

ABSTRAK

Tujuan utama penelitian ini adalah untuk mengetahui dan mendeskripsikan manajemen pendidikan karakter di SMP Kolese Kanisius Jakarta. Tujuan utama tersebut dijabarkan dalam empat tujuan yaitu: (1) menganalisis manajemen pendidikan karakter di SMP Kolese Kanisius Jakarta, (2) menganalisis faktor pendukung dan penghambat, (3) menganalisis ketegangan yang terjadi, dan (4) menganalisis cara mengatasi berbagai ketegangan dalam manajemen pendidikan karakter. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Pengumpulan data dilakukan melalui wawancara, dokumentasi, dan observasi. Uji keabsahan data dilakukan dengan teknik triangulasi sumber dan teknik pengumpulan data, *member checking* dan bahan referensi. Teknik analisis menggunakan Model Interaksi dari Miles dan Huberman. Hasil temuan penelitian sebagai berikut: (1) Manajemen pendidikan karakter di SMP Kolese Kanisius telah berjalan dengan baik melalui tiga tahap proses manajemen yaitu perencanaan, pelaksanaan dan evaluasi. Konsep pendidikan karakter di SMP Kolese Kanisius terintegrasi dalam seluruh kegiatan sekolah dengan menerapkan PPI (Paradigma Pedagogi Ignasian) untuk membentuk calon pemimpin yang memiliki 4C (*competence, conscience, compassion, commitment*). (2) Faktor pendukung: tradisi yang sudah baik, input siswa, guru, fasilitas, konsistensi dan ketegasan pimpinan, dan kepercayaan orang tua. Faktor penghambat: cara pandang yang lebih berorientasi akademik, keterbatasan tempat dan SDM, pandemi Covid-19, evaluasi yang menyeluruh sulit dilakukan, dan formasi guru yang terabaikan (3) Ketegangan yang terjadi adalah: pendidikan karakter yang dinamis *versus* dokumen statis, *human excellence versus* orientasi akademik (ekspektasi orang tua), kreativitas *versus* keterbatasan (tempat dan SDM), hilangnya perjumpaan penuh makna (pandemi Covid-19), kesulitan dan pemanfaatan penilaian pendidikan karakter, prinsip “*magis*” *versus* kebutuhan pragmatis, dan tidak semua guru mampu menjadi teladan. (4) Ketegangan yang terjadi diatasi dengan: menghidupi ketegangan secara kreatif, melakukan evaluasi dan refleksi bersama, membangun komunikasi dan kolaborasi, pendampingan personal, meningkatkan kompetensi secara berkelanjutan, solusi kreatif (*out of the box*), bersikap tenang, konsisten, setia pada tujuan, berani mengambil resiko, memeluk perubahan, dan mengubah ketegangan sebagai sarana transformasi.

Kata Kunci: manajemen, pendidikan, karakter, ketegangan

ABSTRACT

The primary point of this research is to acknowledge and describe character building at Canisius College Jakarta Junior High School. The primary point was elaborated into four purposes: (1) to analyze the management of character-building management, (2) to analyze the supporting factors and the obstacles, (3) to analyze the suspense that happens in governing the character-building management, (4) to analyze the ways to overcome suspense in coping with the character-building management. This research uses the qualitative method with the design of case study. The data was collected through interviews, documentations, and observations. The data validity was done by source triangulation techniques, data collection techniques, member checking, and references. The analysis method uses Interaction Model from Miles and Huberman. The outcomes of this research are: (1) The character-building management is well-done through three processes of management. They are a planning, an implementation, and an evaluation. The character-building concept at Canisius College Jakarta Junior High School is integrated into school events or activities by implementing PPI (Ignatian Pedagogical Paradigm) to form leaders who have 4C (competence, conscience, compassion, commitment). (2) The supporting factors are a well-built tradition, the quality of the students, teachers, facilities, consistency and firmness of the leader, and student parents' trust. On the other hand, the obstacles are a fully academic-oriented point of view, limited places and human resources, Covid-19 pandemic outbreak, difficulty to do a complete evaluation, the lack of focus on teacher formation. (3) The suspense that happened are: dynamic versus static character-building, human excellence versus academic orientation (parents' expectations), creativity versus limitation (limited places and human resources), the absence of offline meaningful encounter (Covid-19 pandemic), difficulty and utilization of character-building assessments, "magis" principle versus pragmatic needs, and some teachers can not be good role models. (4) The suspense happened is overcome by dealing with suspense creatively, doing the evaluation and reflection together, building communication and collaboration, coping with personal guidance, improving continuously the competence, having creative solution (out of the box), staying calm, being consistent, staying loyal in reaching the goals, having courage to take the risk, embracing changes, and changing the suspense into the ways of transformation.

Keywords: *management, education, character, suspense*