

Analysis of Management Strategies for Improving Students Characters Through Social Educational Program at SMP Negeri 21 Surabaya

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Abstract. The high number of juvenile crime cases shows the weak character of children. Juvenile crime cases are also occur in Surabaya. Researchers implemented a social educational program with the topic "Bullying and the Dangers of Promiscuity" at SMP Negeri 21 Surabaya in order to improve children's character through appropriate strategic management. This research uses a descriptive qualitative approach with SWOT analysis. Observations were carried out to determine the strengths, weaknesses, opportunities and threats at SMP Negeri 21 Surabaya. The success of this social education program is shown by improving children's character and indicators of efficient receipt of material for social education participants.

Keywords: Strategic Management, Character Improvement, Social Education

1. Introduction

Social problems are very complex, starting from the smallest unit, namely the family, up to society and in the realm of education, this arises due to technological developments and globalization that occur in Indonesia. This situation triggers the emergence of other forms of crime and conflict, including dropping out of school, juvenile crime, the crime of trafficking in persons (TPPO)/Trafficking, economic neglect, early marriage, mental instability, wrong parenting patterns, violence against women and children both physically and psychologically, verbal, digital, and discrimination. According to data released by the Indonesian Child Protection Commission (KPAI), the number of child violations recorded was 2,355. In detail, the child is the victim of bullying (87 cases of bullying), 24 cases of children who became victims in the education sector [4], 236 cases of children victims of physical and/or psychological violence, 487 cases of children victims of sexual violence, and many other cases that were not reported to KPAI. Quoted from CNN Indonesia, in 2022, the youth crime rate will increase by 7.3 percent from the previous year. According to National Police Chief Sigit Prabowo, since 2021 the juvenile crime rate has increased from 357,743 cases to 276,507 juvenile crime cases.

Based on the high number of cases, it indicates the weak growth and development of children's character both in the realm of education and in society. The phenomenon of other juvenile crime cases also occurs in Surabaya. According to KOMPAS SURABAYA, a total of 78 teenagers aged 15-20 in Surabaya, East Java, were caught in operations to eradicate brawls, illegal racing and alcoholic drinks in the period December 2022 (1/02/2023). This matter is of concern to the Head of the Surabaya City Women's Empowerment and Child Protection and Population Control and Family Planning (DP3APPKB) Service. As a follow-up to the widespread conflict in society, especially the City of Surabaya, on the basis of Surabaya Mayor Regulation number 77 of 2021, the PUSPAGA (Family Learning Center) service was formed, one of the programs in which is the activity Goes To School. SMPN 21 Surabaya is a form of implementation of the existing program objectives, through Social Education activities in improving children's character.

[18] Stated that character education is a deliberate effort to help students understand, care about, and act based on core values. Therefore, this can be achieved through providing knowledge and instilling good character values. Based on the research results of [1], using the meta analysis method, it is stated that the application of character education through learning activities, especially social studies learning in elementary schools, can help students to implement good personality and social skills. Meanwhile, the results of research by [2] in interviews and surveys at elementary and middle school level schools in the city of Wonosobo, stated that strengthening education is not just taught, but the most important thing is that it is exemplified and practiced by all elements of the educational ecosystem in realizing the goals of character education. The educational ecosystem consists of, among other things, School Principals, Teachers, Staff/Educational Personnel, and Parents/Community.

The cultivation of the character of mutual cooperation based on the Project for Strengthening the Profile of Pancasila Students (P5) at SMP Muhammadiyah 8 Batu went smoothly because there was an orderly and mature process, this was stated in the research results [3]. Looking at several existing studies, children's character formation can be influenced by various factors. The process of strengthening character education must also be carried out with appropriate strategic management planning to achieve maximum student acceptance of the material, one of which can be through social educational activities. To achieve maximum character improvement strategy management, it is also necessary to carry out analysis from various points of view, both internal and external, which is commonly known as SWOT analysis (strengths, weakness, opportunity, and threats). Internal factors are in the form of strengths and weaknesses, while external factors are in the form of opportunities and threats.

Based on the existing background, the problem formulation that can be raised in this research is as follows:

1. What are the strengths, weaknesses, opportunities and threats in improving children's character at SMPN 21 Surabaya?
2. How do students receive the material while participating in social educational activities in improving children's character at SMPN 21 Surabaya through strategic management analysis?

Based on the problem formulation above, the objectives of this research are as follows:

1. Describe what factors are strengths, weaknesses, opportunities and threats in improving children's character at SMPN 21 Surabaya.
2. Describe the results of student acceptance of social educational material in improving children's character at SMPN 21 Surabaya through strategic management analysis.

2. Literature Review

Strategy Management Components

Strategic management is a series of management decisions and actions taken through the process of observing current conditions, formulating and determining future performance, then implementing and evaluating them to achieve organizational goals and success [6], [7]. Strategic management is the art and science of formulating, implementing and evaluating strategic decisions across all functions that help organizations achieve future goals [8].

Strategic management has several components. Strategic management components include environmental observation, strategy formulation, strategy implementation, evaluation and monitoring [9]. Based on this statement, it is related to improving students' character and implementing improving children's character through all existing components, namely: first, analysis of the school environment, both internal and external. This analysis was carried out to understand the advantages and disadvantages of existing resources in schools, including students, facilities and infrastructure, as well as teaching staff in developing character education [7], [8].

In detail, you can use SWOT analysis to identify it [6], [9], [14]. Second, setting goals and formulating strategies to be achieved in improving character. This is done as a form of strategic management planning to achieve maximum predetermined results [7]. Third, implementing strategy. The strategy implemented is the result of previous analysis and planning, one of which is providing social and educational activities to improve children's character [6], [8]. Fourth, evaluate the strategies that have been implemented. Evaluation is carried out to determine the level of success of the strategy that has been implemented. This strategy can be said to support the development of children's character or not [7], [9].

The Important of Strengthening Children's Character

[2] States that the term "character" contains at least two things: values and personality. Character education is an effort to awaken intelligence in thinking, appreciation in the form of attitudes and practice in the form of behavior in accordance with the noble values that are the identity of each person, to be realized in association with God, with oneself, and with others and the environment [1], [2].

Character education prioritizes the importance of developing moral values, feelings, and actions as a unified aspect of personal growth. It aims to educate children to absorb personality values, be able to make the right decisions, and apply them in practice in everyday life, so that children are able to bring good and meaningful things to themselves, to others, and to their environment and citizenship [1], [2].

From several existing statements, at least a child must have good values and personality. This arises through the process of character formation from the external sphere as well as from within oneself as a driving force for making decisions in cultivating and strengthening attitudes, ethics and behavior when interacting with others. One strategy for strengthening children's character can be through social educational activities [1], [2].

Socialization does not only focus on the transfer of knowledge and practical skills, but also includes the formation of identity, moral values, and thought patterns that shape a person's character [2]. Character education aims to strengthen and develop life values that are considered important and necessary to become students' personalities, and adjust student behavior that is not in accordance with the values set at school and establish harmonious relationships with all groups, including students, schools, and communities who are jointly responsible for character education [1], [2].

Judging from the existing statements, the aim of providing social educational activities to improve children's character is to create children as individuals who are aware of their responsibilities towards themselves and others. This effort is also a form of self-understanding so that they are able to correct and control themselves from the bad things that exist [1].

SWOT Analysis Stage

SWOT analysis is an analysis method for identifying internal and external factors in maximizing the goals to be achieved, one of which is through strategic management planning [6], [9]. SWOT analysis includes strengths, weaknesses, opportunities and threats. Identification is carried out using analysis based on logic that can maximize strengths and opportunities, but in an orderly manner can simultaneously minimize weaknesses (Weaknesses) and threats (Threats) in decision making [14].

Internal factors are in the form of strengths and weaknesses, while external factors are in the form of opportunities and threats [6]. SWOT analysis can also be said to be a strategic planning stage, which consists of three stages, namely: data collection stage, analysis stage, and decision making stage [9]. From several existing statements, it can also be concluded that SWOT analysis is a method for describing conditions and evaluating problems, projects, or concepts based on internal and external factors [14].

The following is a detailed explanation of SWOT. Strengths are positive internal conditions that provide benefits. The strengths of school institutions can be in the form of special/specific abilities, adequate human resources, organizational/school image, capable leadership and so on [6].

This factor is an advantage that can be recognized as high ownership compared to other competitors and makes it easier to develop other factors. Weakness is a limitation or deficiency in resources, skills and capabilities that seriously hinders the effective performance of a company or organization [9]. If a deeper analysis is carried out, various limitations and deficiencies in these capabilities can be seen from the advice and infrastructure they have, low managerial capabilities, weak human resources in educational institutions, the output of educational institutions is not yet fully competitive with other educational institutions [9].

Opportunities are external environmental situations that are favorable for an educational institution [14]. These situations can be: changes in competition, important trends occurring among students, relationships with users or customers. Threats are the main disturbance to the company's desired position. Such as the entry of new competitors, slow market growth, technological changes and new or revised regulations can pose a threat to the company [6], [14]. Therefore, threats are the opposite of opportunities, namely external factors that are unfavorable and need to be handled so that they do not affect the future of a company.

3. Research Method

This research uses a qualitative approach with a descriptive type. This was chosen to be able to describe social educational activities as strengthening children's character at SMPN 21 Surabaya. This research was carried out at SMPN 21 Surabaya Jln Jambangan 4, Jambangan, Kec. Jambangan, Surabaya. Researchers made observations during social educational activities with the material topic "Bullying and the Dangers of Promiscuity" on November 1 2023, the activity took place at 08.00-09.30 WIB. In this research, 50 students from class VIII for the 2022/2023 academic year served as primary data sources. The secondary data used comes from literature, journals and books, as well as other relevant sources. The method used in collecting data is through interviews, observation and documentation. The author makes observations for the reason of presenting a realistic picture of behavior or events, to answer questions, for

evaluation, and to carry out measurements of certain aspects and provide feedback on these measurements.

Apart from that, SWOT analysis is also used which is an important strategic planning tool to help planners compare the organization's internal strengths and weaknesses with external opportunities and threats. SWOT analysis is carried out by systematically identifying various factors to formulate company strategy. The SWOT analysis in this research is intended to identify strengths, weaknesses, opportunities and threats. This analysis focuses on the internal conditions (Strengths and Weaknesses) and external conditions of the organization (Opportunities and Threats).

4. Results and Discussion

SWOT Analysis

From the results of observations, several explanations regarding SWOT analysis were obtained Strengths (S) IFAS excellent predicate as favorite school (Predicate A) SMP Negeri 21 Surabaya are as follows. SMP Negeri 21 Surabaya is a school under the auspices of the Ministry of Education and Culture of the City of Surabaya. This school has existed since 1982, while the school operational permit was last renewed on 1982-10-09. Based on the results of the accreditation carried out by the school in 2019, SMP Negeri 21 Surabaya has A accreditation with a total accreditation value of (92) ninety-two. From several presentations of the accreditation results, this school is also considered the favorite state school in the area.

To support school facilities, SMP Negeri 21 Surabaya has 37 classrooms, 2 laboratory rooms and 1 library room. Decent building and clean environmental conditions. Likewise, basic needs such as electricity and internet are also available at this school. The school's location is strategic and has easy access because it is in a residential area. There are 1188 students at SMP Negeri 21 Surabaya. In class VII there are three hundred and forty two, class VIII four hundred and forty nine, class IX four hundred and thirty semilan. Then the number of teachers is 48 people. In detail, there are thirty-eight civil servants, ten honorary employees, and the rest are non-permanent teachers and permanent foundation teachers at this school. The age grouping range for teacher data is overall less than 30 years to 55 years. From the information that has been obtained through observations from sharing sources on the internet, a SWOT matrix can then be prepared to improve children's character 3. Lack of ready acceptance of students towards technological developments SMP Negeri 21 Surabaya, namely as follows:

Table 1. SWOT Matrix for SMP Negeri 21 Surabaya

	Strengths (S)	Weaknesses (W)
IFAS	<ul style="list-style-type: none"> 1. The school has an excellent predicate as a favorite school (Predicate A) 2. The number of students is large and sufficient 3. Educators have high concern for their students 4. School supporting facilities and infrastructure comply with standards 5. The school climate is conducive and comfortable 6. Academic and non-academic achievements continue to increase 	<ul style="list-style-type: none"> 1. Classification of teacher expertise and age is still lacking 2. The school's managerial and administrative capabilities are quite low 3. Lack of ready acceptance of students towards technological developments 4. Lack of awareness regarding the dangers of bullying and the dangers of promiscuity 5. It does not yet have sufficiently developed communication and information media
EFAS		
Opportunities (O)	S-O Strategy	W-O Strategy
<ul style="list-style-type: none"> 1. Received good support from the government 2. Have a good relationship and image of the school in the community 3. Have proactive stakeholders 4. Including the only State Middle School in the area 5. Keeping up with technological advances 6. The opportunity to establish a close working relationship with the community and alumni 	<ul style="list-style-type: none"> 1. Developing schools according to community needs 2. Utilize government support to support the progress of human resources and existing facilities and infrastructure 3. Maintaining the stability of the school environment so that it remains comfortable and conducive 4. Maximize the use of facilities and infrastructure to support the KBM process optimally 	<ul style="list-style-type: none"> 1. Improving the performance of teachers and school managers by holding training activities both outside and within the school's internal scope 2. Utilizing information technology for marketing educational institutions 3. Increasing the prevention of bullying and prevention of promiscuity through educational social activities in schools
Treats (T)	S-T Strategy	W-T Strategy
<ul style="list-style-type: none"> 1. There is competition from other educational institutions 2. The target students are less broad 3. Being in the middle to lower area 	<ul style="list-style-type: none"> 1. Continue to innovate in developing educational institutions to be able to compete with other institutions 2. Utilizing existing stakeholders in improving children's character formation 	<ul style="list-style-type: none"> 1. Improving school administrative capabilities 2. Providing an understanding of students' awareness regarding technological developments and

4. The location of the school is less strategic because it is in the middle of the village 5. Teacher motivation to improve bullying prevention and promiscuity is still lacking	the formation of children's character 3. Carrying out anti-bullying and anti-promiscuity movements at school 4. Utilizing developments in information technology in implementing the KBM process so that it can run optimally
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Based on the results of the SWOT analysis in table 1, several weaknesses were found at SMP Negeri 21 Surabaya. Of the overall existing weaknesses, it can be noted as an urgency that must be prevented through appropriate strategic planning. The lack of students' awareness of bullying and the dangers of promiscuity is a main topic as well as a complex problem at SMP Negeri 21 Surabaya. Referring to one of the WO (Weakness - Opportunity) strategies is to increase the prevention of bullying and prevention of promiscuity through social educational activities in schools.

Implementation of Social Education Program

Table 2. Documentations of Social Education

	<p>Absence of social education participants</p>			<p>Welcome session of the Head of the Village and Deputy Head of Student Affairs at SMP Negeri 21 Surabaya</p>
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The presentation of the core material "Bullying and the Dangers of Promiscuity" was followed by discussion activities between students



Prizes will be given to participants who actively ask and answer questions during social educational activities



Final group photo session at the educational social event at SMP Negeri 21 Surabaya

On the basis of Surabaya Mayor Regulation number 77 of 2021, the PUSPAGA (Family Learning Center) service was formed under the auspices of the Surabaya City Women's Empowerment and Child Protection and Population Control and Family Planning (DP3APPKB) Service, one of the programs in which is the Goes To School activity [10];[11]. In detail, the implementation of the program takes the form of Social Education activities at SMP Negeri 21 Surabaya through presentation of the topic "Bullying and the Dangers of Promiscuity".

This social educational program aims to increase insight, knowledge and prevention regarding the dangers of bullying and the dangers of promiscuity, as well as being an effort to improve the character of students at SMP Negeri 21 Surabaya. The activities were carried out directly by MSIB (Internship & Certified Independent Study) students from the PUSPAGA Facilitator section and Counseling Corner in Jambangan District, which was the result of a partnership between the Ministry of Education and Culture, Research and Technology and DP3APKKB Surabaya City [12];[13]. The activity was also accompanied by the sub-district head and the head of the social welfare section of the Jambangan sub-district which was implemented for 50 students from class VIII for the 2022/2023 academic year. The details of the event and documentation of social educational activities at SMP Negeri 21 Surabaya include:

Social Education Program Achievements

During the implementation of social educational activities with the topic "Bullying and the Dangers of Promiscuity", several indicators of success in achieving the program objectives were found for 50 students from class VIII for the 2022/2023 academic year, including: (1). The high level of enthusiasm of selected students in participating in social educational activities, (2). Students' acceptance of the material was very good as evidenced by students who actively asked and answered questions in discussion sessions, (3). The high level of satisfaction of teachers who accompany them during social educational activities takes place [15];[16];[17].

5. Conclusion

The success indicator for the acceptance of the social education program with the topic "Bullying and the Dangers of Promiscuity" is concrete evidence of the implementation of strengthening children's character, with the aim of increasing insight, knowledge and prevention regarding the dangers of bullying and the dangers of promiscuity at SMP Negeri 21 Surabaya. A total of 50 participants who attended this activity participated fully from the start to the end of the session. This effort is also a form of self-understanding for children to be able to correct and control themselves from the bad things that exist. The level of success of activities is also influenced by appropriate strategic management. To achieve maximum character improvement strategy management, it is also necessary to carry out analysis from various points of view, both internal and external, which is commonly known as SWOT analysis (strengths, weaknesses, opportunities and threats). Therefore, good cooperation from various parties is also needed, including the principal, teachers, community, school environment, and even stakeholders. It is hoped that this research will be useful for various parties and can become a consideration and reference in conducting better research in the future.

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