

Factors Affecting the Implementation of Character Education Program Policies at SMAN 2 Sipora in Mentawai Islands Regency

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ABSTRACT

This study aims to analyze the factors that influence the implementation of character education program policies at Senior High School (SMAN) 2 Sipora in Mentawai Islands Regency, this is motivated by the weakness of the internal quality assurance system for character education. implementation as a need to ensure the quality of character education, deviant behavior among school-age teenagers, the lack of distribution of character education for students, and the lack distribution of character education to students by teachers at SMAN 2 Sipora. This type of research uses a quantitative approach with a multiple linear regression method. Data collection techniques with questionnaires. The respondents of this study were 56 teachers at SMAN 2 Sipora. The sampling method used the total sampling method where the entire population in this study was used as the research sample. Hypothesis testing is calculated with the IBM Statistical Package for Social Science (SPSS) version 24.0 program. From the results of this study, it was found that partial communication had no significant effect on the implementation of character education program policies, resources had a significant effect on the implementation of character education program policies, disposition had a significant effect on the implementation of character education program policies, the bureaucratic structure had a significant effect on the implementation of character education program policies at SMAN 2 Sipora. Simultaneously, communication, resources, disposition, and bureaucratic structure significantly influence the implementation of character education program policies at SMAN 2 Sipora.

Keywords: Communication, Bureaucratic Structure, Character Education, Program Policies



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INTRODUCTION

Education is a learning process for students to understand and think more critically. Article 3 of Law No. 20/2003 concerning "The National Education System" stipulates that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and citizens. state, democratic and responsible. It can be emphasized that conceptual education in Indonesia aims to build good character.

Character is a way of thinking and behavior that characterizes the coexistence and cooperation of all individuals, both in the family, community, nation, and state (Wibowo, 2012). Education is a process that takes place in life as an effort to balance the conditions inside and outside (Saroni, 2011). Character education is the process of giving guidance to students to become fully human beings with character in the dimensions of heart, thought, body and taste, and intention (Muchlas & Hariyanto, 2013). It is from this background that the government decided that every educational unit was asked to instill character values to make students have good moral character. This is based on the stipulation of character education, Law No. 20/2003 concerning "The National Education System" so that students

become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens and the 2006 curriculum which contains self-development and habituation exercises is an effort by the government to maximize schools in instilling moral values in students and creating good behavior.

Character education is not new, but character education is a big topic in today's world of education. The purpose of character building is to facilitate the strengthening and development of values that can manifest behavior, both during the school process and after graduating from school, correcting the behavior of students who are not by the values developed by the school, as well as building harmonious connections with families and communities in playing the responsibility of character education together (Kesuma & Permana, 2011). Based on initial observations at SMAN 2 Sipora it was still found that the weak potential of resources in the school policy process, planning, program, and implementation is a necessity to ensure the quality of character education. There is still an uneven distribution of character education for students, as well as a lack of discipline and responsibility for students. The problem of juvenile delinquency requires serious attention and handling through the cooperation of all parties and the responsibility of both parents and teachers as well as the school environment. Teenagers who commit crimes tend to have less self-control. The crimes committed were violent, aggressive, and subjective. Most teens abuse self-control and overestimate themselves.

Several factors influence the policy of the character education program at SMAN 2 Sipora, the first is communication. In the language of communication, the statement is called a message. The person who conveys the message is called the communicator. During that time, the person receiving the explanation is called the communicant. Communication means the process of delivering messages by the communicator to the communicant (Naim, 2016). The second factor is resources. According to Hasibuan (2013), resources are an integrated skill that comes from the power of thought and physical power possessed by each person. Resources include the power of thought and physical power in each individual. So that resources are an ability in every human being which is determined by a very important element in the various activities carried out. The third factor related to policy implementation is disposition. According to Widodo (2015), it is said that disposition is the willingness, desire, and tendency of policy actors to carry out policies seriously so that what is the goal of the policy can be realized. The next factor influencing policy implementation is the bureaucratic structure. According to Muhammad (2018), bureaucracy is an effective and efficient procedure based on valid theories and rules, with expertise for the purposes agreed upon by the organization or authority.

RESEARCH METHODS

This research uses quantitative research. The analysis technique used is Total Sampling. The context of this research variable is communication, resources, disposition, bureaucratic structure, and implementation of character education program policies. Data is processed using IBM SPSS Version 24.0. The type of data in this study is in the form of quantitative and qualitative data. Qualitative data in the form of interviews with employees and superiors. While quantitative data is data from the results of the questionnaire given to the research sample. Sources of data in this study are primary and secondary data sources. The primary data in this study were obtained directly from the respondents using a questionnaire about communication, resources, disposition, bureaucratic structure, and

implementation of character education program policies. While secondary data is data obtained from other parties such as literature and previous research. Data analysis was used to see whether there was an influence of communication, resources, disposition, and bureaucratic structure on the implementation of character education program policies at SMA Negeri 2 Sipora, Mentawai Islands District. The analyzes carried out are validity analysis, instrument reliability, descriptive analysis, and analysis prerequisite tests, namely normality, multicollinearity, and heteroscedasticity tests, then hypothesis testing is carried out with multiple linear regression tests.

RESULTS AND DISCUSSION

3.1 Results

Normality test

The normality test aims to test whether in the regression model, the confounding or residual variables have a normal distribution. It is known that the *t-test* and *F-Test* assume that the residual value follows a normal distribution. To detect the normality test in this study using the Kolmogorov-Smirnov test. The basis for making decisions from this normality test is to look at the Asymp probability. Sig (2-tailed). If the probability Asymp. Sig (2-tailed) $> \alpha = 0.05$, then the residual data is normally distributed. In the following, the results of the normality test using the One Sample Kolmogorov Smirnov Test are presented. Based on calculations via a computer using the IBM SPSS for Windows Version 24.0 program, the following results (Table 1) are obtained.

Table 1. Normality Test Results

Variabel	Asymp. Sig	Limit Value	Information
Standardized Residual	0,069	0,05	Normal

In Table 1 above, it can be seen where the standardized residual variable has a significant value of $0.069 > 0.05$. Thus it can be concluded that the confounding variable (residual) in each variable is normally distributed.

Heteroscedasticity Test

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another observation. A good regression model is one with homoscedasticity or no heteroscedasticity. To detect the presence or absence of heteroscedasticity, the Glejser test can be used. The Glejser test is carried out by regressing the independent variable to the unstandardized residual value. If the significant value is greater than 0.05, it means that there are no symptoms of heteroscedasticity. Based on computer calculations using the IBM SPSS for Windows Version 24.0, the following results (Table 2) were obtained.

Table 2. Heteroscedasticity Test

No	Variabel	Residual Absolute (RES_ABS)	
		Significant	Information
1	Communication	0,303	Free of Heteroscedasticity
2	Resource	0,064	Free of Heteroscedasticity

No	Variabel	Residual Absolute (RES_ABS)	
		Significant	Information
3	Disposition	0,642	Free of Heteroscedasticity
4	Bureaucratic Structure	0,796	Free of Heteroscedasticity

From Table 2 above, it can be seen that the significant value of the variables has a significant value greater than 0.05, so it can be concluded that the regression model is good or there is no heteroscedasticity (free of heteroscedasticity).

Multicollinearity Test

The multicollinearity test aims to test whether the independent variables influence each other in the regression model. How to determine the presence or absence of multicollinearity in the regression model can be done by looking at the tolerance and Variance Inflation Factor (VIF) values. If the tolerance value is < 0.10 or the VIF value is > 10 then there is multicollinearity, if the tolerance value is > 0.10 or the VIF value is < 10 then there is no multicollinearity. The results of this multicollinearity test are based on calculations via a computer using the IBM SPSS for Windows Version 24.0 program, the results (Table 3) are shown as follows.

Table 3. Multicollinearity Test

No	Free Variables	Tolerance	VIF	Information
1	Communication	0,462	2,165	Free of Multicollinearity
2	Resource	0,436	2,295	Free of Multicollinearity
3	Disposition	0,339	2,949	Free of Multicollinearity
4	Bureaucratic Structure	0,461	2,169	Free of Multicollinearity

From Table 3 above, it can be concluded that the independent variables, namely communication, resources, disposition and bureaucratic structure are declared free from multicollinearity because the four independent variables have a tolerance value greater than 0.10 and VIF less than 10.

Multiple Linear Regression Analysis

This analysis is used to determine the magnitude of the effect of the independent variables on the dependent variable. The magnitude of the influence of the independent variables with the dependent variable can be calculated through a multiple regression equation. Based on calculations via a computer using the IBM SPSS for Windows Version 24.0 program, the following results (Table 4) are obtained.

Table 4. Recap of Multiple Linear Regression Analysis Test Results

Variable	Coef. Regression	T-count	Sig.
Constant	-0,316		
Communication	0,059	0,613	0,542
Resource	0,310	3,109	0,003
Disposition	0,359	2,834	0,007
Bureaucratic Structure	0,272	2,132	0,038
F-count = 35,357	Sig. = 0,000		
R ² = 0,735			

From Table 4 above, the form of the regression equation model for the influence of communication, resources, disposition and bureaucratic structure on the implementation of character education program policies is as follows:

$$Y = -0,316 + 0,059X_1 + 0,310X_2 + 0,359X_3 + 0,272X_4 + e$$

Explanation of the above equation:

$\alpha = -0,316$; it means that without the influence of communication, resources, disposition and bureaucratic structure, the implementation of character education program policies already exists by -31.6 percent.

$b_1 = 0,059$; it means that there is a positive influence between the communication variables (X1) on policy implementation (Y). This shows that the higher or higher the communication, it will increase the implementation of the policy. The value of the communication regression coefficient is 0.059, meaning that for every increase in one unit of communication, the implementation of the policy will increase by 5.9 percent.

$b_2 = 0,310$; it means that there is a positive influence between the resource variables (X2) on policy implementation (Y). This shows that the increase in or increase in resources, it will improve policy implementation. The resource regression coefficient value is 0.310, meaning that for every increase of one unit of resource, the implementation of the policy will increase by 31 percent.

$b_3 = 0,359$; it means that there is a positive influence between disposition variables (X3) on policy implementation (Y). This shows that the higher the disposition, the higher the policy implementation. The value of the disposition regression coefficient is 0.359, meaning that for every increase in one unit of disposition, the implementation of the policy will increase by 35.9 percent.

$b_4 = 0,272$; it means that there is a positive influence between the variables of bureaucratic structure (X4) on policy implementation (Y). This shows that the higher the bureaucratic structure, the more policy implementation will be. The regression coefficient value of the bureaucratic structure is 0.272, meaning that for every increase in one unit of the bureaucratic structure, the implementation of policies increases by 27.2 percent.

T-test (partial)

Based on table 5, it can be seen that:

1. Effect of Communication (X1) on Policy Implementation (Y)
The results of the analysis of the influence of the Communication variable (X1) on the Policy Implementation variable (Y) obtained the value of $T\text{-count} = 0.613$ ($df = 56-5 = 51$; $T\text{-table} = 2.00758$); ($T\text{-count} < T\text{-table}$), with a significant level of $0.542 > 0.05$, as a result, hypothesis one (H1) is rejected. The results of the analysis show that partially there is no significant influence between the communication variables on the implementation of character education program policies at SMAN 2 Sipora.
2. Influence of Resources (X2) on Policy Implementation (Y)
The results of the analysis of the influence of the resource variable (X2) on the policy implementation variable (Y) obtained the value of $T\text{-count} = 3.109$ ($df = 56-5 = 51$; $T\text{-table} = 2.00758$); ($T\text{-count} > T\text{-table}$), with a significant level of $0.003 < 0.05$, as a result, hypothesis two (H2) is accepted. The results of the analysis show that partially there is a significant influence between the resource variables on the implementation of character education program policies at SMAN 2 Sipora.
3. Effect of Disposition (X3) on Policy Implementation (Y)

The results of the analysis of the influence of the disposition variable (X3) on the policy implementation variable (Y) obtained the value of $T\text{-count} = 2.834$ ($df = 56-5 = 51$; $T\text{-table} = 2.00758$); ($T\text{-count} > T\text{-table}$), with a significant level of $0.007 < 0.05$, as a result the third hypothesis (H3) is accepted. The results of the analysis show that partially there is a significant influence between the disposition variables on the implementation of character education program policies at SMAN 2 Sipora.

4. Effect of Bureaucratic Structure (X4) on Policy Implementation (Y)

The results of the analysis of the influence of the bureaucratic structure variable (X4) on the policy implementation variable (Y) obtained the value of $T\text{-count} = 2.132$ ($df = 56-5 = 51$; $T\text{-table} = 2.00758$); ($T\text{-count} > T\text{-table}$), with a significant level of $0.038 < 0.05$, as a result the fourth hypothesis (H4) is accepted. The results of the analysis show that partially there is a significant influence between the variables of bureaucratic structure on the implementation of character education program policies at SMAN 2 Sipora.

F-Test (simultaneous)

Based on table 5, it can be seen that the results of the analysis of the influence of communication (X1), resources (X2), disposition (X3) and bureaucratic structure (X4) together on the implementation of character education program policies (Y), obtained an $F\text{-count}$ value of 35.357 with a significance probability of $0.000 < 0.05$. With $df1 = (k-1) = 4$, $df2 = 56 - 5 = 51$, $F\text{-table} 2.55$, then $F\text{-count} > F\text{-table}$ or $35.357 > 2.55$, consequently the hypothesis is accepted. The results of the analysis show that together there is a significant influence between the variables of communication, resources, disposition and bureaucratic structure on the implementation of character education program policies at SMAN 2 Sipora.

Coefficient of Determination Testing (R^2)

Based on the results of the regression estimation calculation, the adjusted coefficient of determination value or R Square is 0.735, meaning that 73.5 percent of the variation of all independent variables can explain the dependent variable, while the remaining 26.5 percent is explained by other variables not examined in this study. Because the value of R^2 is not close to or away from 0 (zero) and close to 1 (one), then the contribution (influence) of the independent variable simultaneously on the dependent is strong.

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3.2 Discussion

The Effect of Communication on Policy Implementation

The first objective of this study was to determine the effect of communication on the implementation of character education program policies at SMAN 2 Sipora. The results of statistical analysis using multiple linear regression show that the first hypothesis is rejected. The results of the analysis of the influence of the communication variable (X1) on the policy implementation variable (Y) obtained the value of $T\text{-count} = 0.613$ ($df = 56-5 = 51$; $T\text{-table} = 2.00758$) ($T\text{-count} < T\text{-table}$), with a significant level of $0.542 > 0.05$, consequently the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. The results of the analysis show that partially there is no significant influence between the communication variables on the implementation of character education program policies at SMAN 2 Sipora.

The results of this study indicate that communication has no significant effect on the implementation of the policy of character education program at SMAN 2 Sipora. Thus, it can be concluded that the implementation of character education program policies at SMAN 2 Sipora is not determined by communication. In the language of communication, the statement is called a message. The person who conveys the message is called the communicator. During that time, the person receiving the explanation is called the communicant. Communication means the process of delivering messages by the communicator to the communicant (Naim, 2016). Communication is the process of sending messages from one person to another to inform or change attitudes, opinions or actions directly (verbally) or indirectly (through the media), (Hubeis, 2012). Communication is a process in which someone tries to provide understanding and information by conveying messages to others (Stonner, 2012). Based on the results of research conducted by Fatriansah (2018), it was found that policy communication will run smoothly if there is good communication between the principal and other school members. Furthermore, research conducted by Pertiwi & Marsigit (2017), found that the implementation of character education in junior high school mathematics learning in the city of Yogyakarta was included in the fairly good category. So that communication will not improve performance or implementation of character education program policies.

The Effect of Resources on Policy Implementation

The second objective of this study was to determine the influence of resources on the implementation of character education program policies at SMAN 2 Sipora. The results of statistical analysis using multiple linear regression indicate that the second hypothesis is accepted. The results of the analysis of the influence of the resource variable (X2) on the policy implementation variable (Y) obtained the value of $T\text{-count} = 3.109$ ($df = 56-5 = 51$; $T\text{-table} = 2.00758$); ($T\text{-count} > T\text{-table}$), with a significant level of $0.003 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the resource variables on the implementation of character education program policies at SMAN 2 Sipora.

The results of this study indicate that resources have a significant effect on the implementation of character education program policies at SMAN 2 Sipora. Thus, it can be concluded that the implementation of character education program policies at SMAN 2 Sipora is determined by resources. According to Mangkunegara (2015), resources are a planning, organizing, coordinating, implementing and supervising the procurement, development, provision of remuneration, integration, maintenance and separation of workers in order to achieve organizational goals. According to Panggabean (2012), human

resources is a process consisting of management, planning, leadership and control of activities related to job analysis, procurement, job evaluation, development, promotion, compensation and termination of employment in order to obtain the specified goals. Based on research conducted by Fatriansah (2018), it was found that human resources were adequate to support the implementation of character education policies. Furthermore, research conducted by Hapsari (2017), found that the main problems regarding the implementation of character education policies are human resources and facilities. So that the resources will improve the implementation of character education program policies.

The Effect of Disposition on Policy Implementation

The third objective of this study was to determine the effect of disposition on the implementation of character education program policies at SMAN 2 Sipora. The results of statistical analysis using multiple linear regression indicate that the third hypothesis is accepted. The results of the analysis of the influence of the disposition variable (X3) on the policy implementation variable (Y) obtained the value of $T\text{-count} = 2.834$ ($df = 56-5 = 51$; $T\text{-table} = 2.00758$); ($T\text{-count} > T\text{-table}$), with a significant level of $0.007 < 0.05$, consequently the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the disposition variables on the implementation of character education program policies at SMAN 2 Sipora.

The results of this study indicate that disposition has a significant effect on the implementation of character education program policies at SMAN 2 Sipora. Thus, it can be concluded that the implementation of character education program policies at SMAN 2 Sipora is determined by disposition. According to Widodo (2015), it is said that disposition is a willingness, desire and tendency of policy actors to carry out policies seriously so that the objectives of the policy can be realized. Meanwhile, according to Stoner, James & Freeman (2012), disposition is a policy actor who participates in implementing and carrying out policies in order to implement and achieve the objectives of the policy. Based on research conducted by Fatriansah (2018), it was found that the commitment to implementing character education policies at SMPN 5 can be said to be quite good, so the commitment to implementing character education policies is said to be quite good. Furthermore, research conducted by Ilyas (2020), found that the implementation of character education policies in schools was operational in nature that focused on certain aspects that became the main program of the National Policy for National Character Development. So that the disposition will improve the implementation of character education program policies.

The Effect of Bureaucratic Structure on Policy Implementation

The fourth objective of this study was to determine the effect of the bureaucratic structure on the implementation of character education program policies at SMAN 2 Sipora. The results of statistical analysis using multiple linear regression indicate that the fourth hypothesis is accepted. The results of the analysis of the influence of the bureaucratic structure variable (X4) on the policy implementation variable (Y) obtained the value of $T\text{-count} = 2.132$ ($df = 56-5 = 51$; $T\text{-table} = 2.00758$); ($T\text{-count} > T\text{-table}$), with a significant level of $0.038 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the variables of bureaucratic structure on the implementation of character education program policies at SMAN 2 Sipora.

The results of this study indicate that the bureaucratic structure has a significant effect on the implementation of character education program policies at SMAN 2 Sipora. Thus, it

can be concluded that the implementation of character education program policies at SMAN 2 Sipora is determined by the bureaucratic structure. According to Muhammad, (2018), bureaucracy is an effective and efficient procedure based on valid theories and rules, with expertise for goals agreed by the organization or authority. Meanwhile, according to Dharma (2010), bureaucracy is a field of study that attracts various groups both in the public sector and in the business sector. The role of the bureaucracy is very large and experiences variations in realizing the goals set. Based on research conducted by Fatriansah (2018), it was found that there was no new structure created specifically for policy implementation at SMPN 5 Purwakarta. Meanwhile, research conducted by Suherman (2020), found that education policies were prepared based on the vision and goals of schools with different characteristics and programs. So it can be concluded that the bureaucratic structure will improve the implementation of character education program policies.

The Effect of Communication, Resources, Disposition and Bureaucratic Structure on Policy Implementation

The fifth objective of this study was to determine the effect of communication, resources, disposition and bureaucratic structure on the implementation of character education program policies at SMAN 2 Sipora. Based on the research, the implementation of character education program policies at SMAN 2 Sipora is good, judging from the respondents' responses (TCR) of 81.90 percent, stating that the implementation of character education program policies is good. This means that the implementation of character education program policies at SMAN 2 Sipora are good at doing their jobs and trying to finish them on time.

Hypothesis testing, from the ANOVA test (Simultaneous Test / *F-Test*) obtained the *F-count* value of 35.357 with a significance probability of $0.000 < 0.05$. With $df_1 = (k-1) = 4$, $df_2 = 56 - 5 = 51$, *F-table* 2.55, then $F\text{-count} > F\text{-table}$ or $35.357 > 2.55$, as a result H_0 is rejected and H_a is accepted. The results of the analysis show that simultaneously (together) there is a significant influence between the variables of communication, resources, disposition and bureaucratic structure on the implementation of character education program policies at SMAN 2 Sipora, it can be concluded that the fifth hypothesis (H_5) which reads communication, sources Power, disposition and bureaucratic structure together have a significant effect on the implementation of character education program policies at SMAN 2 Sipora are accepted, therefore the fifth hypothesis (H_5) can be accepted. National character education is not to be taught through separate subjects that stand alone, but national character education is provided by all subject teachers who are integrated in the delivery of learning by all subject teachers. The application of character education is usually realized through self-development programs or extra activities, for example through habits in everyday life, as well as examples from teachers and education staff at schools. Based on the results of research conducted by Fatriansah (2018), it was found that policy communication will run smoothly if there is good communication between the principal and other school residents. Furthermore, research conducted by Pertiwi & Marsigit (2017), found that the implementation of character education in junior high school mathematics learning in the city of Yogyakarta was included in the fairly good category.

CONCLUSIONS

Based on the results of testing and discussing the hypotheses that have been described in previous chapters, the following conclusions can be drawn: 1) Communication has no significant effect on the implementation of character education program policies at SMAN 2 Sipora; 2) Resources have a significant effect on the implementation of character education program policies at SMAN 2 Sipora; 3) Disposition has a significant effect on the implementation of character education program policies at SMAN 2 Sipora; 4) The bureaucratic structure has a significant effect on the implementation of character education program policies at SMAN 2 Sipora; and 5) Communication, resources, disposition, and bureaucratic structure together have a significant effect on the implementation of character education program policies at SMAN 2 Sipora. Based on the findings and conclusions of the study. For this reason, the authors put forward the following suggestions: 1) To increase the success of the implementation of character education program policies at SMAN 2 Sipora, it is necessary to pay attention to good communication, fulfilled resources, disposition, and bureaucratic structures that contribute to policy implementation; 2) To improve a good bureaucratic structure, it is necessary to pay attention to the availability of standard operating procedures that support the implementation of good guidelines and the development of skills possessed for the needs of implementing character education policies at SMAN 2 Sipora; 3) For educators, it is hoped that they can develop themselves in character education that is useful for improving the quality of education that is increasingly advanced and developing; 4) The school environment has a big responsibility in carrying out character education. In this case, the teacher is the spearhead for the implementation of character education. Social relationships that occur between students and teachers, and students with other students, need to be built even more tightly. Therefore, teachers are expected to always integrate moral values into the learning process they do. It is necessary to use various models and learning methods that are more varied and innovative to attract students' interest in learning so that the planting of character education values is expected to be more effective and successful. Of course, by setting an example and habituation for students, either through words or deeds. Students are also accustomed to building more harmonious relationships, both with their classmates, as well as with friends from different classes.

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