



Management of Madrasah Head in Implementing Character Education in MIN 2 Batang Hari

Amirul Mukminin Al Anwari ¹, Hikmah ², M.Marzuki ³

¹ Universitas Sultan Thaha Saifuddin, Indonesia

² Universitas Sultan Thaha Saifuddin, Indonesia

³ Universitas Sultan Thaha Saifuddin, Indonesia

Corresponding Author: Amirul Mukminin, E-mail: amirulmukminin@uinjambi.ac.id

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ABSTRACT

This study aimed to find out about how the management of the madrasah principal in implementing character education in MIN Sengati Gedang, Mersam District. The importance of this study because the principal and all madrasah citizens are responsible for improving the quality of education in Indonesia. Therefore, it becomes a demand to be able to make important contributions in the field of education to produce good quality, competitive, professional, innovative students in possessing good character for the nation's future generations.

Keywords: *Character Education, Implementing, Management*

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INTRODUCTION

Through early childhood education, children are expected to be able to develop all their potential, religious, intellectual, social, emotional and physical (Nadya dkk., 2022); has the basics of a true faith in accordance with the teachings of the religion he adheres to, has the expected behavior habits, masters a number of basic knowledge and skills according to his needs and level of development, and has motivation and a positive learning attitude.

The implementation of early childhood education certainly has meaning and benefits which is not small (Rahmah dkk., 2022). Because, through education, children can develop and mobilize all their potential to achieve all goals in children's lives (Isjoni, 2010). In essence, education is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality (Anoum dkk., 2022; Dewi S dkk., 2022a; Tri Wulandari & Adam Mudinillah, 2022). Therefore, PAUD provides an opportunity for children to develop their personality and potential to the fullest (Suyadi, 2014).

In the Regulation of the Minister of Education and Culture No. 137 of 2014

About the Early Childhood Education Standards that there are five aspects of development that must be developed (Dianovi et al., 2022; Firman et al., 2022; Qureshi et al., 2022) which includes the development of religious morality, physical motor, cognitive, language and social emotional. (Isjoni, 2010).

Various kinds of methods used in learning in school institutions (Rohmalimna dkk., 2022), One of them is using the art of storytelling method. The storytelling method can be used as a lesson to develop various aspects of early childhood development (Gabriela et al., 2022; Hikmah et al., 2022; Keshav et al., 2022). Because storytelling is a learning method that will provide a unique and interesting learning experience and can thrill feelings, arouse enthusiasm and create its own preoccupation, because it can express children's feelings. Storytelling can also improve and develop an attitude of liking language by practicing the use of communicative language.

RESEARCH METHODOLOGY

This research uses a qualitative descriptive approach through participatory observation to describe, illustrate, and explore and describe data about the madrasah head's management in implementing character education at MIN Sengkati Gedang (Dianovi dkk., 2022), Mersam sub-district. Qualitative research begins with assumptions, interpretive / theoretical lenses, and studies of research problems that examine how individuals or groups interpret social or humanitarian problems.

The social situation is the location or place determined to conduct research, because the research is social research or the human or cultural environment, it is called a social situation. The social situation of this research took place at MIN Sengkati Gedang, Mersam District.

RESULT AND DISCUSSION

Storytelling As Art, The term art comes from Sanskrit, namely *sani* which means worship, service, donation, request or search with respect and honesty (Hadjar Pamadhi:

2010). From the origin of the word 'art' above, various meanings of art emerge, namely art as

work of art, art as skill, and art as human activity, (human activity) Storytelling is a way to pass on the legacy from one generation to the next. Storytelling can also be a medium for conveying the values prevailing in society. A good storyteller will make the story interesting and lively. The involvement of children in the fairy tales that are told will provide a fresh, interesting atmosphere and become a unique experience for children (Hikmah, 2015). Storytelling is a combined activity between

activities of listening, speaking, imagining, which are full of empathetic closeness between the two parties (Najeed dkk., 2022). Storytelling is one of the oral language skills that is productive (Nopiana dkk., 2022). So, telling stories becomes part of speaking skills. Storytelling skills are very important for the development of children's speaking skills. Not only as a communication skill, but also as an art, because storytelling requires both of these speaking skills.

Pan early childhood the use of the art of storytelling there are several things that are necessary Pay attention, namely the nature of telling stories to children, the use of telling stories to children, good stories, getting to know children, starting telling stories to children, messages telling stories to children, repeated stories, running out of story ideas, messages for storytellers (Nopiana dkk., 2022). Although it seems that there is a similarity in language with storytelling as a learning method because it is unavoidable (Ilham dkk., 2022), storytelling in the context of its flexibility as an art that can be applied outside the classroom, especially in the family environment, is not just storytelling as a learning method in the classroom.

So it can be concluded that the art of storytelling is a person's skill conveying information with vocals, expressions, gestures, and mastering the stage, and the method of conveying this can be done using props or without props (Hartini dkk., 2022). The art of storytelling has long been known (Safitri dkk., 2022). The proof is that since long ago in the villages there was usually a special building known as a pavilion in Java, a baileu in Ambon, or a sopo godang in Tapanuli (Firman dkk., 2022b). Besides being used to hold meetings or meetings, the building is also used as a place to tell stories.

Types of Storytelling Methods (Anoum dkk., 2022), MThe storytelling method can be done as attractively as possible so that children don't get bored with just one method. We can modify the storytelling method used with various media to make the story more attractive, especially for children (Hikmah dkk., 2022). There are several types of storytelling.

Telling Stories Without Prop, BTelling stories without props can be interpreted as storytelling activities carried out by teachers or parents without using media or props that can be shown to children. The following are the steps for storytelling without props (Dewi S dkk., 2022b). Sit up straight and relax. Understanding story characters, plot, story content, and dialogues in the story. Begin the story activity by singing according to the topic or theme that will be taken as an activity in storytelling. Expressive in expressing every emotion in the story (Keshav dkk., 2022b). So that it can stimulate children's imagination properly. Understanding the meaning of the child's response to the expression given by the teacher (Kartel dkk., 2022). Doing physical interaction with children to increase children's intuition. g. Have a light dialogue with the child. Use the chalkboard to write the character's name. i. Emphasize the main content of the story to children. together to express what is heard.

Based on the explanation above, it can be concluded that storytelling without props is a storytelling activity without using any props and can be done indoors or outdoors (Qureshi dkk., 2022). As well as storytelling activities can be done in small classes and sitting in a circle.

Storytelling With Props, Telling stories with props means that we use media or supporting tools to clarify the storytelling we convey (Mun dkk., 2019). Storytelling activities with props as objects that can be seen by children greatly help the development of children's language and the development of children's thinking then also the props or media used should be safe for children (Joubert dkk., 2019), interesting and appropriate to

the child's developmental stage (Mancini, 2019). The following are the steps in storytelling activities with props that must be considered (Kartiningsih, 2021); a) Mastering the contents of the story to be read. b) Do not read books when telling stories to children. c) Slow down in pronouncing the pronunciation in telling stories or slightly dramatizing the vocals that are issued. d) Have a dialogue with the child for a while. e) Pay attention to all children and try to make eye contact with them. f) Show media related to the contents of the story. g) Read the story for about 10 minutes. h) Have a dialogue with the child for a while. i) Pay attention to all children and try to make eye contact with them. j) Show media related to the contents of the story. k) Read the story for about 10 minutes. l) The teacher stands straight with a book in his left hand. m) Sitting position arranged properly. n) The direction of the hand points to the word you want to say. o) Good interaction with children. p) When the teacher opens the book page, the teacher does not stop telling stories. q) State the title of the book and the name of the author. h) Have a dialogue with the child for a while. i) Pay attention to all children and try to make eye contact with them. j) Show media related to the contents of the story. k) Read the story for about 10 minutes. l) The teacher stands straight with a book in his left hand. m) Sitting position arranged properly. n) The direction of the hand points to the word you want to say. o) Good interaction with children. p) When the teacher opens the book page, the teacher does not stop telling stories. q) State the title of the book and the name of the author. h) Have a dialogue with the child for a while. i) Pay attention to all children and try to make eye contact with them. j) Show media related to the contents of the story. k) Read the story for about 10 minutes. l) The teacher stands straight with a book in his left hand. m) Sitting position arranged properly. n) The direction of the hand points to the word you want to say. o) Good interaction with children. p) When the teacher opens the book page, the teacher does not stop telling stories. q) State the title of the book and the name of the author. n) The direction of the hand points to the word you want to say. o) Good interaction with children. p) When the teacher opens the book page, the teacher does not stop telling stories. q) State the title of the book and the name of the author. n) The direction of the hand points to the word you want to say. o) Good interaction with children. p) When the teacher opens the book page, the teacher does not stop telling stories. q) State the title of the book and the name of the author.

Then the forms of telling stories using props are divided into two types namely (Zhao dkk., 2022): Tell stories with live props Telling stories with direct props is the teacher telling stories using direct props such as bags, or real living things such as pets such as cats or plants such as spinach, kale and others (Sanjaya, 2016). Tell stories with indirect props. Storytelling with tools is a storytelling activity using imitation props. In this storytelling activity there are imitation objects as props (Wenzel, 2019). For example artificial animals, artificial fruit, artificial vegetables and so on which are made of various materials, such as wood, plastic, and others.

Storytelling activities with indirect props consist of: 1) Telling stories with pictures 2) Tell stories with cards 3) Tell stories with flannel boards 4) Tell stories with story books 5) Tell stories with dolls.

Based on the explanation above, it can be concluded that the types of storytelling are divided into 2, namely storytelling without props and storytelling with props. And telling stories with props is divided into 2 types, namely telling stories with direct props and telling stories with indirect props.

storytelling method, The function of the storytelling method for early childhood is as follows (Kim & Hall, 2020): Instill good educational values. Emotional development, the story demonstrates life in the real world. in intellectual development, the sequence of events in a story is formed by a logical relationship, namely a causal relationship. Development of imagination, Growing social sense by reading stories,

Based on the explanation above, it can be concluded that the benefits of the storytelling method are that stories are able to train children's concentration, train children to socialize, hone children's creativity, socialize media (Van Laer dkk., 2019), foster children's self-confidence, train children to think critically and systematically, fun learning activities for children, and the latter trains children's language skills.

The Storytelling Method and Its Elements, The storytelling method is a way of conveying or presenting learning material orally in the form of stories from the teacher to kindergarten students. This story method provides learning experiences for children to develop children's self-confidence. This is very important for children in their next life, with good self-confidence it will make it easier for children to interact with the environment and recognize themselves (Woods dkk., 2022). Furthermore, when telling a story, the storyteller must choose the right and interesting technique so that the message conveyed in the story through the storyteller can be effective. There are several things that the storyteller needs to pay attention to in terms of storytelling techniques including (Zubaedah, 2018) as follows.

story telling, To start a story, the narrator must be able to influence the souls of the children or listeners. For example, in telling stories by asking general questions to stimulate their sensitivity to the story that will be presented.

Vocal/Pronunciation/Voice Imitation, In order to have good pronunciation, the narrator should carry out various trainings as above, even though basically the narrator has no defects in pronunciation (Zubaedah, 2018).

Intonation and tone of voice, When telling a story, the high and low voice and tone of speech should be adjusted to the circumstances that exist in the storyline that is being told. It is better for the storyteller to tell the story starting with a voice that is slow, calm, pleasing to the ear, and gradually the volume can be raised.

The appreciation of the Characters of the Story, The appreciation of the characters in the story can be understood through the fluent expressions spoken by the storyteller in front of the children. The narrator is said to have mastered or lived up to the characters in the story (Baldassarre dkk., 2020), if at the time of telling the story he utters the dialogues smoothly. The storyteller should be able to give roles to each character in the story with the characteristics of the actual characters.

Expression, The expressions created by the storyteller will support the storyline when it is told and will support the child's understanding of the storyline. Expression is

certainly in accordance with what is demanded by the story. Expressions should be presented reflexively and seem natural. For this reason, the storyteller should do a lot of exercises to improve his expression skills.

Movement and Appearance, Telling stories in front of children is always interpretive so that it is impossible to tell stories without making movements and without emotion. Gestures and appearances should correspond exactly to the words spoken. Narrators have different types of voices (Zubaedah, 2018).

Communicative Ability, A good storyteller is a storyteller who understands good storytelling techniques. The narrator knows exactly who is being told the story, what is being told, what is the purpose of the story, where is he telling the story, what intermediaries (props) are used during the storytelling, and how to tell the story. Storytelling is an art of performing in front of children. Thus, the presence of the storyteller should have an intimate relationship with the children, both eye, inner, feeling, and thought relationship (Zubaedah, 2018).

Based on the explanation above, it can be concluded that several methods or Techniques that can be used when telling a story are by paying attention to the initial technique of telling a story, vocals, intonation or tone of voice, appreciation, expression, appearance and communicative abilities.

Learning Storytelling Methods That Can Stimulate Intelligence child's mother
Multiple Intelligences, multiple intelligences is a theory discovered by Dr. Howard Gardner in 1983. Before the theory of intelligence multiple intelligences appeared, a person's intelligence was determined more by his ability to complete an IQ test (Intelligence Quotient), then the test was converted into a standard number of intelligence. In his book *Frame of Mind*, Gardner says that intelligence is the ability to find and solve problems and create products of value in one's own culture, intelligence is the ability to find or solve problems and create new products that have cultural values (Chatib, 2011). Howard Garner found that multiple intelligences are all assessments that look at descriptively how individuals use their intelligence to solve problems and produce something (Mudlofir &

According to Thomas Armstrong, the multiple intelligences learning strategy is a way of accessing information through the eight intelligence pathways that exist in students, but to bring it back all intelligences synergize in a unique unit according to the needs of students. So that students are able to solve learning problems in amazing ways (Said, 2016).

Based on the explanation above, it can be concluded that multiple intelligences are intelligence that has been bestowed by God to every human being to fill one's ability so that it can be useful for himself and others.

Types of Multiple Intelligences, following multiple intelligences according to Gardner.

Mathematical Intelligence-Logic Intelligence, MomThematic-Logic includes a person's ability to think inductively and deductively, think according to the rules of logic, understand and analyze patterns of numbers and solve problems using thinking skills.

Prasetyo and Yeni argue that mathematical logical intelligence is defined as the capacity to use numbers, think logically to analyze cases or problems and perform systematic calculations (Uno, 2017).

Language or Linguistic Intelligence, Language intelligence includes a person's ability to use language and words, both orally and in writing, in a variety of different forms to express his ideas (Uno, 2017). Good at talking, likes to tell stories, diligently listening to stories or reading is a sign of someone who has linguistic intelligence. The indicator of language or linguistic intelligence in this study is good at speaking.

Musical Intelligence, Musical intelligence includes a person's ability to be sensitive to non-verbal sounds around him, including in this case tone and rhythm. Musical intelligence is the intelligence that grows the earliest and appears unexpectedly compared to other areas of human intelligence. Musical intelligence can last until old age (Sholeh, 2016).

Visual-Spatial Intelligence, Visual-spatial intelligence includes a person's ability to understand more deeply the relationship between objects and space. For example, the ability to capture color, direction, and space accurately and change the capture into other forms, such as decoration, architecture, painting, sculpture. Someone with maximally developed visual-spatial intelligence will be able to recreate images of events they have experienced, be able to pay attention to the details of what they see, and imagine visual objects in their minds (Lucy, 2016).

Kinesthetic Intelligence, Kinesthetic intelligence includes a person's ability to actively use parts or the whole body to express ideas and feelings as well as the skills to use the hands to create and change something. This intelligence is widely possessed by athletes, dancers, sculptors, surgeons, and translators of the language of gestures. Someone with this intelligence will easily express their thoughts and feelings through gestures (Ula, 2013).

Interpersonal Intelligence, Interpersonal intelligence shows a person's ability to be sensitive to the feelings of others. They tend to understand and interact with other people, so it's easy to socialize with the environment around them. This kind of intelligence is also often referred to as social intelligence, because people who have interpersonal intelligence will be able to socialize well, and can understand the differences that exist in every human being. For example, interpersonal intelligence includes: the ability to get along with others, lead high social sensitivity, negotiate, work together, and have high empathy.

Intrapersonal Intelligence

Intrapersonal intelligence shows a person's ability to be sensitive to his own feelings. He tends to be able to recognize various strengths and weaknesses that exist in himself. According to Lwin, intrapersonal intelligence is intelligence related to the ability to understand oneself and responsibility for one's own life (Sholeh, 2016). Because responsibility as an indicator in this research is a trait that will be very much needed in various areas of life, be it personal life, with other people, or with the Creator.

Naturalist Intelligence, Naturalist intelligence is a person's ability to be sensitive to the natural environment. The core components of naturalistic intelligence are sensitivity to

nature (flora, fauna, cloud formations, mountains), the ability to distinguish members of a species, recognize the existence of other species, and map relationships between several species, both formally and informally. Taking care of nature and even being a part of nature itself is like visiting places that are inhabited by animals, and being able to know the relationship between the environment and nature is a high level of intelligence considering that not everyone can do it easily (Yaumi, 2016).

Spiritual Existential Intelligence, Spiritual intelligence is believed to be the most essential intelligence in human life compared to other types of intelligence such as intellectual, emotional and social intelligence. That spiritual intelligence

lean on the heart and be inspired so that if one has spiritual intelligence, then everything that is done will end in something pleasant. Everything must always be processed and decided through deep consideration which is formed by presenting conscience (Yaumi, 2016).

Telling Stories Against the Development of Multiple Intelligences Storytelling is a moral education tool that is the easiest for children to digest besides the examples that children see every day in their environment. Following are the implications of the storytelling method for multiple intelligences (Madyawati, 2016). Storytelling is a method of material that can be integrated with the basics

other skills, namely speaking, reading, writing, and listening. Stories provide a free scope for children to develop the ability to empathize with events that happen to other people. This underlies children to have social sensitivity. Telling stories gives an example to children how to have a good conversation, at the same time teaching children how to control desires that are considered negative by society. Storytelling provides a social barometer for children, what values are accepted by the surrounding community, such as obeying the orders of parents, giving in to students and always being honest. Storytelling provides cultural and moral lessons that are given through rules and direct orders. Storytelling provides space for children to move about when a value that has been captured will be applied. Storytelling has positive psychological effects for children and teachers as storytellers, such as emotional closeness as a storyteller, such as emotional closeness as a substitute for a parent's attached figure. Storytelling arouses children's curiosity about events or stories, plots, and thus fosters the ability to construct causal relationships

The presence of stories makes children more longing for school. Storytelling encourages children to give "meaning" to the learning process, especially regarding empathy so that children can concrete their psychological feelings about how they should look at a problem from the point of view of a problem from another person's point of view. In addition, the storytelling method can also develop various aspects of development in early childhood

CONCLUSION

Based on the description above, it can be concluded that storytelling is one of the productive oral language skills. Storytelling skills are very important for the development

of children's speaking skills. Not only as a communication skill, but also as an art, because storytelling requires both speaking skills. Then the types of storytelling are divided into 2, namely storytelling without props and storytelling with props. And telling stories with props is divided into 2 types, namely telling stories with direct props and telling stories with indirect props.

The function of the storytelling method is to instill good educational values. Emotional development, Intellectual development, Imagination development, Then the growth of social sense The growth of ethical and religious sense of the story. Furthermore, several methods or techniques that can be used when telling stories, namely by paying attention to the initial technique of telling stories, vocals, intonation or tone of voice, appreciation, expression, appearance movements and communicative abilities tell stories.

The presence of stories makes children more longing for school. Storytelling encourages children to give "meaning" to the learning process, especially regarding empathy so that children can concrete their psychological feelings about how they should look at a problem from the point of view of a problem from another person's point of view. In addition, the storytelling method can also develop various aspects of development in early childhood

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