantul Regency. Data obtained through in-depth interviews, observation and documentation study. Interviews were conducted with the principal, 3 class teachers, one TU and 5 students. In addition researchers conducted direct observations in teaching and learning activities. Data validity test is done using source triangulation and triangulation techniques. Source triangulation is done by checking the compatibility of the data that has been obtained from various data sources, namely interviews, observation and documentation. Technical triangulation is checking the running of character education management to school principals, teachers and students. According to Miles & Huberman (Sugiyono, 2011), qualitative data analysis includes data collection, data reduction, data presentation and conclusion or verification.

1. **Results and Discussion**

SDN Bantul Timur is one of the public elementary schools in Bantul district which is a piloting project for character education. This school oversees several schools in one cluster. According to the school principal, SDN Bantul Timur has begun to carry out character education since 2013, namely the beginning of the 2013 curriculum being promoted. Initially the 2013 curriculum was applied to students in grades 3 and 4, then gradually from grade 1 to grade 6.

The results of interviews with several teachers revealed that the character education contained in the 2013 curriculum had a very positive impact on students, especially in terms of the character of student independence. Students become more independent and not hesitate to the teacher to ask questions about material that is not yet understood. Students' talent began to be seen making it easier for teachers to know each student personally.

From some positive effects above, it turns out there are still problems that have not been resolved. The students 'independent attitude that starts to appear and their awkwardness towards the teacher starts to decrease, making the level of students' politeness towards the teacher decrease, especially in terms of language. When talking to teachers, some students use language that is commonly used to talk to peers. This is a concern for teachers themselves since politeness is one of the objectives of character education.

Principals and teachers need to get used to it. In addition, the fact that each student is from a different family background also draws the attention of the principal and teachers. Some parents of students still think and are guided by the academic value of students, according to parents the higher the value of the child, the smarter the child is. In fact, character education programs are not only about academic values. For this reason, teachers must have different approaches and ways of understanding students.

The success of character education programs certainly depends on how schools manage their learning. Moreover, these schools are schools that become piloting projects, of course challenges and heavier school burdens. Following is the description of how character education management is carried out at SDN Bantul Timur

1. Planning

Before being implemented, learning is planned through syllabus preparation and Learning Implementation Plan (RPP). The preparation of this learning tool is carried out jointly by the teacher at the beginning of the school year. This learning plan is then followed by the identification of media needs that support learning which will then be communicated with school facilities and infrastructure officers.

1. Organizing

Facilities and infrastructure are prepared by schools to support the learning process. The procurement of laptops, LCDs, and equipment for school extracurricular activities is carried out to the maximum by the school. In this case the obstacle that arises is that some senior teachers still often use the old learning method, namely lectures due to lack of mastery in using laptop and LCD learning media so that other teachers still need help if they want to teach using these media.

1. Implementation

The learning process is carried out according to the learning plan that has been prepared in the syllabus and Learning Implementation Plan. Students are invited to learn to use the media that has been provided and given the opportunity to export and convey their understanding of the material being discussed. In this case there are still often differences of opinion between students which sometimes cause small fights so the teacher must always supervise students.

1. Controlling

Control is carried out by the principal randomly for each class and in unscheduled time. The tight schedule of the principal must be carried out causing the evaluation process to be unscheduled, besides that it was deliberately carried out by the principal in order to know how teaching and learning activities are being taught naturally without being made up. The evaluation process, both the suggestions and input from the school principal towards the class teacher, is conveyed directly so that if there are some mistakes can be immediately corrected, the rest is discussed in the school meeting forum.

1. **Conclusion**

Character education as a shaper of the nation's character has been pursued by SDN Bantul Timur. Starting from the learning facilities and infrastructure in the classroom, the habituation of teachers and extracurriculars held in schools has been carried out to the maximum. However, there are still some things that have not been achieved and are still being pursued by schools, namely habituation. Different family environments make the habits that are instilled by teachers in schools also have different impacts for each student. The role of parents is needed because family education is the main thing in a child's life.

**Reference**

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