

CONTROLLING THE MUHAMMADIYAH LHOKSEUMAWE ORPHANAGE IN FORMING INDEPENDENT CHARACTER OF FOSTER CHILDREN

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Abstract:

The formation of children's independent character is one of the goals of education that is wanted to be realized in the educational process, both in formal, non-formal and informal educational institutions. This study aims to explain controlling the Muhammadiyah Lhokseumawe Orphanage in forming the independent character of foster children. This research is a qualitative research using a phenomenological approach. The results showed that controlling the Muhammadiyah Lhokseumawe Orphanage in forming an independent character included controlling the Chair of the Caregivers which consisted of the Caregiver's personality and materials or learning methods with two approaches, namely direct confirmation of Caregiver and foster children in formal and non-formal situations. Caregiver Controlling of Foster Children which consists of cognitive aspects, namely the ability to understand and master learning material, affective aspects, namely changes in the behavior of foster children in their daily life, and psychomotor aspects, namely the ability of foster children to develop skills or talents.

Keywords: *Controlling, Orphanage, Independent Character, Foster Children*

Abstrak:

Pembentukan karakter mandiri anak merupakan salah satu tujuan pendidikan yang ingin diwujudkan dalam proses pendidikan, baik pada lembaga pendidikan formal, non-formal maupun in-formal. Penelitian ini bertujuan untuk menjelaskan controlling Panti Asuhan Muhammadiyah Lhokseumawe dalam membentuk karakter mandiri anak asuh. Penelitian ini merupakan penelitian kualitatif dengan menggunakan pendekatan fenomenologi. Hasil penelitian menunjukkan bahwa controlling Panti Asuhan Muhammadiyah Lhokseumawe dalam membentuk karakter mandiri meliputi controlling Ketua terhadap para Pengasuh yang terdiri dari kepribadian pengasuh dan materi atau metode pembelajaran dengan dua pendekatan yaitu konfirmasi langsung person pengasuh dan anak asuh dalam situasi formal maupun nonformal. Controlling Pengasuh terhadap Anak Asuh yang terdiri dari aspek kognitif yaitu kemampuan memahami dan menguasai materi pembelajaran, aspek afektif yaitu perubahan perilaku anak asuh dalam kesehariannya, dan aspek psikomotorik yaitu kemampuan anak asuh dalam mengembangkan skill atau bakatnya.

Kata Kunci: *Controlling, Panti Asuhan, Karakter Mandiri, Anak Asuh*

INTRODUCTION

Character education in all lines is felt to be increasingly significant, a number of attempts have been made by various groups to explore appropriate content and methods in developing the character of the target object (Abubakar et al., 2019). Characters are channeled from an early age or in the womb to adulthood, through thoughts, feelings, attitudes, actions and words (Pratama, 2019). The pattern of character formation in each educational institution varies considerably, this is due to differences in the regulations that have been implemented with the conditions of each educational institution, because each agency has different guidance, caregivers and students (Maisaro et al., 2018). One of the dimensions of character education that is the focus of study in learning at every educational institution and is a great hope for this nation is the formation of independent character in students (Maryam, 2018).

The development of an independent character in each individual child and adolescent in the modern era now needs serious attention, considering that along with the times, technology and people's lifestyles have also developed which more or less have had a negative impact on the independence of children and adolescents (Almuhajir, 2020). Character education is very important to be applied, especially to the education of children as learners. At this age, moral education is needed that can translate abstract principles about right and wrong, so that it can be preventive in overcoming attitudes and behavior (Mustoip, 2018). Delinquency or independence in children and adolescents is one of the problems that often creates social anxiety, so that there is a need for strict controlling from various parties to save the next generation. Controlling is an activity to determine the realization of personality or system behavior to determine the level of achievement of vision and mission goals as desired (Sagala, 2017).

To stem the problems of children and adolescents and the difficulty of forming an independent identity, the orphanage takes a role in community problems as a medium for forming their independent character. One of the religious organizations that is taking a role in this is the Islamic organization Muhammadiyah, which is an Islamic movement which has one of its charities to establish an orphanage to support underprivileged children, both daughters and sons, with the status of abandoned children or orphans. Orphans are not only children who have lost one or both parents, but also those who have lost their father but have a living mother or have lost their mother but have a living father (Christian et al., 2019).

Muhammadiyah Lhokseumawe Orphanage is one of the orphanages that captures the social reality (especially for children and adolescents) that occurs in Acehnese society, as an opportunity to help change the paradigm of a more comprehensive life order for the education of children who do not get proper education by providing various services to them, so that their position can be side by side with other children who still have qualified parents, both educational and economic.

The Muhammadiyah Lhokseumawe Orphanage was founded on February 28, 1968 with its initial name Lhokseumawe Muhammadiyah

Orphanage Board. The initial shelter for orphans is located at the Muhammadiyah College, Jln. Teuku Umar No.1, Lancang Garam Lhokseumawe. In 1970 the Orphanage was moved to Jln. Darussalam Hagu Selatan in the donated land of a servant of Allah of Arab descent named Sheikh Muhammad Al-Kalali.

There is an interesting phenomenon when tracing the Muhammadiyah Orphanage Lhokseumawe, especially when talking about the profile of their foster children. Judging from the family background of the foster children, the Muhammadiyah Lhokseumawe Orphanage has foster children not only orphans from needy and poor families, but also from families whose parents are separated (divorced) and from families with large numbers of family members. so that they cannot be nurtured, and there are also families of former GAM (Free Aceh Movement) combatants whose fathers died when the Aceh conflict occurred. Judging from the educational background, their foster children generally do not (very minimal) know technological knowledge and understand religious knowledge well, so that the intensity of these two activities can be seen in their life behavior at the orphanage.

For foster children who have completed their "education" at the Muhammadiyah Lhokseumawe Orphanage, in general, they already have a variety of knowledge, both religious and general, so that in their "life provisions" they have been given the initial capital in pursuing this life with various noble skills, knowledge and behavior. God willing, when they are in the midst of society, they can be well utilized, both for themselves, their families and their communities, as well as being able to adapt to the swift era of globalization. Departing from the above phenomenon, the researcher is interested in conducting a study on how to control the management of the Muhammadiyah Lhokseumawe orphanage in forming the independent character of foster children.

RESEARCH METHODS

This research is a qualitative research using a phenomenological approach. Sources of field data consist of primary and secondary data, with the following collection techniques: 1. Interview, to get specific information with the Chairperson, Caregivers, and Foster Children of the Muhammadiyah Lhokseumawe Orphanage, 2. Observation, to observe, understand events carefully, deeply, and focus on various intra and extracurricular activities at the Muhammadiyah Lhokseumawe Orphanage, both in a formal and informal setting, 3. Documentation, review of the Muhammadiyah Lhokseumawe Orphanage documents in the form of historical records, organizational structure, work programs or vision and mission, conditions of caregivers and foster children, curriculum implementation, and Muhammadiyah Lhokseumawe Orphanage facilities. The data analysis used is descriptive qualitative analysis with data analysis techniques consisting of data categorization, data display, and drawing conclusions. The data validity checks consist of credibility, transferability, dependability, and confirmability.

FINDINGS AND DISCUSSION

The results of the research on controlling the Muhammadiyah Lhokseumawe Orphanage in forming the independent character of foster children consisted of:

Controlling the Chair against the Caregivers

The success of the leadership of an educational institution in carrying out the controlling function is seen in the extent to which the implementation of the existing program can achieve the expected targets, and how the results achieved become feedback in the implementation of the next program. In order for the program for the formation of the independent character of foster children at the Muhammadiyah Lhokseumawe Orphanage to run well, controlling the Chair is seeing the extent to which the caretakers carry out their functions that have been determined from the results of deliberations of the orphanage administrators, this is done so that there is no dualism of responsibility with other fields.

The following are some important things which are the priority scale of the Chairperson of the Orphanage in controlling the caregivers who are directly related to the formation of the foster children's independent character, including:

1. The Caregiver Personality

In principle, a caregiver is a figure and a central point in the learning process whether it is done in the classroom or outside the classroom, therefore every Caregiver must have a good personality or role model as a provision in dealing with foster children, both in terms of cognitive abilities, affective, and psychomotor. To safeguard the above matters for caregivers at the Orphanage, M. Adam Sulaiman as the head of the Orphanage explained that:

“There are two ways of controlling our controlling, the first is by directly monitoring their performance in the field, both in formal and informal situations, the monitoring that we do is sometimes in close proximity and sometimes seeing from a distance without them (caregivers) knowing where our position is. Second, by asking the foster children directly about the personality of the caregivers. We do all of this to make it appear to them (caregivers) which ones are genuine and which are manipulative. The results of the two forms of controlling mentioned above, will be used as material for our evaluation by the management to determine whether or not the caregivers stay in the Orphanage”.

The results of observations at the Orphanage showed that the role models shown by the caregivers were generally very good. There were foster children when the Caregiver came out of the house to the prayer room to perform congregational prayers, without being commanded directly to the musala, because they had seen his Ustaz headed for the prayer room. On another part, ethics in speaking, at the beginning the foster children entered the Orphanage, the language used was very inappropriate or did not reflect being a Muslim, but after guidance and seeing the language used by the Caregiver every day, now the foster children already accustomed to good language, such

as saying greetings when entering a room or house, greeting others gently (not yelling). Likewise with the problem of worship, such as prayer, at first they prayed in their own way, but after they saw that every day their Caregiver or Ustadz prayed, their way of praying had similarities and was with the Caregiver.

Based on the results of interviews and observations, it can be concluded that the personality of the Caregiver at the Muhammadiyah Lhokseumawe Orphanage, globally has the personality of a foster parent, where when a foster child has a problem, the caregivers immediately handle it without waiting for later, tomorrow or the day after. This is done so that any problems can be handled wisely quickly. The Caregiver at the Orphanage is an important factor that greatly influences the success of the foster children's education process. Caregivers are role models for foster children in all aspects of their lives. Caregivers are not only tasked with making their foster children have intelligence in thinking, but also instilling moral and moral values in them, in addition, caregivers have a good personality or role model as a provision for dealing with their foster children, both in terms of cognitive abilities, affective, and psychomotor.

2. Learning Materials and Methods

The next control carried out by the Chair of the Orphanage for the caregivers is the materials and methods used in learning both formally and informally. Controlling the Chair of the Orphanage on learning materials and methods, as explained by M. Adam Sulaiman that:

“To monitor the materials and learning methods of caregivers in interacting with foster children both formal and informal, we do it in two ways, namely the caregiver person approach, namely asking and seeing the manual that is used as a reference in learning, and by approaching foster children, where we meet with foster children at certain times (non-formal) to see to what extent the foster children have understood the learning materials that have been taught by the caregivers. As for the learning methods used, we do not directly monitor, but we ask foster children about their abilities and satisfaction in receiving the material. Globally, the materials and methods used are in accordance with what has been agreed upon by the management”.

The results of observations at the Orphanage Musala, the material used and delivered by caregivers to foster children is material that has been agreed upon and formulated jointly by the orphanage administrators, where the material taught consists of aqidah, tauhid, fiqh, worship, arabic, the Koran and Islamic tarikh, which are also used as the basis for the formation of the independent character of their foster children. Controlling the Chair of the learning material by asking and looking at books or guidebooks that are used as references, in addition, the Chair also asks directly through the foster children, where the Chair meets with foster children at certain times to see how far the foster children have learned or understand the material that has been taught. The use of learning methods by caregivers is very varied, there are methods of

question and answer, lectures, discussions, and so on. The learning method used by the Caregiver, the chairperson does not directly monitor, but asks the foster children about their learning methods, abilities, and satisfaction in receiving the material.

Based on the results of interviews and observations, it can be concluded that every teaching and learning process at the Muhammadiyah Lhokseumawe Orphanage is adjusted to the vision and mission that has been set. Supervision of the Head of Caregivers in terms of the materials and teaching and learning process methods used, does not have a specified time scale. To monitor the materials and methods of the caregivers teaching and learning process in interacting with foster children, it is carried out in two ways, namely the caregiver person approach, namely asking and seeing the guidebook which is used as a reference in the intracurricular, and the approach through foster children, where the Chair meets with the foster children at certain times (non-formal) to see the extent to which the foster children's ability to learn or understand religious materials that have been taught by the caregivers.

Caregiver Controlling of Foster Children

Foster children are individuals who are growing and developing in order to achieve an adult personality. Individual growth in foster children can be seen in the increase in physical aspects that are quantitative in nature as well as in the increase in psychological aspects that are more qualitative. Both of the Orphanage learning activities are served in a balanced, harmonious, and harmonious manner so that an integral independent character can be formed, both from cognitive aspects, affective aspects, and psychomotor aspects.

1. Cognitive Aspects

Cognitive is a person's intelligence in understanding or mastering a material. Controlling in the cognitive aspect, the Caregiver has arranged the schedule of activities systematically and is supervised and guided by the caregivers according to a predetermined schedule, this can be seen in the daily activity schedule of the foster children at the Orphanage. As stated by Saifuddin Abbas as a Caregiver, that:

“Activities that lead to the cognitive aspect have started in the morning, namely after the dawn prayer, foster children are required to follow religious *tausiyah* and read the Koran. Furthermore, it continues with activities at formal educational institutions (schools), between 07.00 am to 14.00 noon. It continues at night after evening prayer, the study of religious materials, namely *aqidah*, *tauhid*, *fiqh*, worship, arabic, the Koran and Islamic *tarikh* and after the evening prayer review the school material”.

To see the extent to which foster children have been able to understand and master the learning material, the Caregiver controls through several forms of evaluation, as explained by Jailani as a caregiver, that:

“To see the ability of foster children in mastering or understanding the material we have taught, foster children in their learning activities are immediately evaluated. Sometimes we evaluate it at the beginning,

namely evaluating the material that has been given in the previous days, such as asking for definitions, arguments, related to the material to be continued, in the middle, namely evaluating material while learning, such as practicing reading the Koran, and at the end, namely evaluating the material after delivered as a whole, such as asking the conclusion of the material that has been taught”.

The results of observations at the Orphanage Musala, controlling in the cognitive aspect, the Caregiver has arranged the schedule of his activities systematically and is supervised and guided by the caregivers according to a predetermined schedule. The evaluation carried out in learning at the Orphanage is not the same as that carried out in formal educational institutions (schools). Evaluation is carried out directly in learning activities, so that evaluation is only in three forms, namely at the beginning of learning, in the middle of learning, and at the end of learning. Controlling Caregivers of foster children in their ability to master learning materials are of particular concern because cognitive aspects are the foundation of foster children in developing their affective and psychomotor potential. With controlling the cognitive aspects of foster children, caregivers will know and understand what difficulties are experienced and what are needed by foster children in relation to their learning activities.

Based on the results of interviews and observations, it can be concluded that the supervision of caregivers in the cognitive aspect appears to the foster children in their daily interactions (attitudes), the results of the evaluation (values) of the school and their worship practices. Caregiver supervision in the cognitive aspect does not mean restricting the freedom of foster children to be creative, but more emphasis is placed on supervising the responsibilities of foster children who are free, responsible, and directed in accordance with the vision and mission of the Lhokseumawe Muhammadiyah Orphanage, so that the role of the Caregiver is needed in the ability of foster children. in mastering the material in the teaching and learning process. For foster children who have realized the importance of science and changes in the future, they have their own motivation to overcome their own learning difficulties, so that the caregivers only monitor globally and will provide solutions if there are obstacles in understanding and mastering a material.

2. Affective Aspects

Affective is simply understood as an attitude or behavior. The affective aspect of foster children referred to in this study is the extent to which their behavior changes towards the better. To oversee the affective aspects of foster children, the Orphanage collaborates in monitoring the activities of foster children (especially in the formation of independent characters), with several parties. In this case, Saifuddin Abbas explained that:

“Globally controlling the affective aspect of foster children is in three places, namely the Orphanage, which is directly supervised by the caregivers of all their activities and behavior. The school, is supervised

by the teachers of each school and we as "substitute parents" receive a report from the school which then we continue the process according to the report, and the environment around the Orphanage is supervised by the community around the Orphanage, if there is something which is not well done by the foster children, the surrounding community will provide a report to the Orphanage which we then continue the process according to the report".

The results of observations at the Orphanage, controlling affective towards foster children, can be seen from several attitudes shown in their daily lives, including the attitude of foster children towards themselves, such as foster children not disobeying applicable regulations and following all activities that have been imposed on them. Then the attitude of the foster children in the relationship with the caregivers and technical teachers, such as respecting, respecting and obeying them, and participating in following the lesson. Furthermore, the attitude of foster children in their relationship with their friends, such as respecting their peers, respecting their elders, and making friends as family members, and finally the attitude of foster children in relation to their environment, such as always maintaining cleanliness wherever they are.

Based on the results of interviews and observations, it can be concluded that the affective aspect is one of the indicators of the Muhammadiyah Lhokseumawe Orphanage Caregiver in assessing whether the foster child has been able to understand any material (cognitive) presented, so that it appears in their daily activities. It is hoped that the supervision of the affective aspects, while in the orphanage environment, the foster children will be accustomed to all good words and actions, so that good morals are formed in each foster child. In general, supervision of the affective aspects of foster children is in three places, namely the Orphanage, which is directly supervised by the caregivers of all their activities and behavior, schools, supervised by the teachers of each school and the environment around the Orphanage, supervised by the community around the institution. In addition, in the affective supervision of foster children, supervision is called *wasilah* supervision, which is supervision carried out by seniors towards juniors (especially in orphanages and schools).

3. Psychomotor Aspects

The psychomotor abilities of foster children at the Orphanage are developed with exercises aimed at improving children's abilities. This development requires strong stimulation so that the development of the psychomotor potential of foster children can be optimal, as Saifuddin Abbas explains that:

"Controlling in the psychomotor aspect of foster children at the Orphanage, globally there are two, namely First, Controlling during learning, such as reading the Koran, where foster children are always guided and directed to read the Koran according to the rules of recitation. Then writing Arabic and Latin letters, every foster child is required to always write during learning, so that the foster child has

good and beautiful writing skills. Furthermore, communication, foster children are encouraged to always communicate in the learning process, either in the form of questions and answers or in the form of special teaching, namely speech, with the hope that the foster child has the courage to express opinions / speak in public and be able to communicate ideas or opinions in ways and language the good one. Second, Controlling in the daily lives of foster children, where controlling what we do is to monitor the extent to which the foster children understand the material we have conveyed, especially in the field of practical worship such as ablution and prayer, whether what they do is in accordance with the guidance of the Prophet”.

The results of observations at the Orphanage, controlling or psychomotor assessments carried out by caregivers of foster children are observations when teaching and learning activities are ongoing and in their daily lives. The psychomotor aspects that are monitored during learning activities are reading the Koran. Caregivers listen and listen and straighten their reading if something is not in accordance with recitation, with the hope that foster children have the ability to read the Koran properly and correctly. Then write Arabic or Latin letters, the Caregiver accompanies and guides the foster children in the technicality of writing, because there are some foster children whose writing is not neat, some are even difficult to read, with the aim that the foster children have Arabic and Latin writing skills that are neat and easy to read. Furthermore, communication, in learning activities, foster children are accustomed to asking and answering, this is done so that foster children have skills in speaking well and systematically.

Meanwhile, controlling psychomotor in the daily life of foster children is more oriented towards practical worship such as wudu and prayer. In monitoring practical worship, sometimes the Caregiver directly admonishes the foster child during the implementation process, for example at the time of wudu, if there is a child who does not perform ablution, he is immediately reprimanded and his mistakes are rectified, with the hope that the foster child is skilled and accustomed to worship practices in accordance with the guidance of the Prophet Muhammad.

Based on the results of interviews and observations, it can be concluded that supervision in the psychomotor aspects of foster children at the Muhammadiyah Orphanage, in general there are two, namely supervision during the teaching and learning process, where foster children in any teaching and learning process that require practice, are guided and directed according to the material which is taught, and supervision in the daily lives of foster children, namely monitoring the extent to which the foster children have understood the material that has been presented, especially in the field of practical worship in daily life. In the psychomotor aspect supervision is carried out jointly by the "community" of the Lhokseumawe Muhammadiyah Orphanage so that there is feedback and mutual monitoring of one another,

both between foster children and foster children and between foster children and caregivers or administrators.

Controlling the Muhammadiyah Lhokseumawe Orphanage in forming an independent character, there are two, namely controlling the Chair to the Caregiver, which is the part that is in direct contact with the foster child, and controlling the Caregiver of the foster child who is the object of the institution. Chairperson's Controlling of Caregivers is a process of leadership activities to ensure and ensure that the work they do is in accordance with the rules and regulations formatted by the orphanage administrators. The role of the Caregiver in shaping the independent character of the foster children has a very significant role, it can be said that the Caregiver is the "motor" of the success of the Orphanage itself.

Controlling carried out by the Orphanage is in accordance with Mahmud (2019), that controlling activity is a process of improvement when the activity deviates from organizational goals or educational goals itself. This process is expected to be able to guarantee the continuity of the organization to achieve its goals and the effectiveness of the management of the educational institution concerned can be measured.

Controlling the Chair for the caregivers, which is directly related to the formation of the foster children's independent character, namely the personality of the caregivers and the learning materials or methods used in the process of interaction or teaching and learning. The personality of the Caregiver is something that really determines the level of authority of a caregiver in the view of the foster child or his work partner. The personality of the Caregiver can determine whether the Caregiver becomes a trustworthy educator and mentor or vice versa for foster children at the Orphanage, especially for foster children aged elementary school and adolescents who are looking for their true self.

Broadly speaking, the learning materials at the Muhammadiyah Lhokseumawe Orphanage contain knowledge, skills, and attitudes or values that must be learned and instilled by each foster child which consists of aqidah, tauhid, fiqh, worship, arabic language, the Koran, and Islamic tarikh. Learning materials are chosen appropriately so that they can optimally help foster children in achieving independent character formation and a foundation of knowledge. The type of learning material being taught is identified precisely in accordance with the vision and mission of Muhammadiyah, so that foster children systematically receive material in their learning. In order to realize the learning material properly, the caregivers use a variety of methods to apply it.

Controlling carried out by the Chairperson of the Orphanage towards caregivers and foster children as well as controlling caregivers towards foster children, is in accordance with the stages or steps of controlling. In the interaction of the Chair with various fields in the management of the Orphanage as well as controlling the various programs and activities in the institution, it shows that the Chair of the Orphanage is a type of democratic leadership (democratic leadership), that is, he feels that he is a part of the

organization and together with the organization trying to be responsible for the realization of the goals that have been set.

Caregiver Controlling for foster children is an effort made by the Caregiver to pay attention and observe well all the activities of their foster children in their function as caregivers for the development of the physical and spiritual aspects of their foster children, so that foster children have the ability to adapt to themselves, their families and their environment form a complete human personality.

Controlling caregivers of foster children according to learning outcomes which are a better level of mental development when compared to before learning. This level of mental development is manifested in the types of cognitive, affective, and psychomotor domains. Foster children are at risk for becoming less well adjusted in their social emotional functioning due to possible abuse and neglect prior to placement (Jacobsen et al., 2020).

Cognitive is a person's intelligence in understanding or mastering a material. Controlling Caregivers towards foster children in their ability to understand and master learning materials is of particular concern at the Orphanage. Cognitive aspects are the foundation of foster children in developing their affective and psychomotor potential. With controlling the cognitive aspects of foster children, caregivers will know and understand what difficulties are experienced in their learning, positive developments or vice versa, and what they need with their learning activities. Thus caregivers can fix the learning system to increase their intellectual abilities so that in the end they are able to maximize their learning outcomes.

In terms of cognitive age children enter the "concrete operational" stage in thinking, at this stage the child no longer sees the concept as something vague and unclear. At this stage the child begins to be able to connect new meanings with old concepts based on what is learned after learning at educational institutions (Nuswantari, 2018).

Controlling in the affective domain of foster children is not only prioritized in terms of attitudes and values but includes more complicated things, meaning that foster children are expected to pay attention to a further phenomenon, foster children give a specific response to be organized in themselves so that foster children are able to adopt attitudes or principles part of him in judging a phenomenon and in guiding his moral behavior. Controlling in the affective domain of foster children is also intended to arouse the emotions of foster children to take an active role in teaching and learning activities. Affective learning, is learning related to attitudes, which emphasizes values, how someone can act and can sort out what is considered right and what is considered wrong. The pattern of making and modeling (modeling) is a process in affective learning (Alifah, 2019).

Psychomotor is a movement-oriented domain and emphasizes physical reactions. The development of potential psychomotor abilities of foster children is very influential on the results of a teaching and learning process at the Orphanage, in the early stages the foster children are not aware of this, but after the caregivers have potentiated their skills, talents, and interests, it appears that

the psychomotor abilities of the foster children are not inferior in quality to that of the caregivers. other children, there were even among them who surpassed the abilities of ordinary children.

Assessment in the psychomotor domain is carried out on learning outcomes in the form of skills/performance. In its application, the assessment of this domain is often integrated and departs from the assessment of the cognitive domain at once (Megawati & Rochman, 2019). As agents of change, caregivers must be able to develop all the available resources in foster children optimally so that the extra abilities they already have can be developed. In the teaching and learning process, caregivers are said to be successful if in their daily activities the foster children are able to apply all their knowledge properly. Foster children are able to behave according to the knowledge they have learned, so that the psychomotor domain can be applied properly.

Controlling the Chair for caregivers and foster children as well as caregivers for foster children in all activities at the Orphanage is in the context of matching the planned programs with the implementation in the field or the performance has been realized, especially in the process of building an independent character. Through children's daily activities, the value of independent character can be directly taught and applied so that children get used to and learn to independently do and complete tasks, without the need for help from others (Nova & Widiastuti, 2019)

The formation of the character of the foster children in the orphanage, the process has given color to each stage of the three domains, namely the formation of a sense of independence, the formation of an independent heart, and the formation of independent charity. The manifestation of the three independence is the culmination and form of internalization of independence in the personal formation of a child, both for himself, his family, society, state, and religion.

CONCLUSION

The formation of the independent character of foster children at the Orphanage is part of a positive and fundamental learning process to shape the personality of foster children through cognitive, affective, and psychomotor education, which results can be seen from real action, responsibility, trust in one's own abilities, able to overcome problems, and is able to organize itself and will ultimately benefit globally to families and communities.

Controlling the Muhammadiyah Lhokseumawe Orphanage in the formation of the independent character of foster children consists of controlling the Chair of the Orphanage towards the Caregivers who are directly related to the formation of the independent character of foster children, carried out on an unspecified time scale and using the standardization of the functions of the parenting field that has been determined, namely controlling the Caregiver personal, Learning Materials and Methods.

Furthermore, controlling the Chair of the Orphanage and Care for foster children consists of three aspects, namely the cognitive aspect, seeing the extent to which the foster child has understood or mastered the science that has been studied, affective aspects, seeing the extent to which changes in the behavior of

foster children in their daily activities, and aspects psychomotor, to see the extent to which foster children can apply their psychomotor skills from materials that require applications, such as writing to read the Koran, communication skills and worship practices. In the formation of the independent character of foster children, caregivers are a critical component of the success of foster children, this is because caregivers always deal with foster children in various conditions, both in formal and informal situations.

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