

# IMPROVED QUALITY MANAGEMENT BASED LEARNING FOR PREPARING THE CHARACTER OF GRADUATES IN RESPONSE TO GLOBALIZATION ERA

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## **Abstract**

*The era of globalization is a condition that describes the growing union of people and nations in the world, because it is united by technology, especially information technology. This study aimed to find empirical dominant factors that characterize the quality improvement management based on character learning to prepare graduates for the globalization era. This study used a qualitative approach with descriptive methods. Data were collected through interviews, observation and documentation; as well as qualitatively processed. In particular we can conclude matters as follows: First; quality improvement plan based learning teacher character is developed based on the results of the analysis of the needs and characteristics of learners, so that teachers can choose appropriate learning strategies to develop personally learners. Second, the organization of improving the quality of learning is done by teachers, and consulted with principals to ensure that the plan meets the standards specified in the implementing process of creative learning and fun. Third, the implementation of quality improvement learning is done in accordance targets set; refers to the use of character-based strategy that requires the teacher's role conduct learning with multi-method and multi-media creative, interactive, and engaging the learner as the subject of learning. Fourth, assessment of quality improvement character based learning using authentic assessment, to determine the learning outcomes completely and thoroughly. Fifth, the results achieved based on improving the quality of learning the characters show their learning more effective and fun. Successful management of quality improvement based learning character to prepare graduates to enter the era of globalization requires budgetary support and facilities adequate learning, as well as an internal consultant to assist and provide guidance to teachers and principals, to be creative and innovative ways to develop and implement school programs continuously and sustainable.*

**Key word:** *learning quality, character, globalization era*

## **INTRODUCTION**

In the context of the Unitary State of the Republic (NKRI); character-based learning is the glue that has a culturally diverse nation in the form of awareness, understanding and cultural intelligence community. For this purpose, the system needs to be revitalized return value implies a national character rooted in the Constitution of 1945 and Pancasila (state philosophy of Indonesia). The value system includes divinity, humanity, national unity, deliberation, and justice. Several years

ago the value systems are often implanted in the form of appreciation and practice of Pancasila (P-4) which is dedicated to all the people of Indonesia. Now, when people and nations hit by a moral crisis, the value system needs to be revitalized again, especially in realizing the personal character and the character of the nation that there has been such keen worshiper, honest in word and action, positive thinking, and willing to sacrifice. All that is noble character of the Indonesian nation is now almost extinct. Therefore, a positive step when the government (Ministry of Education) to revitalize the character education in all types and levels of education. Through management quality improvement of learning-based character of this character, we hope this nation into a dignified nation, and its people have added value (added value), and the sale value that can be offered to other people and other nations in the world, so that we can compete, coupled even compete with other nations in the global arena.

Through revitalization and suppression characters in various educational institutions, both informal, formal, or informal; expected the Indonesian nation can meet the challenges and problems in the era of globalization is increasingly complicated and complex. This is important, because in the era of globalization, the development of science, technology and art in progress so rapidly, and the high mobility of human beings due to the distance of space and time becomes very relative. Various challenges and problems that came and went in the era of globalization cannot be avoided, because even though we closed the door, the impact of globalization will enter through a window or penetrate through various means. The Indonesian people should be included in the flow of the change, and played in the era of globalization; even should be able to take the opportunity to be able to use it in order to improve the welfare of society and the nation as a whole. In order to enhance competitiveness, the ability to understand the nature of the changes, and take advantage of opportunities that arise, and to anticipate the erosion of a sense of nationalism and the erosion of the ideology of nationalism, and the inculcation of the value system of the Indonesian nation is required reassessing character education, which has been deemed to have been missing from the life of the nation Indonesia, Even if the character is still there, it is only owned and practiced in areas or specific locations, such as in the boarding school environment.

Management quality improvement character based learning attempt to foster a spirit of learners both inner and outer, of the nature towards human civilization and better. For example, it can be argued, for example: recommendation or helpers to children for good seat, no screaming so as not to disturb others, net weight, neat clothes, honored his parents, loved the young, respecting the elderly, helping a friend, and so is the process of improving the quality of character-based learning. In relation to the management of quality improvement based learning characters, Dewantara (1967) has suggested several things that must be implemented; namely: realized, comes to realize, and do.

Management quality improvement based learning character to prepare graduates to enter the era of globalization should be an ongoing process and never ends (never ending process), thus resulting in improved continuous (continuous quality improvement), which is aimed at the realization of the human figure of the future, and rooted the cultural values of the nation. Management quality improvement must develop a character based learning philosophical values and practice the whole character of the nation as a whole and complete (kaffah). This is in line with the functions and objectives of national education as stated in Law No. 20 Year 2003 on National

Education System; that: "The national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, which is aimed at developing students' potentials in order to become a man of faith, and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. "

### **FORMULATION OF THE PROBLEM**

In order to realize the functions and objectives of national education; each school is required to improve the quality management continuously to be able to appear as a superior school and be able to compete in the era of globalization. Management quality improvement based learning character to prepare graduates to enter the era of globalization must be built through the breakthroughs and innovations, especially in learning, because the school as education industry services should be able to provide the best service and strive to meet the needs and expectations of its customers that learners, parents, and society in general. However, in practice shows the persistence of the gap between ideals and reality due to the practice of learning management has not been in accordance with quality standards, has not received sufficient financial support, and have not done effectively, so that it requires efforts to increase it.

Quality of learning such as the quality is generally characterized by a number of inherent characteristics of a product or service, as explained by the Indonesian National Standard (SNI 19-8402-1996), the quality is the overall features and characteristics of the products or services ability to satisfy the needs of both the otherwise expressly or covertly. Dimensions of the quality of learning explained in a way that more complete outlined is in the Ministry of Education Act (2005). Improvement of the quality of learning can be seen from the quality of learning behaviors of teachers, the student's behavior, the learning climate, learning materials, instructional media, and learning system in school.

Management quality improvement begins with the character based learning inputs (the learner) with all the characteristics and factors luggage. The learning process is influenced by instrumental character-based input, which includes curriculum, means, methods, media, classroom management, and assessment that teachers do. The learning process is influenced by social, economic, cultural, political, and others who come from the school environment. On improving the quality of character-based learning will generate output of graduates with character. Graduates whose character is the outcome that is ready to compete, biting, and compete in entering the era of globalization.

Character-based learning can be done effectively and will give a result of performance in accordance with our maximum competence learning styles and modalities of learners (Armstrong, 2009). In this regard, strategies, methods, and learning appropriate media will be able to deliver positive results in the ability of each learner.

### **OBJECTIVES AND BENEFITS RESEARCH**

In general, this study aims to find empirically about management quality improvement character based learning to prepare graduates enter the era of globalization, both with regard to planning, organizing, implementation, results achieved and their dominant factors that influence it. The results

of this study are expected to provide inputs for the various parties, both with regard to the development of learning theory and teaching practice; include an input for formulating education policy holders character-based curriculum to prepare graduates to enter the era of globalization.

### **RESEARCH METHODS**

This research was conducted with a qualitative approach, which is a procedure that produces descriptive data in the form of words written or spoken person and observed behavior, including images (Bogdan and Taylor, 1975). The qualitative research was based on a research problem formulation intended to collect data and information related to the management of quality improvement based learning characters in preparing graduates to enter the era of globalization.

In this research, events, information, answers in the form of words and actions of others are observed or interviewed, and becomes a major data types. This was stated Moleong (2012: 114) that the so-called types of key data in qualitative research is "the words and actions of the written data sources, photos and statistics". Selection of informants in this study follows the pattern of a snowball (snowball). When the introduction and interaction with the respondent successful then followed by extracting information asked of the person who else is known or referred to indirectly by it. Triangulation is done to look at the symptoms of a variety of angles and test findings using various sources of information and a variety of techniques.

This research was conducted in Darul Hikam International High School in Bandung, with primary and secondary data sources. The primary data source is composed of: students, teachers, and principals; while secondary data extracted for the benefit of supporting or complementary primary data; either from the Internet, books, school documents, brochures and others. Data were collected through interviews, documentary studies, and observations both directly and indirectly. Researchers realized that the pace of the qualitative research requires quite a long time so it requires precision and patience in obtaining data related to quality improvement based learning management code in preparing graduates to enter the era of globalization. The data collected is gradually analyzed by qualitative analysis, through data reduction, data display, and data verification. Testing the validity of the data is done through the test of credibility, transferability, dependability, and conformability.

### **THE RESULT**

Based on interviews, observation and documentation, data showed that management quality improvement character based learning to prepare graduates in entering the era of globalization is a major part of the overall school program, and included in the strategic plan of the school. On improving the quality of character-based learning is not only to improve the knowledge, skills and attitudes of learners, but it is a process of empowerment that allows learners to understand themselves, to understand the opportunities that can be exploited in the environment; so in the end to live independently and become a human being useful to society.

Interviews, observation, and analysis of documents found that improving the quality of school-based learning characters outlined in the implementation plan of learning, which is basically every subject contains material related to the character. Substantive, at least there are two subjects that are directly related to the development of good character and noble character, namely Religious Education and Civic Education. Both of these subjects are subjects that are directly introduced

values, which to some extent makes the learners concerned and internalize these values. In addition, improving the quality of character based learning is done through extracurricular activities.

Management quality lessons emphasized character based on the formation of a school culture of values that underlie behavior, traditions, everyday habits and symbols practiced by all citizens of the school and the community around the school. In all programs and activities of the school, learners are the subject of major concern in the management improvement of the quality of graduates. The quality of graduates is determined by the character-based learning management success in building private learners as a whole human being, namely the formidable actors in establishing themselves and their surroundings armed with the knowledge, skills based on the IMTAQ ( Faith and Faithfull) to God (Allah SWT). The quality of graduates prepared through various ways, and not only highlights the problem of students, but it involves the whole school community in all activities programmed. Each school community is involved in the growth, especially the initial stage, greatly affect their quality so earnest attention will form a formidable man, both in mental attitude, of mind and their creativity as well as a healthy body and soul. Through this process, Darul Hikam International High School Bandung wants to prepare graduates as well as an advanced society and independent and based on the character of science and technology, as well as faith and piety.

In any school activity, the process of empowerment is at the core of learning. Empowering learners through learning is the first subject that is designed to create an atmosphere that allows its potential to develop optimally. On improving the quality of character-based learning is part of the strategic plan of the school to prepare graduates who are creative, productive, have a sound reasoning power of the future, so as to give birth to generations ahead. Principal as education managers carry out the enormous task of planning and implementing character education in schools, and is also a driving force and decisive policy towards quality school. Character education is strongly associated with the management of the school, when a character education is planned, implemented and controlled in educational activities and programs in schools in an optimal and adequate. In the management of these include embedded values, learning, curriculum, assessment, teachers and education personnel and other components related.

The study found that quality improvement based learning management code is organized in an integrated manner in a variety of learning activities, both intra and extra-curricular; through the introduction of values, instill awareness of the importance of values and values internalized into daily learners behavior, which took place both inside and outside the classroom in all subjects. Basically learning activities, in addition to making students master the material targeted, is also designed to make students know, aware, caring and internalize the values and makes these values as the behavior of the daily life of the learners.

In the implementation of quality improvement based learning characters; the results showed that the teachers are doing the same thing in the development and cultivation of character values. Activities undertaken at the beginning of the learning process is to perform greeting followed by praying, asking the presence of learners and to pray for students who are ill. This is done to install religious values and concerns, then brainstorming activities carried out by questions and answers that can motivate learners to be able to respond in accordance with their respective experiences. This activity is done to instill curiosity, enthusiasm for learning and honesty.

Core activities to improve the quality of character-based learning is done by planting the values of teamwork, discipline, responsibility, logical thinking and critical, high curiosity and respect other people's strengths and weaknesses. At the core activities of learning occurs *ekspolarasi* activities, elaboration, and confirmation by involving learners in cooperative learning, so that students are directly involved active learning with classroom atmosphere cheerful and enthusiastic. In this activity also generally teachers formed groups resulting in interactive discussion and communication among learners. Learners are also trained to present the results of their group will be given the comments from her friends and her teachers. Ending learning; students under the guidance of teacher reflection by asking questions asking students about their lessons, then closed by praying together and put an end to say hello. At the closing of this reflected character values of honesty, religious values and responsibilities.

On learning activities carried out within the framework of the development of the character of the students use the approach contextual as the concept of teaching and learning that help teachers and students connect the material studied by real-world situations, so that learners are able to make a connection between knowledge possessed by the application in the life they. Through contextual learning is expected that learners have more comprehensive results that not only the cognitive but in the affective and psychomotor. The role of teachers in shaping the character not only as an academic teacher but also an educator of character, moral, and cultural rights of learners. People still hope the teachers can display behaviors that reflect moral values such as honesty and fairness.

The results showed that the assessment and evaluation activities undertaken during the learning process and at the end of learning. Rate the development of character values expected in the achievement of basic competence when it performed on the learning process takes place, when the debriefing and discussion groups of teachers to assess the character development of students using the assessment format in accordance with the criteria of the value of the character they want to develop the basic competence, which includes the value of honesty, cooperation, discipline, respect and acknowledge other people's opinions. At the end of the learning activities with teacher assessment, the assessment and post test, administrating votes character development is not recorded in the book value.

There are supporting factors and obstacles in the management of character-based quality improvement; because the character-based learning process to take place thanks to the support of various stakeholders such as schools all components ranging from school principals, teachers, staff and students. It has already started planning the school principal who held a commitment by the entire school community, and then its implementation carried out by the whole school community in accordance with the capacity of each based on agreed commitments. Most parents of students through the school committee also strongly supported by school programs. Forms of support provided in the form of donations mind, criticism, advice and funds that support the implementation of the school program. But it also familiarized character based learning in school is also supported by habituation in their homes with parental guidance. Public confidence increased from year to year is also a supporting factor for the school. Some inhibitors are still contained in the management of quality improvement based learning characters, among others, there are still some teachers who are indifferent to the agreed commitments. This was marked by the teachers who do not care about

seeing students who violate school rules, thus making learners still violating the law. In the meantime, there are school programs that have not well documented, the administration of school activities such as reporting administration has not made properly so that monitoring the progress of the development of quality improvement based learning management code has not monitored effectively.

### **DISCUSSION**

This study aims to find empirically the dominant factors that characterize the management quality improvement character based learning to prepare graduates enter the era of globalization, both related to the planning, organization, implementation, evaluation, and results. In a quality improvement plan code-based learning; teachers choose and use multiple strategies. Each of the dominant characteristics of learners and learning styles to be considered in selecting and developing learning strategies, so that teachers largely determines the success of quality improvement based learning management code. Therefore, we need teachers who are competent and professional, as stated in Law No. 14 Year 2005 on Teachers and Lecturers, that: "Teachers as professional educators have the primary task of educating, teaching, guiding, directing, train, assess, and evaluate learners in formal education, primary and secondary. "It shows that the role of teachers in education is increasing, heavy and complex, which requires awareness, understanding, awareness and commitment in its practice.

On improving the quality of character-based learning has been proven using the scientific approach and contextual, in accordance with the standards of the educational process (Permendikbud No. 22 in 2016). Learning management conducted consists of three phases; namely perception using alpha zone in the form of brain games, fun story, and the film show; core activity based learning characters using multi-method and multi-media with a scientific approach; and cover, using a scientific approach, and authentic assessment. The values of the characters included in lesson plans and learning activities integrated in the procedure stipulated in the learning activities of students. The process of formation of character pursued through habituation worship activities, both at school and at home. Planting character value through habituation will establish identity and self-awareness to worship with full consciousness, not because the command and supervision of teachers. The values of these characters should be a basic principle of life to prepare graduates to enter the era of globalization, such as the behavior of the lives of people in developed countries, in the daily life of the majority of the population adhere to the basic principles of life as follows: (1) have ethics in the daily lives day; (2) uphold honesty and integrity; (3) is responsible for his actions; (4) to respect the rules and laws; (5) respect the rights of others; (6) pursue and loves his job; (7) strive for saving and investing; (8) willing to work hard, smart, and iklas; (9) discipline and timely; (10) put their trust in each deed (Mulyasa, 2011: 221).

In the management of quality improvement character based learning, learning activities of students directed at the high-level thinking skills. Indicators thinking skills or thinking skills directed learners in the form of problem solving or problem solving and creative thinking action. But not all teachers are able to invite learners do problem solving and creative thinking in learning activities. High-level thinking skills are developed systematically, and creative, so as to provide solutions to the problems or problem solving in a variety of life. This is in line

with the results of Dyer et al. (2011), which argued that: "in developing higher level thinking skills, teachers need to implement a multi-strategy creative."

Evaluation of learning using authentic assessment; on cognitive aspects, carried out through a written test and psychomotor aspects through practice, make the work, demonstrations and more. While the affective aspects used four standards covering attitude; attitudes toward teachers, attitudes toward the subjects, attitudes toward friends and his attitude towards the learning process in general. Authentic assessment is directed at all aspects of learners in learning, so avoid partial judgment on a particular aspect. Assessment is also done with varied methods based portfolios, either by a written test, work, demonstrations, and attitude scale assessment of learners during learning activities take place. The results that have been achieved through management quality improvement based learning characters can be illustrated in the following chart.

<b>Aspect</b>	<b>Result</b>
Student	<ol style="list-style-type: none"> <li>1. Learning more easily, creatively and encourage students to explore and in-depth study through contextual learning</li> <li>2. It has enough character, as a private foundation to enter the varied life</li> <li>3. Cultivate high level creative thinking abilities</li> <li>4. Internalization of character values through habituation and exemplary personal form of learners that are reliable and sturdy</li> </ol>
Teacher	<ol style="list-style-type: none"> <li>1. Having a source of data about learners through scientific research characteristics and learning styles of learners</li> <li>2. Having a reference in determining learning strategies and selecting appropriate learning media</li> <li>3. Assessing authentic full and thorough</li> </ol>
Institution	<ol style="list-style-type: none"> <li>1. Obtain a standard pattern and learning process more effective, creative and fun</li> <li>2. Having a coaching system and effective teacher performance appraisal and integrative</li> <li>3. Creating a conducive environment to support quality improvement based learning management code</li> </ol>
Parents	<ol style="list-style-type: none"> <li>1. Benefiting from the character-based learning such as mentoring to learn more appropriate</li> <li>2. Easier steering, guiding, providing encouragement and enthusiasm for learning</li> </ol>
Government	<ol style="list-style-type: none"> <li>1. Obtain a benefit in standardizing education and competence of teachers</li> <li>2. Have a reference to develop rules and policies based learning characters, including a full day school.</li> <li>3. Prepare society entered the era of globalization through education and character-based learning</li> </ol>



## **CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS**

In general it can be concluded that the management quality improvement character based learning provides a positive impact on the personal development of learners to prepare graduates to enter the era of globalization. On improving the quality of character-based learning has an important role in preparing graduates with character; provide a high level of creative thinking skills, so that they can compete, biting and compete in the era of globalization. It can be argued, too, that the character-based learning management provides a positive impact on improving the quality of learning in preparing graduates to enter the era of globalization.

In particular we can conclude matters as follows: First; quality improvement plan based learning teacher character is developed based on the results of the analysis of the needs and characteristics of learners, so that teachers can choose appropriate learning strategies to develop personally learners. In the plan confirmed that the characteristics of learners as a basis the grouping of learners in the classroom. The consultation process learning plans be made to ensure that the plans created by teachers in accordance with the SOP (standard operation procedure) has been determined. Through consultation lesson plan every teacher feedback and guidance on how to formulate perception, the procedure of learning activities, and assessment of effective learning. Second, the organization of improving the quality of learning is done by teachers, and consulted with principals to ensure that the plan meets the standards specified in the implementing process of creative learning and fun. Third, the implementation of quality improvement learning is done in accordance targets set; refers to the use of character-based strategy that requires the teacher's role learning conductor with multi-method and multi-media creative, interactive, and engaging the learner as the subject of learning. Stimulation learning strategy is based on the browsing process capability so that learners can achieve maximum learning and be able to actualize interests in accordance with his talent. Integration of characters on each individual learner carried through; learning process on all kinds of subjects; habituation in the daily routine. Fourth, assessment of quality improvement character based learning using authentic assessment, to determine the learning outcomes completely and thoroughly. Authentic assessment photographing aspects of beliefs, attitudes, knowledge and skills completely and thoroughly. Authentic assessment is done to ensure that all of the principles on improving the quality of character-based learning carried out properly and comprehensively. Fifth, the results achieved based on improving the quality of learning the characters show their learning more effective and fun. These results are felt by students, teachers, schools, parents, and government; among other students feel learning is easier to follow, and encourage creative exploration and in-depth review; and charged enough character as a private foundation to enter the varied life.

Successful management of quality improvement based learning character to prepare graduates to enter the era of globalization requires budgetary support and facilities adequate learning, as well as an internal consultant to assist and provide guidance to teachers and principals, to be creative and innovative ways to develop and implement school programs continuously and sustainable. Therefore, the result of this reseach contains several implications, as follows. First; character-based learning requires the full support of the foundation and school leaders. Second; implementation of basing a character based learning process on learning styles research results (learning style research) on all learners. Third; the implementation of school-based learning puts

character as "agents of change" or the agent of change the learners and the environment, which emphasizes the quality process, and a high level of creative thinking abilities. Fourth; character-based learning requires assessment of learning with authentic assessment; learners assessed in their entirety from four aspects namely: aspects believe (faith), affective, cognitive and psychomotor manifested in a scoring rubric. Fifth; character-based learning management results in line with the spirit of quality management education, which should be directed towards the quality of learning services in order to achieve quality learning outcomes, so that at the same time respond to the needs and expectations of customers. The study provides recommendations to the various parties; among others to the principal to give increased attention to the development of the quality of learning that is more focused on how students learn effectively and fun so that the quality of graduates and public confidence in the school increased and higher.

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