



STRATEGIES FOR SUCCESSFUL DEVELOPING A SUSTAINABLE BEHAVIOR MANAGEMENT CULTURE AS AN IDENTITY OF QUALITY EDUCATION

Akhmad Zaini

Universitas Nurul Jadid

Email: kanker501.az@gmail.com

Abstract:

The aim of education is not only to educate students intellectually, but affective and psychomotor values cannot also be ignored, therefore a culture of behavior management is very necessary to form a quality educational identity. This research also proposes a strategic framework that includes the stages of identifying core values, developing supporting policies, developing communication strategies, as well as ongoing implementation and monitoring. The results of this research provide insight into how a culture of sustainable behavior management can shape the identity of quality education. The practical implication is to provide guidance for educational institutions to develop a culture of sustainable behavior management in order to achieve optimal educational quality. This research also underscores the importance of collaboration between stakeholders to create a supportive and sustainable educational environment.

Keywords: *Behavior Management Culture, Educational Quality, Educational Identity*

INTRODUCTION

The world of education, both formal and non-formal, will not succeed in producing quality students, if it is not managed or managed well. Therefore, management is very important to manage and regulate educational institutions. Without management it is impossible for educational goals to be realized optimally, effectively and efficiently. (Abidin, 2021)

On the other hand, educational management aims to improve the quality of education. Educational institutions will be able to compete fairly and be ready to answer the challenges of the times, if they are able to improve the quality of their education.

Quality is something that is considered an important part, because quality basically shows the superiority of a product when compared to other products. Improving quality is the effort of every institution producing goods but also service products.

Likewise, in education, quality is an important part to pay attention to. Quality is an important part of the entire agenda in organizations and improving quality is perhaps the most important task facing any institution (et al, 2007). However, despite its importance, there are many differences of opinion regarding the concept of good quality. Efforts to improve the quality of education are an issue that will continue to be discussed in education management. Improving the quality of education is an effort that must be pursued continuously so that hopes for quality and relevant education can be achieved.

Quality education is the hope and demand of all education stakeholders. Everyone will of course prefer to study at an institution that has good quality so that it is

not abandoned and is able to compete with other educational institutions.

In an effort to achieve quality education, it is important for educational institutions to develop a culture of sustainable behavior management. This culture not only reflects the norms and values applied in the educational environment, but also becomes the identity of a quality educational institution.

Behavior management culture refers to the way a school or educational institution manages and shapes the behavior of students, teachers and educational staff. Behavior management culture in education includes practices, norms, and values that encourage a positive learning environment and support student development. In the world of education, this culture of behavior management is known as Character Education.

According to E. Mulyasa, character education has a higher meaning than moral education, because character education is not only related to issues of right and wrong, but how to instill habits about good things in life, so that children/students have awareness, and high understanding, as well as concern and commitment to implementing virtues in everyday life (Mulyasa, 2011)

Thus, it can be said that character is a person's natural nature in responding to situations morally, which is manifested in real actions through good behavior, honesty, responsibility, respect for other people, and other noble character values. In the context of Islamic thought, character is related to faith and sincerity. This is in line with Aristotle's expression, that character is closely related to "habit" or habits that are continuously practiced and practiced. (Mulyasa, 2002)

Character is identical to morals so that character is universal human behavioral values which cover all human activities both in relation to God, oneself, fellow humans and the environment which are manifested in thoughts, attitudes, feelings, words and actions based on norms. religious norms, laws, manners, culture and customs. From this concept of character, the concept of character education emerged. (Koesoema, 2007) and resources for educational institutions to implement successful strategies for managing a sustainable behavior management culture.

RESEARCH METHODS

This research uses a qualitative approach to the literature study type. Because this research will try to explore the nature of management to improve the quality of education and what underlies it as well as document analysis to collect data from various educational institutions that are considered successful in developing a culture of sustainable behavioral management. The analysis results show that successful strategies involve implementing a holistic, participatory and sustainable approach. A holistic approach includes the integration of cultural aspects of behavior management into the entire educational structure, including curriculum, school policies, and extracurricular activities. A participatory approach involves all stakeholders, such as teachers, students, parents and local communities, in making decisions regarding behavior management culture. A sustainable approach emphasizes continuity of effort and continuous improvement, with regular evaluation and adjustment. A quality educational identity is not only reflected in academic results, but also in the values, norms and ethics applied in everyday life in the educational environment.

It is hoped that the results of this research can contribute to the development of a culture of sustainable behavior management in educational institutions, so that they can form a quality educational identity. The practical implication of this research is the development of guidelines and resources for educational institutions to implement successful strategies in managing a sustainable behavior management culture.

RESULTS AND DISCUSSION

Behavior management culture in education refers to the norms, values, and practices applied in managing student behavior in the educational environment. This includes the way schools or educational institutions manage and shape student behavior

so that it is in accordance with the desired character values. Character education itself aims to develop moral values, ethics and positive personality in students.

This journal has a framework for strategies for developing a behavior management culture that refers to character education that has been implemented in the world of education, including:

"Local culture has a very important role in shaping the character of a nation because it is integrated into all life," said Professor of regional history and literature at Halu Oleo Kendari University, Southeast Sulawesi, Prof. La Niampe. We must not forget our own culture, because in our culture there are many messages from our ancestors which have very deep meaning as controlling our life patterns. Culture has complex values which contain knowledge, belief, art, morals, law, customs and other abilities that a person acquires as a member of society.

Prof. La Niampe gave an example of the reality that occurs in society as a result of being eroded by foreign culture which is negative and not in line with local cultural values, which will create a society that forgets the noble values of a culture. So without realizing it, it will destroy the morale of the Indonesian nation as a whole. Therefore, culture is the main guideline so that behavior as an eastern person will always be carried out. Indonesian traditional culture contains noble values in fulfilling needs in this era of globalization. One of these noble values is local wisdom which must be preserved.

According to Tutuk Ningsih, there are several factors that can be identified as causing the decline in students' moral values and character, namely: the ineffective implementation of character education programs in schools, the cultivation of religious-based character education is still weak, the lack of strict implementation of school rules and regulations. , there are often empty class hours that are not filled with other school support activities, security guards/teachers on duty who are less firm in reprimanding students, school gates are less functional, and moral development of students is less effective, within the family, community and at school, as well as factors others that cause students' moral character to decline.

On the other hand, the decline in students' morals and character shows that there is still no solid integration in managing the learning system at school. Management of an integrated learning system requires that there is a link between intracurricular and extracurricular activities in an education system, especially in this case which is linked to character education in the learning process at school and the implementation of character education acculturation in everyday life.

According to Sri Sultan Hamengku Buwono x, quoted by Tutuk Ningsih, that our education loses noble human values, even though education should provide enlightenment on these noble values. National education will lose its spirit if it is unable to provide enlightenment to students, as well as enlightenment in the world of work that is oriented towards character values and human and humanitarian aspects.

Recently, the issue of the importance of character in the national education system has often been raised as a topic of discussion at various national seminars. In general, it also contains criticism of education so far which has prioritized the development of academic intellectual abilities and paid less attention to very fundamental aspects, namely character development.

Various cases that are not in line with ethics, morality, manners or behavior that shows low character have become so widespread in society. Even more worrying, this behavior is often shown by educated people. This proves that education is less successful in forming good character.

In such conditions, it seems quite relevant to re-express the old paradigm about education, namely education as the inheritance of past cultural values, which is very important to pay attention to in implementing the character education process in schools, because there are quite a few inherited cultural values of the past. contains character education values and moral messages.

In the era of the Boedi Oetomo revival, for example, it was stated that there were three goals to be achieved, namely: building progress (physical and non-physical) that is harmonious and harmonious for the country and nation, advancing teaching and

education of the nation's noble character (character), and advancing the economy. Likewise, Ki Hajar Dewantara's enthusiasm in building and advancing education with his philosophy of providing role models in the form of teachings which reads: *Ing ngarso sung tulada Ing madya mangun karsa, tut wuri handayani* which means that as an educator, at the front you must set an example, in the middle you must develop ideas and ideas, and behind it must be able to provide motivation and support to its students.

Montesquieu, a French philosopher, stated that national character is a national spirit consisting of moral characteristics and ways of thinking and behavior of the nation's citizens which are the result of a unique combination of the nation's characteristics, such as climate, religion, law, government, history and ethics. What differentiates one nation from another is a unique combination of various factors that each nation possesses, the pattern of interaction and interdependence between these factors and the resulting character traits.

Developing policies that support a culture of behavior management in education requires a holistic and collaborative approach. Here are some steps you can take to develop policies that support a behavior management culture: 1. Needs Analysis: Carry out a thorough analysis of the needs and challenges faced by educational institutions related to behavior management. Identify areas where improvement and support is needed. 2. Stakeholder Participation: Involve various related parties, including teachers, students, parents, school staff and local communities. Involving stakeholders in the policy development process will help ensure that policies reflect the needs and values of the educational community. 3. Setting Goals and Values: Determine the long-term goals and core values to be achieved through behavior management policies. This can include improving social skills, character development, and creating a positive learning environment. 4. Development of Guidelines and Procedures: Develop clear guidelines and procedures related to behavior management. This includes school rules, sanctions and incentives that are in accordance with the character values you want to instill. 5. Teacher Training: Provide training to teachers and school staff regarding the implementation of behavior management policies. They need to understand well how to apply behavior management rules and strategies effectively. 6. Intervention Plan: Develop an intervention plan for students experiencing behavioral difficulties. This may include coaching, counseling, or additional support programs to help students overcome their challenges. 7. Parental Involvement: Involve parents in behavior management efforts by developing policies that encourage their involvement in supporting their children's character development. For example, through parent meetings, seminars, or joint character education programs. 8. Monitoring and Evaluation: Determine performance indicators and evaluation mechanisms to monitor the effectiveness of behavior management policies. Regular evaluations can help identify areas for improvement and ensure that policies remain relevant. 9. Implement Positive Incentives : Consider including a positive incentive system that encourages and reinforces positive student behavior. This may include recognition of achievements, awards programs, or certificates of appreciation. 10. Effective Communication: Communicate behavior management policies effectively to the entire educational community. Make sure all parties involved understand the policies, goals and their respective roles in creating a positive behavior management culture.

CONCLUSION

In the educational context, behavior management culture refers to the way schools or educational institutions manage and shape the behavior of students, teachers and educational staff. Behavior management culture in education includes practices, norms, and values that encourage a positive learning environment and support student development. Quality education not only requires efforts to improve academic aspects, but also in forming character, ethics and positive behavior among students. A culture of sustainable behavior management is a critical foundation in forming a quality educational identity. This research was conducted to identify success strategies that can be used by educational institutions in developing a culture of sustainable behavior

management, so that they are able to support the achievement of optimal educational quality. It is important to develop policies taking into account the local context and specific needs of educational institutions to achieve a successful and sustainable behavior management culture.

REFERENCES

- Candra, Ahmadi, and Hermawan Dadang. "E-Business & E-Commerce." *Yogyakarta: CV Andi Offset*, 2013.
- Koesoema, Doni. Pendidikan Karakter: Strategi Mendidik Anak Di Zaman Global. *Jakarta: Grasindo*, 2007.
- Maarif, Muhammad Anas. "Pendidikan Islam Dan Tantangan Modernitas (Input, Proses Dan Output Pendidikan Di Madrasah)." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2016): 47–58.
- Mulyasa, E. Menjadi Guru Profesional; Menciptakan Pembelajaran Kreatif Dan Menyenangkan. *Bandung: Remaja Rosdakarya*, 2007.
- Mulyasa, Enco. Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, Dan Implementasi. *PT Remaja Rosdakarya*, 2002.
- . "Manajemen Pendidikan Karakter." *Jakarta: Bumi Aksara*, 2011, 165–89.
- Nasution, Harun. "Islam Ditinjau Dari Berbagai Aspeknya, Jilid I." Cet. V, 1985.
- Siswanto, Erwin. "Konsep Pendidikan Hikmah, Mau'izah, Dan Jidal Serta," n.d
- Zainal Abidin "Manajemen Peningkatan Mutu Pendidikan Karakter Berbasis Agama, Budaya dan Sosiologi" *Al-Afkar, Journal for Islamic Studies* 4, No.1 (2021): 182
- Jason H Nielson et al., "Radiographic Measurements Do Not Predict Syndesmotoc Injury in Ankle Fractures: An MRI Study.," *Clinical Orthopaedics and Related Research* (1976-2007) 436 (2005): 216