

CHARACTER BASED HOLISTIC EDUCATION MANAGEMENT IN SDIT AN NAHL GUGUAK LIMAPULUH KOTA

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Abstrak: Pendidikan Holistik Berbasis Karakter (PHBK) merupakan pola pendidikan yang mengelaborasi semua aspek kehidupan manusia, tidak saja terfokus pada pengembangan kemampuan intelektualitas tetapi juga pada kemampuan kecerdasan majemuk lainnya secara menyeluruh serta seimbang melalui penerapan sembilan pilar karakter. Tujuan penelitian ini adalah untuk mendeskripsikan perencanaan, pelaksanaan dan evaluasi pendidikan holistik berbasis karakter di SDIT An Nahl Guguak Kabupaten Lima Puluh Kota. Ini merupakan penelitian kualitatif yang menggunakan pendekatan studi kasus. Peneliti langsung sebagai instrumen pokok dengan memakai pedoman wawancara dan pedoman observasi sebagai instrumen pendukung. Hasil penelitian menunjukkan bahwa, 1) Perencanaan dilakukan melalui rapat dan diskusi antara kepala sekolah dan Tim PHBK. Ada beberapa tahapan perencanaan yang dilakukan oleh tim yaitu penetapan prioritas, menetapkan tujuan, membuat tahapan tindakan dan penyerahan tanggungjawab. 2) Pelaksanaan PHBK dilakukan dengan dua metode yaitu khusus yang dilakukan 20 menit sebelum memulai pembelajaran dan metode terintegrasi yang tergabung dalam pembelajaran tema. 3) Evaluasi PHBK dilakukan dengan pengontrolan langsung oleh kepala sekolah melalui rapat evaluasi mingguan, pemberian rekomendasi kepada orang tua dan pengumpulan portopolio dari masing-masing anak.

Kata Kunci: Manajemen Pendidikan Holistik, Karakter

Abstract: A Character-Based Holistic Education (PHBK) is an educational pattern that elaborates on all aspects of human life, not only focusing on the development of intellectual abilities but also on other comprehensive and balanced multiple intelligence abilities through the application of the nine character pillars. The purpose of this study was to describe the planning, implementation and evaluation of character-based holistic education at SDIT An Nahl Guguak, Lima Puluh Kota Regency. This is a qualitative research study that uses a case study approach. Researchers directly as the main instrument by using interview guidelines and observation guidelines as supporting instruments. The results showed that, 1) Planning was carried out through meetings and discussions between the principal and the PHBK Team. There are several stages of planning carried out by the team, namely setting priorities, setting goals, making stages of action and handing over responsibilities. 2) The implementation of PHBK is carried out with two methods, namely specifically those carried out 20 minutes before starting the learning and integrated methods that are incorporated in the theme learning. 3) PHBK evaluation is carried out under direct control by the principal through weekly evaluation meetings, giving recommendations to parents and collecting portfolios from each child.

Keywords: Holistic education management, character

Introduction

Humans need to develop all aspects of their lives, including their own potential or ability to be able to compete and deal with any changes that occur. All of these processes can be carried out through education and training programs. Education has a very significant position in efforts to improve the quality of human resources in the present and in the future (Nurul & Surya, 2017). Through education, it is hoped that human resources will be able to develop and have knowledge that can be used in life. Education is also the basis of the solid civilization of a nation, creating a generation that is strong, superior and qualified both in science and faith and piety.

Law No. 20 Years (2003), states that education is a conscious and planned effort to create a learning process that promotes the active participation of students. Efforts made to realize the desired teaching have been included in every applicable curriculum in Indonesia. The curriculum is meant to foster a generation that not only has high intellectual abilities but is also spiritually and emotionally balanced. The 2013 curriculum currently implemented is expected to be able to develop character in each child's personality, so as to create a generation of Indonesians who have a strong personality, are tough, have good morals and character and have high intellectual abilities. Through the application of character education, it is hoped that the quality of education will increase, because the quality of education is the main determinant in achieving other qualities of the plans that have been prepared by a nation. The quality of education must be improved for the realization of a progressive Indonesian education. There are many ways that can be done to improve the quality of education, one of which is by cultivating character in children at school (Hadi, 2019). School as a place of formal education that implements a mandatory education system for sustainability and *istiqomah* in cultivating character in students.

Character education in the school environment is very important to implement. According to (Saptono, 2017) the main reason why schools are a place for implementing character values is because most families have not implemented character education in the family. Therefore, the role of schools has increased from the beginning as a place to transfer knowledge and make children intellectually intelligent, but schools must work extra hard to balance intellectual, spiritual and emotional education. Character education is an effort that is carried out in a planned manner to trigger the formation of a good personality.

Character education should be taught from an early age, because the personality that is embedded from childhood is not easy to get rid of. Planting character in children can be done by the family or school. In the Koran this character is better known as the word morals. Morals is the realm of morality which refers to the good behavior of every individual in carrying out activities to achieve the goals of this world and a good life in the future. Thus, we can see that the main task of the Prophet Muhammad SAW is as a messenger of Allah to deliver humans to become human beings with noble morals. Past events prove the success of the Prophet as a role model and example to create a moral human being. Allah conveys the nature of the prophet in the 21st verse in Surah Al Ahzab:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ۗ

“Indeed, the Messenger of Allah has a good role model for you (namely) for those who hope in (the mercy of) Allah and (the arrival of) the Day of Resurrection and He mentions Allah much.” (Q.S: 33:21)

Based on this it is said that the Prophet was a real example of doing good deeds. This can be clearly seen that in the apostle there is a good attitude and it is mandatory for mankind to follow. This good example includes all the actions that exist both speech, attitude and deed. We can learn this from the example that the prophet has applied, the example of the prophet as the bearer of the light of truth.

In schools, there are many ways of cultivating siblings that are taught by teachers, for example the values listed in Pancasila which are the basis of the norms of life in Indonesia. Not only that, schools can develop their own values that they want to grow and develop through character education. So that character education will be able to answer the real needs of schools and communities in the context in which the school is located. Azra in (Muslich, 2018) emphasized that efforts to instill character education in students can only be through direct and continuous recognition and implementation.

Through character building, it is hoped that students will be able to learn and personify personality values so that they are manifested in the behavior practices of school residents and the surrounding community (Asmani, 2011). Student personality develops through the stages of knowledge (Knowing), performance (action) and habits (habit) and three other character elements, namely moral knowledge (knowledge ethics), moral (emotional strengthening) emotional and moral feelings and actions or ethical behavior (Lickona, 2019).

Other values that can be developed in character are divided into four pillars. The first is the integration of learning in class between knowledge education and character education. The implementation of this integration covers all existing aspects starting from lesson plans, media etc., secondly through daily activities and instilling a socio-school culture, thirdly through student talent development activities and fourthly by implementing character through monitoring in the family and community (Perpres Number 87 Concerning Strengthening Education Character, 2017). Efforts to implement character education need to be carried out with a holistic approach, namely integrating character development into every aspect of school life. In the Qur'an it is explained about this holistic education in Surah Al Baqarah verse 208.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا ادْخُلُوا فِي السِّلْمِ كَآفَّةً وَلَا تَتَّبِعُوا خُطُوَاتِ الشَّيْطٰنِ ۚ إِنَّهُ لَكُمْ عَدُوٌّ مُّبِينٌ

"O you who believe, enter into Islam as a whole, and do not follow the footsteps of Satan. Verily, Satan is a real enemy to you." (2:208)

This fragment of verse wants humans to believe in God as a whole or holistically. Another thing that is also stated in this verse is the command to increase self-knowledge and teach it to others, this is of course in line with the concept of holistic education. The philosophy of holistic education is a learning process that can create a whole person (holistic human being) in which all aspects or parts are developed optimally and in balance, including the creation of individual awareness.

Talking about holistic or holistic character education, there is an educational institution that implements character-based holistic education. The school is an integrated Islamic elementary school (SDIT AN Nahl Guguak, Fifty Cities District). This school is one of three seed schools in West Sumatra which uses holistic character-based education, abbreviated as PHBK (Rusda, pre-research interview, 28 September 2021). This PHBK has been implemented by schools since 2018, meaning it has entered 4 years.

This PHBK was able to make SDIT An Nahl the school with the highest rating and number of students in the Fifty Cities district (Rusda, pre-research interview, 28 September 2021). Schools are also able to present students and girls who excel academically and non-academically, win district-level science competitions and become representatives at the provincial level, in the field of sports and arts as well as in religion. Schools also have achievements (school achievement record documents). The purpose of various schools in West Sumatra and Riau was proven by the presence of state and IT schools who conducted comparative studies on the school programs being implemented, especially their character education programs (documents, school guest books). In the initial pre-research observations carried out, it was seen that students always tried to carry out the 9 pillars of character instilled in schools, both specifically and integrated in learning. It was proven that the students really loved the plants they planted, watered, cared for, asked permission when they wanted to pull out a leaf that they wanted to take for science practice activities. Based on follow-up interviews conducted after witnessing the events that occurred, it turned out that the students were practicing planting the pillars of God's Love and All of His Creation.

Based on the explanation of the data above, the researcher is interested in conducting a more comprehensive study regarding the management of this character-based holistic education program that can be developed as a whole in a school environment that incorporates all aspects. Therefore the researcher raised the title of this thesis with "Character-Based Holistic Education Program Management (PHBK) at SD IT AN Nahl Guguak, Lima Puluh Kota District."

Method

The research method used is qualitative with a case study as the approach. In this study, researchers will present accurate and objective information regarding character-based holistic education management at SDIT An Nahl Guguak. Based on the accuracy and objectivity of the data obtained, it will be followed by describing the process of planning, implementing, organizing, evaluating and assessing the level of success of this CBFEB, so that it is useful in establishing better future programs, as well as for making decisions whether there are modifications, deletions, simplifications or additions. .

Furthermore, the researcher will describe, explain and disclose all information or data that appears related to character-based holistic education management at SDIT An Nahl Guguak, Lima Puluh District, during the research process.

Findings and Discussion

Character-Based Holistic Education Planning at SD IT An Nahl Guguak

CBHE learning planning at SD IT An Nahl besides being contained in KTSP, the teacher then poured the formulation in KTSP into the syllabus, lesson plans and teaching materials. Basically what makes the PHBK program different is the inclusion of the 9 character pillars in the pillar-specific RPP and thematic RPP which will later be distributed using the knowing, feeling and action method. By doing this early planning will facilitate the learning process in the future.

Making a lesson plan is very important to do as a guide for teachers to carry out learning activities. Learning must be sequential and easy to implement but can still be changed according to the needs of students. (Abidin, 2016) Learning planning must also be a guide in achieving goals (Rayuni, 2010), because through good learning planning will make the implementation of learning run well (Amanaturrakhmah, Kardoyo, 2017)

In accordance with observations made in March 2022, schools hold work meetings every year to prepare

for learning. This activity was attended by all educators and non-educators. There is a special pillar team that has a learning implementation plan for students.

The PHBK planning at SD IT An Nahl was explained by Mrs. R as the school principal as follows:

"Character-Based Holistic Education (PHBK) at SDIT An Nahl has been implemented since 2018. The PHBK planning process began before the new school year was implemented. This planning activity was carried out during a working meeting (raker) which involved the curriculum team, deputy head and the PHBK pillar team. All teams are asked to hold discussions and provide input regarding this PHBK."

Based on the interview, it can be explained that the PHBK planning process begins with carrying out work meetings to develop strategic steps that will be carried out for the next school year. All parties involved in this planning process make their respective plans which will be discussed together and will be included in the draft or activity implementation plan. R further explains:

"SD IT An Nahl wants to have a vision, apart from being smart, they also have good character. So one model that is very suitable and we like is this PHBK model, in this PHBK learning model children are required to be children who are great in character as well as great in learning."

R's statement above further reinforces why schools actually make careful planning before implementing this CBFM model for students. So the school's vision is to want children to be children who are not only intellectually intelligent but also sensitive to their character and the environment around them. As for the observation results obtained from the strategic plans outlined in the school KTSP, there are syllabus, lesson plans and teaching materials. RPP and teaching materials that contain CBHE learning in it. This shows that SDIT An Nahl is indeed trying to realize character-based holistic education learning in schools. This is in accordance with what was stated by Rapph W. Tyller in his writing Tatang Hidayat that the most important thing for the success of an implementation of learning must begin with careful and precise planning. (Hidayat et al., 2019)

All strategic plans made by the team will be outlined in the Education Unit Level Curriculum (KTSP). It is based on this KTSP that later other derivatives will appear which will assist the subsequent planning process such as the birth of a syllabus, lesson plans, modules or teaching materials. This is in line with what was conveyed by M as follows:

"The planning stages are carried out by the curriculum team and pillar team at the beginning of the academic year, usually during workshops or work meetings. The results of the planning will be included in the KTSP. It is from this KTSP that teachers and related teams will formulate syllabus, lesson plans and teaching materials."

This means that in the planning stage the school or pillar team already has a plan for implementing character-based holistic education which is contained in the KTSP. So that all teachers or educators at SDIT An Nahl can be guided by the school's KTSP to produce tools that will be used in the process of implementing learning.

Schools through teams make plans through several stages focused on:

Determination of priority programs

Priority program setting is intended so that schools or teams have a basis or footing in planning, meaning that no planning will come out of what has been set. By setting priority targets to be achieved will be more detailed and clear. This is in accordance with what was conveyed by M1, who is also a member of the PHBK pillar team, stating that:

"Before starting the process of structuring a sustainable program plan, the team first determines which programs must be implemented first in the next year. This determination is made by making priority scales, program achievement targets, and future projections.

Setting this priority scale is by choosing a character pillar or learning theme that is appropriate to the stage of student growth and development. Example in class 1 the main priority is to realize students who are ready to sit quietly in learning. So the process of designing the pillars is more focused on pillars 1 and 2. Because through the implementation of pillars 1 and 2 it is hoped that students will be independent and have good spiritual character.

Goal setting

Setting goals is a process for deciding something to be achieved by the school while carrying out this character-based holistic learning. It usually involves developing an action plan, with smaller goals broken down into actionable steps, to guide the achievement of those goals. By setting goals, the school or planning team has a direction for what you want to achieve. Also, by clearly articulating the goals for achieving these goals, it will make it easier for schools to determine when these goals will be successfully implemented.

Make stages of action or implementation

Based on data obtained from the results of the work meeting of the curriculum team and SDIT An Nahl

pillar team. These stages of action and implementation are made so that there will be a reference for teachers later to carry out the CBFM learning process, either specifically or integrated into learning themes. The findings described above are in line with the results of an interview with M, a representative of the SDIT An Nahl curriculum, M explained that:

"Each process before carrying out the learning has been outlined by the team in a reference or guideline, this guideline is contained in the KTSP and special PHBK modules, now from this general reference later the teacher will lower it in the form of lesson plans and teaching materials

This means that the initial steps carried out by the educators at SDIT An Nahl were guided by KTSP and special CBHE modules to make learning implementation plans and supporting teaching materials for implementing character-based holistic education well implemented.

Transfer of responsibility

The delegation of responsibility here means that after all the planning stages have been carried out, it is necessary to make it clear in detail who will be responsible for executing each program that has been planned. This is done so that there is clarity about the actions to be carried out and also to make it easier for the school principal to evaluate and hold accountable each program that has been implemented.

Based on the results of research questions related to character-based holistic education planning, it can be concluded that character-based holistic education planning at SDIT An Nahl is carried out by deliberating on work meeting activities involving all teachers, pillar teams and curriculum teams in establishing each stage of the strategic plan which is then described in the school KTSP. Through this KTSP, general and specific references will be born for the implementation of character-based holistic education at SDIT An Nahl Guguak. In accordance with the opinion of Ramayulis (2008) planning includes first setting program priorities, second setting goals according to the concept, third making action stages, fourth handing over individual and work group responsibilities. (Ramayulis, 2008)

Implementation of Character-Based Holistic Education at SD IT An Nahl Guguak

The implementation of learning activities is the implementation of a design or lesson plan that has been prepared and prepared beforehand. In the implementation it shows the application of the steps of a learning strategy taken to provide learning experiences. Here the teacher's ability is required to process learning according to the needs of students, so that the desired learning objectives are implemented.

Based on the observations the researchers made on March 22, 2022 in the V annas classroom which was being taught by Mrs. MI, it was found that the implementation of Character-Based Holistic Education at SD IT An Nahl was carried out in two ways or methods. The first is the special method and the second is the integrated method. R explained that:

"The special method is carried out 20 minutes before starting the lesson. In 20 minutes we are operating. For example, we discuss pillar 1 of God's love and all of his creation. So we begin to understand acting, feeling and knowing there. Knowing there children can understand love for God's creation, in feeling children can feel how love for God's creation and acting is how children can carry out or practice love for God's creation properly. An example of how to behave with fellow human beings, behave with plants or animals created by God. So the concept of knowing, feeling and acting is this particular one."

Mrs. R's statement above is in line with the findings of the researcher's observation conducted on March 22, 2022 at 11.05 (break time). want to be taken for practical science activities. After the interview continued, it turned out that the actions taken by the students were a form of acting from the implementation of pillar 1 of the love of Allah and all of His creation.

Based on the results of research questions related to the implementation of character-based holistic education at SDIT An Nahl, it can be concluded that the implementation of character-based holistic education at SDIT An Nahl is carried out in two ways or methods.

Special method

This is in accordance with what was conveyed by Megawangi that the curriculum used in the character-based holistic education model is a Character-based Integrated Curriculum, namely an integrated curriculum that includes the many varieties needed by students. (Megawangi, 2009)

This method provides special time for teachers to convey the nine pillars of character to students. Every morning before starting the learning process the teacher always flows the pillars. The time used by the teacher is 20 minutes. For 20 minutes the teacher will discuss one pillar. In practice the teacher will refer to the RPP that has been made. This is in line with the research that has been conducted by Niya Yuliana, where when carrying out learning activities of the Character-Based Holistic Education model in SD Character, two forms of character flow

are used so that character education is internalized in children, namely through formal flow (character pillars flow) and non-formal streaming (integrated with the subjects).

The flow of character formally is by focusing children to understand the meaning and purpose of each of the character values being taught. Lickona also explained that character education is not only understood as cognitive knowledge (moral knowing), but also must be felt and realized that character values are important (moral feeling), then implemented in everyday life so that he gets used to doing things. -things of goodness (moral action).

Particularly for the 9 pillars of the character curriculum, the teaching pattern is seen through the activeness of the students in conducting discussions or learning activities. In conventional learning activities the teacher is usually the center of all learning activities, but in this activity the teacher only acts as a companion meaning the teacher is more a place to provide suggestions and input on the opinions and achievements of students in a lesson. The noble value that is developed in this learning method is the function of education as "to bring forth" (actualize from within the child). (Megawagi, 2016) Streaming of character pillars is done in the morning with a duration of 15-20 minutes in streaming character pillars. This reflection time provides an opportunity for students to verbally express their knowledge, loves/feelings, and how actions are taken in their lives. The teaching of the 9 pillars of character plus K4 is carried out throughout the school year, where each pillar is taught every two or three weeks according to the base on case, meaning that the pillars of character will be discussed according to the time specified. The pillars of character are:

- 1) Love God and all of His creation
- 2) Independent, discipline, responsibility
- 3) Honest, trustworthy, and speak wisely
- 4) Respectful, polite, and a good listener
- 5) Generous, helpful, and cooperative
- 6) Confident, creative, and never give up
- 7) Good and fair leader
- 8) Kind and humble
- 9) Tolerant, peace-loving, and united

Integrated Method

The integrated method means that the process is incorporated in thematic PBM activities, where the flow of the existing pillars will be adjusted to the discussion of the themes being studied in class. RPP and teaching materials are also included in the lesson plan for the theme being studied. This method is the same as that presented by Wolfinger. Integrated learning presents a lot of material in one form of learning activity. The point of learning is that students have the ability to understand the relationship between one material and other related materials. This is where the term integrated curriculum emerged, which combines a number of disciplines through guidance on content, skills and attitudes. (Hernawan, A.H., &Officialni, 2016)

Then flow the character pillars informally by combining them with subjects. That is, character education is not only the responsibility of certain subjects such as PAI and ethics lessons. In the process of implementation, character values must be integrated into each subject and also in each subject at school. Muhammad Mustaqim stated in his research that, character education is not only a nomenclature in one subject, but character learning can be integrated in every lesson. Material related to character can be harmonized with other learning such as adab, Pkn and others. (Mustaqim, 2015)

Integrated and interrelated character learning opens opportunities for all parties in the school to be actively involved. Based on the results of interviews with several previous informants, the pattern of implementing character education in an integrated manner with subjects, including through mentioning the meaning of the characters contained in it, associating the spirit of character directly into the subject matter, including it in exam questions, when giving praise, using parables with events experienced by students, using stories as a medium to bring out character values, integrating character values by using activities such as charity work, field trips, visits, outbound, and other humanitarian activities.

So it can be stated that SDIT An Nahl in carrying out this character-based holistic education learning process is by combining two methods at once in each learning activity. The first begins with a special method 20 minutes before opening learning and integrated or integrated methods in all the subjects being taught. Both core subjects are thematic and supporting subjects as well as in daily activities at school.

In addition, Hermawan argued that an integrated learning model involving several subjects would provide a more meaningful learning experience for children or students. (Hernawan, A.H., &Officialni, 2016)

Evaluation of Character-Based Holistic Education at SD IT An Nahl Guguk

Evaluation is a process to ensure that the activities carried out are in accordance with what was previously planned. "According to (Hamalik, 2008) activities carried out to correct deficiencies in the management system, provide supervision and carry out evaluations are a form of implementation of the evaluation function." Meanwhile, according to (Sagala, 2008) emphasizes evaluation as a tool to measure the achievement of goals in an organization.

Collecting data related to determining the results of a problem is the core of the evaluation activity. Through these activities, an appropriate decision will be born. It can be concluded that evaluation has a main function as a tool for processing information or data obtained into a decision.

Based on the results of observations made in March 2022 at SDIT An Nahl, an evaluation of character-based holistic education is carried out every week through weekly coordination meeting activities. With the agenda of discussing character values to students in class. There are also pillar observation sheets that are distributed to parents as a form of effort to find out how far the implementation of character-based or pillar-based holistic education is well instilled in students. R explained something similar during the interview:

"Evaluations are carried out every week, every Saturday all teachers who enter the class are evaluated. We will evaluate the extent to which the teacher's success in teaching will also be seen from the obstacles they face in class. Then every semester at the meeting there will also be a thorough evaluation. Then the evaluation stage that is also carried out is supervision, monitoring, parental satisfaction questionnaires through recommendations distributed at the beginning of the month.

From the explanation given by the school principal, the evaluation of CBHE learning was carried out by all teachers through general discussions at teacher meeting forums. This is in line with the results of observations or observations made on Saturday, March 26, 2022 at 11.00 WIB in the SDIT An Nahl teacher assembly room, Mrs. R as the school principal led an evaluation and coordination meeting of the activities that had been carried out for the past one week. In this meeting the researchers saw the principal directly ask the teachers one by one about the obstacles and achievements in implementing the lesson for one week. The meeting also discussed solutions to any problems that arose. (observation in the SDIT An Nahl teacher assembly room) The pre-evaluation process carried out was by monitoring or observing, distributing questionnaires and direct supervision. Based on the information or data obtained, then an evaluation is carried out.

The form of evaluation carried out by the teacher and the pillar team is by distributing pillar observation sheets and monthly student progress reports. The purpose of distributing monthly report cards is to see how far the progress of the implementation of activities is going and as a reference material for improving planned activities. As explained by MI as follows:

"Evaluation of children is carried out by looking at the results of the observation sheets given to children every month and looking at the monthly report on the child's development"

The results of the interviews above are in line with the findings obtained directly in the process of learning activities at school. At the beginning of each month, parents provide a child's character observation sheet to fill in according to the child's development that week. (observation results in class V an nas)

This observation sheet contains the development of character pillars that have been described through competencies or aspects that will be observed by parents while the child is at home. One pillar is observed in one month with coordination once a week between parents and teachers. Each aspect of competence has an assessment aspect that must be filled in by parents. Then parents provide general notes or comments on other interesting events related to the pillars being observed. Observation sheets are collected every week and discussed with parents every month in forswa activities.

Based on the findings and interviews above which are related to the results of character-based holistic education evaluation questions at SDIT An Nahl it can be concluded that, how to evaluate CBHE learning that is carried out is seen based on the results of analysis of parental recommendation sheets, then it can also be seen from the portfolio made by students collected every month. Based on the results of observations and assessments of these components, it can be seen that the learning objectives or programs that have been made by the school have been achieved. This conclusion is in line with Sagala's opinion which states that evaluation is a tool to measure the achievement of goals in an organization. (Sagala, 2010)

Conclusion

Based on the findings presented in the previous chapter, several conclusions can be put forward, namely: The lesson plan for Character-Based Holistic Education at SD IT An Nahl was made based on the results of a work meeting conducted by the school principal and the curriculum team before the new school year took place. The planning results will be outlined in the school education unit level curriculum (KTSP). It is through this KTSP that the teacher will make a learning plan for this character-based holistic education model into the syllabus, lesson

plans and teaching materials.

The implementation of character-based holistic education learning is carried out through two methods. The first is a special method and the second is an integrated method. The special method is a 20-minute learning process at the beginning of the activity to convey the 9 pillars of character to students specifically. This means that within 20 minutes the teacher only discusses the pillars with lesson plans and pillar-specific teaching materials. The integrated method, namely, the flow process of the 9 pillars is incorporated into the learning process of the theme that is in accordance with the discussion of the theme being studied.

Evaluation of character-based holistic education learning is carried out jointly by all teachers led by the school principal. The form of evaluation carried out is through supervision, filling out student recommendation questionnaires and the results of monthly reports taken from the child's portfolio sheet.

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