The Principal's Policy Efforts In Improving The Character Education Of The Students Of Upt SDN 009 Trimanunggal Tapung District

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Article Info	Abstrak
	Penelitian ini bertujuan untuk mendapatkan gambaran terkait pendidikan karakter, mengetahui program serta pelaksanaannya dan mengetahui faktor-faktor serta bagaimana mengupayakan perbaikan dari hambatan di SDN 009 Trimanunggal. Penelitian ini menggunakan penelitian lapangan (field research) yang bersifat deskriptif kualitatif. Adapun teknik pengumpulan data menggunakan metode wawancara, observasi, dokumentasi dan triangulasi. Sedangkan teknik analisis data menggunakan reduksi data, penyajian data, penarikan kesimpulan. Adapun subjek dalam penelitian ini adalah kepala sekolah SDN 009 Trimanunggal, Waka Kurikulum, Guru PKN. Hasil penelitian ini menunjukkan bahwa: 1) Kebijakan kepala sekolah di SDN 009 Trimanunggal dalam meningkatkan pendidikan karakter merupakan program-program yang disaring dari pendapat guru-guru dan siswa. 2) SDN 009 Trimanunggal memiliki program-program unggulan yaitu Peningkatan nilai Ujian Nasional (UN) dengan target 90,20, tahfidz Qur'an, pengembangan 5 bahasa asing (Bahasa Jepang, Bahasa Korea, Bahasa Mandarin, Bahasa Arab, dan Bahasa Inggris), bimbingan TOEFL untuk kelas IX. 3) untuk evaluasi yaitu dengan adanya apel pagi yang dilaksanakan sebelum pembelajaran dimulai. Apel pagi ini berfungsi untuk mengetahui apakah program-program atau kegiatan- kegiatan (akademik atau non akademik) berjalan dengan baik tanpa hambatan.
Article Info	Abstract
	This research aims to get an overview of character education, find out about the program and its implementation and find out the factors and how to try to improve the obstacles at SDN 009 Trimanunggal. This research uses field research which is descriptive qualitative in nature. The data collection techniques use interview, observation, documentation and triangulation methods. Meanwhile, data analysis techniques use data reduction, data presentation, drawing conclusions. The subjects in this research were the principal of SDN 009 Trimanunggal, Deputy Head of Curriculum, PKN Teacher. The results of this research show that: 1) The principal's policy at SDN 009 Trimanunggal in improving character education is programs that are filtered from the opinions of teachers and students. 2) SDN 009 Trimanunggal has superior programs, namely increasing National Examination (UN) scores with a target of 90.20, tahfidz Qur'an, developing 5 foreign languages (Japanese, Korean, Mandarin, Arabic and English) , TOEFL guidance for class IX. 3) for evaluation, namely by having a morning assembly which is held before learning begins. This morning's call serves to find out whether programs or activities (academic or non-academic) are running well without any obstacles.

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1. INTRODUCTION

Education is directed at forming a superior personality by focusing on the process of maturating the qualities of logic, heart, morals and faith. The pinnacle of education is reaching the point of perfect quality of life (Hermino, 2014). A policy issued must be integrated with the interests of the government, society and the direction in which the policy is aimed. Likewise, educational policies are implemented (Hermino, 2014).

Character education management is a strategy applied in developing character education which is carried out with the desire and intention to embody noble teachings and values to realize the social mission of school management activities (Wiyani, 2012). Character education is a system of instilling character values in school members which includes the components of knowledge, awareness and will, and actions to implement these values, both towards God Almighty, oneself, others, the environment and nationality so that they become human human beings (Muslich, 2013).

Increasing job satisfaction and performance of school personnel helps organizations change more easily and better adapt to the demands of the development of students and educational

institutions. The phenomenon of RSBI (National Standard School Pilot) classes is an adaptive culture to the pace of civilization. This phenomenon requires innovative and creative educational leaders (Rohmat, 2010).

Leadership at SDN 009 Trimanunggal is very central, especially in formulating character development steps. SDN 009 Trimanunggal is a piloting school project that implements character education and piloting project requirements, namely a National standard school and not just SSN but there is a plus, meaning that every school has SSN and this school has RSBI. Habituation at school which is related to forming students' character is in line with the school's vision and mission, its vision is faith, excellence, modernity, international insight. In the first vision and mission, faith is the emphasis on developing student character at SDN 009 Trimanunggal.

Educational policy is the entire process and result of formulating educational strategy steps outlined in the educational vision and mission, in order to realize the achievement of educational goals in a society for a certain period of time (Hasbullah, 2015). Public policy in education to ensure education is in the public interest. In the beginning, schooling and education were private affairs provided by a small portion of society. However, schools were created by the government for all citizens. Furthermore, policies in education are determined by the government which regulates not only the curriculum, pedagogy and assessment, but also the conditions of teachers and maintenance of school physical facilities (Fattah, 2012).

In simple terms, a school principal can be defined as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons (Priansa and Somad, 2014). The principal is a leader who carries out his role in leading the school as an educational institution (Suharsaputra, 2010). The principal's policy is the result of decisions made wisely by the principal to achieve goals.

Character education is education that instills and develops noble characters in students, so that they have noble characters, apply and practice them in their lives, whether in the family, as members of society and citizens (Wibowo, 2013). Character is a trait or moral inherent in every human being that can make the difference between humans and other humans. Character is an individual's ability to overcome physical limitations and his ability to dedicate his life to good values that are beneficial to himself and others and is a series of attitudes and behavior.

Character education is a system of instilling character values in students which includes the components: awareness, understanding, concern and high commitment to implementing these values, both towards God Almighty, oneself, others, the environment and society. and the nation as a whole, so that they become perfect human beings in accordance with their nature (Mulyasa, 2012).

A. Education policy

Education policy must be in line with public policy. In the context of general public policy, namely development policy, policy is part of public policy. Educational policy is understood as policy in the field of education, to achieve the development goals of countries in the field of education, as one part of the development goals of the nation state as a whole (Nugroho, 2008).

Educational policy is a product that is used as a basis for educational decision making. Duke and Canady elaborated on the concept of policy with eight directions of meaning of policy, namely: (1) policy as a confirmation of aims and objectives, (2) policy as a set of institutional decisions used to regulate, control, promote, serve, and other influences within the scope of authority, (3) policy as a guide to discretionary action, (4) policy as a strategy taken to solve problems, (5) policy as sanctioned behavior, (6) policy as a norm of behavior characterized by consistency and regularity in several areas of substantive action , (7) policy as the output of the policy making system, and (8) policy as the influence of policy making, which refers to the target audience's understanding of system implementation (Rahardja, 2010).

Education policy is an effort to improve the level of educational concepts, legislation, regulations and implementation of education as well as eliminating educational practices in the past that were inappropriate or less good so that all aspects of education in the future will be better. Educational policies are needed so that national education goals can be achieved effectively and efficiently (Prihatin, 2013).

The aim of this educational policy is to regulate existing educational mechanisms to achieve the expected goals. In the context of Indonesia, the aim of having an education policy is to guard against the goals of national education itself as intended in Law Number 20 of 2003 concerning the National Education System, namely developing the potential of students to become human beings who believe and are devoted to God. The Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen (Hermino, 2014).

Education policy as a product, education policy is often not formulated based on elements that need to be integrated synergistically, not as divided components. This means whether the policy formulations meet the complete policy criteria or are they still outside their scope (Irianto, 2013).

B. Character building

Character is the quality or mental or moral strength, morals or individual which is a special personality that becomes the driving force, and differentiates him from other individuals. A person can be said to have character if he has succeeded in absorbing the values and beliefs desired by society and used them as morals in his life (Wiyani, 2012).

Character education is efforts designed and implemented systematically to help students understand the values of human behavior in relating to God Almighty, themselves, fellow humans, the environment, nationality, then these values can be realized in the mind, attitudes, feelings, words and actions (Asmani, 2013).

Education is the heart of life, where without education life will continue in place without making significant changes. Education is nothing more than awareness and awakening to become more mature. In this way, life thanks to education moves towards a more perfect direction. Religious education must be taught to children from an early age so that it becomes a behavior that remains strong until adolescence and adulthood (Musfah, 2018). Character education and character-based education is a kind of inevitability that cannot be denied. This awareness must be instilled as deeply as possible into people's souls, and of course through education (Zusnani, 2012).

Disciplining teenagers is a big thing that can help in guiding them towards a better stage of maturity. Parents need to form a disciplined character in their children as early as possible, although some people assume that children at an early age do not have big responsibilities and discipline is not an important thing. If this disciplined character is formed in children from an early age, it will certainly become very valuable capital for children when they grow up (Wiyani, 2012). Forming character from an early age requires coaching and habits instilled by parents and teachers while at school.

Character education functions: (1) to build a multicultural national life; (2) building a national civilization that is intelligent, has a noble culture, and is able to contribute to the development of human life, developing basic potential to have a good heart, good behavior and good role models; (3) building the attitude of citizens who love peace, are creative, independent, and able to live side by side with other nations in harmony (Ningsih, 2014).

By placing character education within the framework of the dynamics and dialectics of the process of individual formation, educators, such as teachers, parents, school staff, society, etc., are expected to increasingly realize the importance of character education as a means of forming

behavioral programs, enriching individual values by providing space for role models for students and creating an environment that is conducive to the growth process in the form of comfort, security which helps an atmosphere of mutual self-development in all its dimensions

(technical, intellectual, psychological, moral, social , aesthetic and religious) (Koesoema, 2010).

C. School Principal Policy in Improving Character Education

The national education system must have the capacity to develop all human potential both as actors in development and as subjects in facing various challenges and changes. Education must function to free humans from the shackles that hinder the development of their full potential, by seeking to increase the capacity and quality of educational institutions at every pathway, type and level of education.

In the National Education System Law, which is elaborated from the 1945 Constitution, it has provided a balance between increasing faith and piety as well as noble morals in order to make the nation's life more intelligent. In this way, the new National Education System Law has provided a balance between faith, knowledge and charity (pious). Apart from being reflected in the function and objectives of national education, this is also in the preparation of the curriculum (article 36 paragraph 3), where increasing faith and piety, noble morals, intelligence, science, technology, art, and so on are combined into one.

The development of character education can be implemented through budget plans, educational programs, and curriculum approaches that have character education in mind. Faced with moral decline in society, educators often simplify the problem simply to weak faith and religious knowledge so that to overcome this, religious education becomes absolutely necessary. Misconceptions like this are what make any reforms in the name of character education miss the mark. In the context of implementing character education, strategic management is a decision and action that leads to the preparation of a strategy or a number of effective strategies to shape the character of students in an educational institution (Najib, 2016).

In order to make character education a success in schools, it is necessary to select a trustworthy school principal with strong management and leadership skills, so that he is able to take decisions and take initiatives to improve the quality of the school. In order to make character education a success, it is necessary to prepare trustworthy school principals through professional appointments; for example, they are elected within a certain period of time (3-5 years), and after that a new election is held. This will foster a democratic climate in schools, which will encourage the creation of a climate that is conducive to creating optimal learning quality to develop all students' potential (Mulyasa, 2012).

2. RESEARCH METHOD

The type of research that the author uses is field research (fied research). This type of research is qualitative research, namely research based on the philosophy of postpositivism, used to research the condition of natural objects where the researcher is the key instrument, data source sampling is carried out purposively. and snowbaal, a collection technique using triangulation, data analysis is inductive or qualitative and the researcher's results emphasize meaning rather than generalization.

Based on the problem that will be studied using qualitative research which is a descriptive approach, namely describing and explaining data which is produced not from non-statistics, but based on the form of sentences or words.

Object is the object of this research is the principal's policy. The research subject is a source of information taken to reveal facts in the field. The data collection technique is by means of observation interviews and documentation. The data analysis that the author uses is descriptive analysis, namely the method used to collect data which is then compiled, explained and analyzed. (Winarno, 1994). Data analysis techniques by means of data reduction, data presentation, drawing conclusions, and triangulation.

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)
3.1 Research Results

A. School Principal Policy Formulation in Improving Character Education

Good policy formulation is oriented towards implementation and evaluation. Decision makers often assume that a good formulation is a description that relates to messages that are in line with what is desired and adheres to norms or rules, but is not down to earth. Policy formulation is carried out by paying attention to agenda preparation because everything is related to one another.

Planning in policy begins with policy objectives. The success of a school depends on the leadership of the school, namely the principal. The school principal must be able to bring his institution towards achieving its goals, and the school principal must also be responsible for the success that has been achieved in all formal arrangements and management. Oral policies are implemented every day, namely enforcing discipline and order among students, including teachers and employees. In character education there are aspects of discipline, manners, rules, caring for the environment, congregational prayer.

Character education is provided through extracurricular activities, lessons, rules and regulations, and from various visions and missions as well as the school's goals in instilling good moral values, with the aim of educating individuals to perfect themselves for the next generation.

In improving character education, what needs to be prepared is: What is prepared is the curriculum, each teacher includes character education in every lesson included in the RPP. During implementation, you must have a commitment to implementing character education, every lesson is character-based. The principal's policy is a provision of educational leadership, namely that the principal constitutes a series and principles that form the basis of plans in carrying out a job. In policy it is oriented towards implementation and evaluation. This policy formulation can be carried out by paying attention to agenda preparation because everything is related to one another.

The reference is to programs, which are taken from the opinions of teachers and students who make programs. The process of formulating the principal's policy in this institution, namely an RSBI-based school, students are able to memorize Al Qur'an juz 30 and juz 29. Developing personality, producing students who are successful in winning competitions, developing foreign languages which include English, Korean, Japanese, Arabic, Mandarin. The next TOEFL program is implemented specifically for class IX, which can make students compete in the era of globalization.

RSBI-based schools are international standard schools that have many achievements in the academic and non-academic fields. Meanwhile, the activity of memorizing the Al Qur'an, especially juz 29 and juz 30, is a superior program at SDN 009 Trimanunggal which aims to produce students who can memorize the Al Qur'an, namely juz 29 and juz 30.

Developing personality is a superior program, namely forming students' good character or noble morals. This is reflected in the daily attitudes and behavior of school residents. Students familiarize themselves with implementing the cultures or habits that are instilled and carried out every day.

Furthermore, winning competitions or competitions means that the school has high and good quality, which means it is realized in the form of achievements in both academic and non-academic fields. The school principal supports student activities related to achievement. The next TOEFL program is a self-development activity carried out during extracurricular time with TOEFL, with TOEFL students can compete in the era of globalization of education. The TOEFL score is one of the factors that can determine victory in global competition.

B. Implementation of Principal Policy in improving Character Education

After formulating the policy, the next step is implementing the policy that has been formulated. Policy implementation is a series of activities after a policy is formulated which is directed towards achieving the goals outlined by the decision. Education can also

be seen as socialization, character education is needed to instill good habits so that students understand which habits are good and which habits are bad and students are able to experience good values. In implementing or implementing policies, the school principal describes the policies in the form of superior activities and programs.

The principal's policy is implemented by activities which are further explained into several self-development activities, namely First, there are counseling service activities which consist of problems from personal and social life, learning and career formation. Second, it is a personal development activity and student creativity which is carried out through extracurricular activities, namely religious activities, sports, leadership, arts and Youth Scientific Groups (KIR).

Third, there are self-development activities carried out through habituation, namely consisting of a) Healthy Fridays, healthy walks (joint exercise) carried out by all school members. b) Clean Friday, is a cleaning activity in the classroom and in the school environment carried out by all school members. c) Inspiration class, is an activity carried out by the parents of each class, which means that the parents provide motivation or tell about their struggles. d) The next activity is a tadarus activity every morning before learning starts for 15 minutes guided by the teacher who teaches in the first hour. e) Carrying out midday prayers in congregation at the mosque at the school, and singing national songs every morning and regional songs after each afternoon when learning is finished. Furthermore, the programs are further explained into several superior programs, namely First, the Tahfidz Program, namely the program for memorizing the Qur'an juz 29 and juz 30 which is carried out every Monday in religious extracurricular activities which are attended by Muslim students, students are grouped be part consisting of; 1) Iqra class, a class where students cannot yet read the Qur'an. 2) Tahfidz class, is a class for memorizing the Qur'an and the tahfidz class is divided into several small groups with the aim of making it more effective, each group has one chaplain or ustadzah companion. 3) Qari'ah class, is a class that has a good voice in reading the Qur'an. Second, the character development program (instilling good character and noble morals) which is carried out through habituation activities, namely; shake hands with the teacher when students arrive at school in the morning, say hello and shake hands when meeting the teacher, have lunch together supervised by the class teacher and continue after lunch, students go to their respective places to eat, then perform midday prayers congregation at the mosque in the school, cleanliness of the classroom and school environment together (gotong royong), exercising together (healthy walks) for all school members, working on questions honestly, and when students find items, they immediately give them to the teacher. or other staff to be announced immediately.

Third, winning competitions or competitions in academic and non-academic fields. Fourth, the next program is language development where SDN 009 Trimanunggal has 5 (five) language developments consisting of English, Korean, Japanese, Mandarin, Arabic and there is TOEFL guidance carried out by class IX students. English (in collaboration with UMP), Arabic (in collaboration with IAIN Tambusai and Pesantren), Mandarin (in collaboration with Unsoed), Japanese (in collaboration with the language development bureau), Korean (in collaboration with Unsoed). For the test itself, we use the tofel that grade 9 students have learned.

In implementing policies, the aspect that is guided is the leader, because the leader is the key to the success of a policy. The better the management carried out by the school principal, the better the results obtained will be. So implementing policies means directly implementing superior programs and activities in schools. In learning, students are given familiarization activities which must be completed when they get home and are also supervised by their parents.

Overall, whether students or teachers, we must set an example for other schools. SDN 009 Trimanunggal school is piloting the PPK (Strengthening Character Education) school

project, this school is a National reference school so we try to make sure there are students who have good character. And I think that is no longer an assessment from us but we get an assessment from outside. We do carry out character education to the maximum as proof of this is that we have had integrity for 3 years, this school received an award for the results of the National Examination which met the criteria that we are trustworthy, so the integrity of this school has been tested, the honesty of the implementation of the National Examination is the first benchmark that a child has. honest character which is assessed not by the school but by the Ministry of Education and Culture (Ministry of Education and Culture) so that they admit that they have integrity and honesty in taking the National Examination.

Integrity is a character value that deepens, broadens and adapts the character education programs and activities that have been implemented to date. Good integration is obtained from various achievements in academic and non-academic fields.

C. Evaluation of Principal Policies in improving Character Education

Policy assessment is the final stage in the policy process. Policies are needed to see whether the program that has been implemented is as expected, policy assessment functions to see the reasons for the failure of the policy or to find out whether the policies that have been implemented are in accordance with what was desired. Apart from holding morning meetings (morning meetings), the head supervises and controls policies, namely whether the programs and activities that have been planned are running as planned.

Policy formulation makes policies through meetings involving school principals, teachers and staff employees and later discussed between agreement and consensus, the morning meeting is held starting at 07.00-07.15 which is called the morning ape which contains briefings and guidance, meetings are held at longer times. in the afternoon or after the lesson is finished, a meeting is held when there is something that must be discussed together, including PPDB (Admission of New Students), PTS (Mid-Semester Assessment), Final Semester Assessment, and Class Promotion, etc. So meetings are held according to the situation and needs. Morning assembly is an evaluation of the previous day's activities, for information and guidance.

In monitoring activities, it is an activity that compares what has been implemented with what has been planned. Basically, the purpose of supervision is as an activity to make improvements to the implementation that has been planned with predetermined provisions in order to achieve the desired goals.

Control which functions to identify initial errors that can still be corrected in accordance with what has been planned and the goals to be achieved. Control functions to find errors as early as possible so as to reduce larger obstacles and maintain policies that have been planned and are being implemented according to targets. Next is the development of a character-based curriculum, which functions to mold and develop student character. In developing character education, you can use educational programs. There may not be any specific evaluation activities, but there is evaluation for everything in management, namely SWOT analysis. Carry out a SWOT analysis to take the next steps, including whether the character education strengthening program at this school is running well or not, which is carried out every year.

The evaluation process in schools shows that the activities and programs that have been implemented are assessed with morning meetings that discuss yesterday's results with the aim of not repeating the same mistakes. Policy-related evaluations are useful for providing criticism and suggestions in the future policy-making process so as not to repeat the same mistakes, and become better in the future. Policy evaluation is carried out for introspection.

3.2 Discussion

A. Formalization of Principal Policies in Improving Character Education

Policy is a rule or regulation that is operated within an educational institution as a plan for making decisions, so that the desired educational goals can be realized. Policies are rules that come from the government that implement programs in educational institutions that are needed to achieve goals. By formulating policies, changes in education for the better can be carried out with various efforts, by creating a good place to obtain knowledge, as well as various norms and ethics.

Based on the presentation of the data above, in formulating policies, pay attention to the preparation of the agenda because everything is still related. Based on the research results, the principal's policy has improved character education in schools by implementing programs, activities and based on the school's vision and mission. In this case, the programs that have been planned have received full support from teachers, employees, parents and students. Apart from that, the achievements at SDN 009 Trimanunggal have many achievements both in the academic and non-academic fields. Programs that have been carefully planned have been running well and there are no obstacles in implementing the program.

For superior programs, namely educational activities based on local and global excellence in aspects of religion, character, social, economic, nationalism, integrity and technology which are beneficial for the development of students' competencies. its superior programs consist of Tahfidz Al Qur'an (memorizing the Qur'an) in 2 juz, namely juz 29 and 30, apart from that, other superior programs are forming good character or noble morals, creating students who excel in achievement or olympiads, literacy, language development (English, Korean, Japanese, Arabic and Mandarin), and then another superior program, namely TOEFL. In addition to the superior programs, SDN 009 Trimanunggal has self-development activities, which consist of counseling service activities, personal development activities and student creativity, self-development activities through educational activities, namely healthy Fridays, clean Fridays, inspiration classes, tadzarus.

Meanwhile, the vision and mission, namely faith and excellence, are related to improving character education, namely faith, which means reflecting the daily attitudes and behavior shown by the school community. Excellent, which means having qualities that are manifested in achievements in academic and non-academic fields.

Student code of conduct is a guideline for students in behaving, speaking, acting, and carrying out daily activities at school with the aim of making students disciplined and creating a school climate and culture that can support learning activities effectively.

B. Implementation of Principal Policy in Improving Character Education

The school principal is a manager who is shown to manage open management, so managing what is meant is how to improve character education in planned, implemented and assessed education. In implementing the school principal's policy of improving character education, namely by implementing programs that have been formulated. Good morals habituation programs include starting from the start of school at 07.00, the teacher welcomes the students and the students shake hands, before the lesson the students can perform the Dhuha prayer, and continue with reading the Koran 15 minutes before the lesson which is supervised by the first hour teacher. and after reading the Qur'an, students continue by singing national songs, performing midday prayers in congregation, and before the lesson is finished, students sing regional songs. The next program includes activities to strengthen character education, namely there are student habituation activities that start from waking up to going to sleep. So this program collaborates with guidance and counseling teachers who are gathered once a month and parents also take part in these activities, because parents are the ones who check whether their children have carried out these activities or vice versa.

The next program is extracurricular activities, in the extracurricular program at the start of school at the start of the new school, in the first week students are asked to choose

what extracurricular activities they will take, in the second week students begin to be placed in the selected extracurricular activities, then in the third week students can start to carry out extracurricular activities. Students carry out extracurricular activities after learning, starting at 14.00 WIB until finished. The next religious program is carried out every Monday, the activity begins with collecting data on students to form groups based on their ability to read the Qur'an, students are grouped into four groups, namely Iqra class, Al Qur'an reading class, Tahfidz class, Qiroah class.

The next program is language development and TOEFL, at SDN 009 Trimanunggal there are 5 language development programs consisting of English, Japanese, Mandarin, Korean, Arabic, so all students take part in the language development program according to their choice. Apart from language development, there is TOEFL guidance which is carried out specifically for class IX. Apart from this program, at SD Negeri 009 Trimanunggal there is an Inspiration class program so that parents of students fill in the class, namely representatives of the parents of students can fill in related struggles or any stories which can later motivate students. Inspiration classes are held on Fridays once a month. Next there is a book on the achievement of reading the Qur'an for students. Another excellent program is increasing the average target national test score of 90.20. The implementation of the above policy can be concluded that the steps taken in implementing the policy are directly implementing it in programs and activities. In implementing the policy there are no obstacles and all programs have been realized. Furthermore, habituation activities were also realized well.

Basically, school principals and teachers hope that students will feel comfortable when they are at school with love from teachers. The school is still working on how in the future it can maximize the expected achievements.

C. Evaluation of School Principal Policies in Improving Character Education

The school principal supervises and controls policies, namely whether the programs and activities that have been planned are running as planned. This evaluation uses a meeting strategy (morning assembly), this activity serves to find out whether programs or activities (academic and non-academic) are running well without any obstacles. Morning roll call is an evaluation of the previous day's activities, this morning roll call activity is used for information and guidance.

Apart from the morning assembly, the principal also holds meetings for other purposes such as PPDB (New Student Admission), Mid-Semester Assessment, Final Semester Assessment, etc. So meetings use situational time, namely according to conditions. Evaluation of programs can be seen from the indicators of success, namely that students are able to memorize two juz consisting of juz 29 and juz 30, for good moral habituation, students have accustomed themselves to carrying out the culture or habits that are instilled on a daily basis, in achievements or olympiads. students get achievements in successfully entering the national level, all students take part in a language development program according to their choice and in foreign language development the most popular among students is English language development, and all class IX students take part in the TOEFL program and get an average score - an average of 500, with TOEFL students can compete in the era of globalization of education where TOEFL scores can be a factor that can determine victory in global competition.

Education policy consists of provisions, which begin with formulation, implementation and evaluation. Apart from that, in the learning evaluation there is also an assessment in learning related to character education, namely by familiarizing with the program from the guidance and counseling teacher, namely students filling in (checking off) activities carried out by students while at home, so in this program the school has a relationship with parents and The school can also monitor when students are at home. The habituation program will be checked once a month by the guidance and counseling teacher

and once a week the activity card is signed by the students' parents. So every month it is collected to check the results of the habituation activity cards by the BK teacher.

To know that implementation is going well, it can be seen from the indicators of success of all the programs that have been implemented, namely that children can memorize the Qur'an juz 29 and juz 30, students have accustomed themselves to carrying out the cultures or habits that have been instilled and carried out daily. -day, the next day, students who successfully entered the national level in the Olympics, students who became 1st place at the district level in competency in academic and non-academic fields, all students took part in the language development program according to their choice, and for all class IX students in taking the TOEFL and getting an average score of 500.

4. CONCLUSION

Based on the results of the research, conclusions can be drawn as an answer to the problem formulation of this research, namely: The formulation of the school principal's policy in improving character education at SDN 009 Trimanunggal is a provision of educational leadership, namely that the principal constitutes a series and principles that form the basis of plans for implementation. a job. Policies can be grouped into extracurricular and intracurricular activities, policies for the habituation of morals, and school partnership relations with the community. By formulating superior programs, activities and vision and mission.

The implementation of the principal's policy in improving character education at SDN 009 Trimanunggal is the background of the policy related to improving the character education of students in superior programs and activities in schools and relations with the community, namely the need to improve character education in schools, namely instilling character of learning activities in the classroom because learning is the spirit of education. Apart from imparting character education at school, it can also be done at home, supervised by parents, so parents can monitor their children when they are at home by completing habituation activities from the guidance and counseling teacher.

School principals want students to have good moral habits. Furthermore, community relations, the principal wants students to be able to socialize well with the community wherever the students are. Evaluation of the principal's policy in improving character education at SDN 009 Trimanunggal uses a meeting strategy (morning assembly), this activity serves to find out whether the programs or activities (academic and non-academic) are running well without any obstacles. Morning roll call is an evaluation of the previous day's activities, this morning roll call activity is used for information and guidance. Apart from the morning assembly, the principal also holds meetings for other purposes such as PPDB (New Student Admission), Mid-Semester Assessment, Final Semester Assessment, etc. So meetings use situational time, namely according to conditions.

5. THANK-YOU NOTE

6. BIBLIOGRAPHY

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