

Organizational Management Implementation in *Jumat Berjih* Activities as Student Character Education

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Organizational
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Abstract

This research aims to examine the implementation of the organizational management of the "JUMAT BERJIHAT" character education program at SMP Negeri 1 Turi, Lamongan, where the existence of this program was motivated by the phenomenon of juvenile delinquency cases. This research uses descriptive qualitative methods and is strengthened by management theory by James A. F. Stoner and Charles Wankel. The results of this research show that the character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi, Lamongan, runs smoothly. The students are thrilled with this program because it can improve the religious spirit, and the parents are also happy because there are positive changes in their children and teachers. Teachers at SMP Negeri 1 Turi, Lamongan, were very united in participating in this activity. However, initially, the students at SMP Negeri 1 Turi, Lamongan, still needed to get used to this activity, but now they are enthusiastic about this program. Organizational management has also been implemented with a process structure of planning, organizing, leadership, and controlling organizational efforts and the use of all other organizational resources to achieve organizational goals.

Kata kunci:

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Abstrak

Penelitian ini bertujuan untuk meneliti mengenai implementasi manajemen organisasi program Pendidikan karakter "JUMAT BERJIHAT" di SMP Negeri 1 Turi, Lamongan dimana adanya program tersebut dilatarbelakangi adanya fenomena kasus-kasus kenakalan remaja. Penelitian ini menggunakan metode kualitatif deskriptif dan diperkuat dengan teori manajemen oleh James A.F Stoner dan Charles Wankel. Hasil dalam penelitian ini bahwa, program Pendidikan karakter "JUMAT BERJIHAT" di SMP Negeri 1 Turi, Lamongan berjalan dengan lancar siswa-siswi sangat senang adanya program ini karena dapat meningkatkan jiwa religius, wali murid juga senang karena ada perubahan positif pada anaknya, serta guru-guru SMP Negeri 1 Turi, Lamongan sangat kompak mengikuti kegiatan ini, meskipun awalnya siswa-siswi di SMP Negeri 1 Turi, Lamongan masih belum terbiasa adanya kegiatan ini namun, sekarang mereka antusias dalam program ini. Manajemen organisasi juga sudah di implementasikan dengan struktur proses perencanaan, pengorganisasian, kepemimpinan, dan pengendalian upaya organisasi dan penggunaan seluruh sumber daya organisasi lainnya demi tercapainya tujuan organisasi.

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INTRODUCTION

Education is a conscious and planned effort to provide guidance or assistance in developing physical and spiritual potential provided by adults to students to achieve maturity and goals so that students can carry out their life tasks independently (Qasserras, 2024; Sain et al., 2025). The role of education is very much needed. Education demands attention and participation from all parties. With education, students will be able to become more intelligent and form complete human beings, namely human beings who are devoted to God Almighty (Mariani et al., 2024; Musrifah & Shah, 2024). Educational development should be prioritized because a nation's progress can be seen from educational progress. Therefore, the components in the educational process, such as students, teachers, teaching and learning processes, management, educational services, and other supporting facilities, must be coordinated and work together well (Hidayat & Abdillah, 2019).

A school is a place where students learn and organize and where the character is formed. According to research Nugroho, (2020) School is one of the places for the formation of a person's characteristics in the era of Industrial Revolution 4.0. Character education in schools is a necessity that schools must carry out to produce the next generation who have character (Birhan et al., 2021; Handoko & Sakti, 2023; Harianto et al., 2020). Character education can be said to be an essential and urgent need so that with this character education, students can be provided with provisions not only in terms of science and technology but far more than that, namely good character, which will later be able to make themselves into good individuals and have a positive impact (Attsaury et al., 2024; Hasanah et al., 2024; Rohmah et al., 2023). Positive both within the family and the surrounding community. For this reason, the role of schools is essential in the formation and development of students' character. Character education in schools should start early and be planned and implemented by the school, this is in the research Birhan et al., (2021) an essential approach to teaching character education about right and wrong behavior to children. This study revealed that there is some moral and character content included in various subjects (Istiyani et al., 2024; Manan et al., 2024). However, there are challenges in providing character and moral education as a separate subject at school, as well as the failure of parents and teachers to be good role models for children (Apologia et al., 2024, 2024). This implies that the Ministry of Education should plan for character and moral education to be offered as a separate subject for preschool and elementary school children, and parents and teachers need to work together to teach character and moral education to children.

SMP Negeri 1 Turi, Lamongan, is a State Middle School located in Turi District, Lamongan Regency, East Java. This school implements an exciting activity, namely "JUMAT BERJIHAT." The activity "JUMAT BERJIHAT" itself is an abbreviation of "Janji Untuk Menjadi Anak Taat Bersih-Bersih, Ngaji Bareng, Duhah, Senam Sehat". This was done by the teacher at SMP Negeri 1 Turi, Lamongan, so that his students would protect themselves from harmful things, considering that there are so many cases of crime committed by teenagers. In a book written by Trilisiana et al., (2023) they explained that

the packaging of character education is more universal than value, moral, or spiritual education based on each religion. The terms also vary and focus on the same substance, such as value reform and mental revolution, the direction of which is values and morality. The universality of the term character education can be applied integratively to educational institutions and learning organizations. When the word education has been embedded in the character, the character is no longer value-free and has two sides at once. Character education must aim at habituation, teaching, and learning so that humans have good and commendable character. Character education is a deliberate process and effort carried out by parents, community leaders, teachers, educators, and instructors using various educational approaches.

The phenomenon of juvenile delinquency cases is very widely reported, especially for those who live in areas with an unhealthy environment for children's character development. Sometimes, unhealthy relationships also influence children and become teenagers who are difficult to manage. Seeing this phenomenon and case, SMP Negeri 1 Turi, Lamongan hopes that its students will have good character and personality. It is not only academic and non-academic achievements that are expected, but the formation of a good personality, character, and a religious spirit is also taught through the "JUMAT BERJIHAT" activity. In research by Anam, (2019) educational institutions are a significant factor in forming a character. At school or madrasah, students learn and socialize with teachers and their peers, students learn to develop their potential and students also learn how to behave with older people and their peers. At the same time, students will show their respective characters. At this moment, educational institutions play a role in shaping students' character through examples or good habits. The first moment of character education in an academic institution is determining its vision and mission. The habituation of character education in the school environment can be done through any activity as long as it is positive. In research Arif et al., (2023) explained that, The Palu City Education and Culture Office has implemented a character education program by aligning the character education program with its vision through the integration of culture and local wisdom in accordance with Islamic values. The character education program has also been implemented through the Thursday cultural parade, family involvement through community, and student immersion into culture and local wisdom values. We conclude that the management of the implementation of education has increased the awareness of early childhood students towards tolerance, mutual respect, and mutual understanding of differences based on culture and local wisdom values that are in line with Islamic teachings in the city of Palu.

The character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi Lamongan is held on Friday Legi, Friday Pahing, Friday Pon, Friday Wage, and Friday Kliwon. The program is implemented in turn. SMP Negeri 1 Turi is a favorite school and is the school of choice, especially in the Turi sub-district area. As time goes by, this school is improving itself both physically and non-physically. Because of this, this school still has its attraction for people around the Turi sub-district area to choose as a secondary school for their sons and daughters. Of course, this community choice is based on several superior factors, both in terms of physical development and the programs implemented at SMP Negeri 1 Turi, Lamongan. In research Szymkowiak et al., (2021) it was also found

that students tend to imitate their teachers who integrate modern technology into their curriculum and use it outside of class hours to learn.

In addition, to overcome juvenile delinquency, this study was written as an example for other institutions to implement character education programs or educational programs that become positive habits for students and residents at school. Researching the programs implemented by schools is very interesting because the school environment can be the right and good place for the growth of student character; in SMP Negeri 1 Turi, Lamongan implemented the character education program "JUMAT BERJIHAT". This study aims to identify the implementation of organizational management of the character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi, Lamongan. This study is expected to provide benefits in the form of knowledge about education in an educational institution. There have been many studies on character education programs, but the character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi, Lamongan, is unique; not only for students but also teachers and the character education program "JUMAT BERJIHAT" is mandatory because it has become a mainstay program at SMP Negeri 1 Turi, Lamongan. SMP Negeri 1 Turi, Lamongan, although a public school is considered too common among the community, religious matters are still prioritized.

This research wants to examine the implementation of Organizational Management in the implementation of the "JUMAT BERJIHAT" program where, the role of teachers is to foster good character for their students. In the book written by Widiana, (2020) management is defined as a process because all managers, regardless of their unique abilities or skills, must carry out certain interrelated activities to achieve the goals they desire. An organization is a knowledge system where humans can know the structure of the division of labor and the structure of work relations so that they are able to implement the organizational system appropriately. In the realm of organizational management education, it is essential to prepare goals so that they can be structured well. According to, Rifa'i, (2019) Management of educational organizations, in general, is to provide the functions of planning, organizing, directing, motivating, coordinating, implementing, and controlling.

This research was conducted because of the many problems and cases of juvenile delinquency and other problematic phenomena in adolescents, the school wants to anticipate these incidents with character education "JUMAT BERJIHAT". This study aims to determine the character education program at SMP Negeri 1 Turi Lamongan through the character education activity "JUMAT BERJIHAT". Previously, this kind of research has been conducted, but research on character education has never been conducted at SMP Negeri 1 Turi Lamongan. This is what makes researchers interested in researching character education "JUMAT BERJIHAT" and the management theories of James A.F. Stoner and Charles Wankel are rarely applied.

This is proven by research according to Mu'min, (2023) in his research entitled "Construction of Islamic Character Education Values Based on Local Wisdom in Culture Kasepuhan and Kanoman Palaces" that, the process of constructing Islamic character

education values in the culture of the Kasepuhan and Kanoman Palaces of Cirebon, consists of externalization, objectivation and internalization of the values of local wisdom of the Kasepuhan and Kanoman communities that have been running at home, at school, and in society which seem inseparable. Everything is interrelated even though each institution has a different role in nature, but between one and the other they still go hand in hand in shaping the character of a cultured society. The research and the current research both research character education, but the difference is the different theories and objects. If the research only uses qualitative with descriptive methods, then in the current research it is strengthened by the management theory of James A.F. Stoner and Charles Wankel. The object of the study is the culture of the Kasepuhan and Kanoman Palaces of Cirebon. while the current research is the character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi, Lamongan.

From the description above, the researcher focuses on the Implementation of Organizational Management in the character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi, Lamongan. This will later use descriptive qualitative methods and be strengthened by the management theory of James A.F. Stoner and Charles Wankel, which provides the following management boundaries. Management is the process of planning, organizing, leading, and controlling organizational efforts and the use of all other organizational resources to achieve organizational goals (Hasibuan, 2009).

RESEARCH METHOD

This research uses descriptive qualitative methods. The qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a triangulated manner, and data analysis is inductive. The results of qualitative research emphasize meaning rather than generalization. (Abdussamad, 2021). Moleong (2007) in Fiantika et al., (2022) Said that, in qualitative research, the meaning conveyed is related to people's perceptions of the event being studied. For example, behavior, perception, motivation, action, etc., holistically, and by means of descriptions in the form of words and language, in a unique natural context and by utilizing various natural methods.

Meanwhile, qualitative descriptive research is one type of research that is included in the qualitative research type. Descriptive research is a research strategy in which the researcher investigates events and phenomena in the lives of individuals and asks a person or group of individuals to tell stories about their lives. The researcher then retells this information in a descriptive chronology (Kusumastuti & Khoiro, 2019). This research is strengthened by the management theory of James A.F. Stoner and Charles Wankel, which provides the following management limitations. Management is the process of planning, organizing, leading, and controlling organizational efforts and the use of all other organizational resources to achieve organizational goals. (Hasibuan, 2009).

The research location in this study was at SMP Negeri 1 Turi, Lamongan. The objects of this research were teachers and students involved in the "JUMAT BERJIHAT"

activities at SMP Negeri 1 Turi Lamongan. Two types and sources of data are expected to be used, namely, primary data and secondary data. Primary data was obtained from interview results, service results and data results from informants. Meanwhile, secondary data such as books, relevant journals, and data archives at SMP Negeri 1 Turi, Lamongan. Next, there are data collection techniques, according to Sahir, (2021) Collection techniques are a process in research and are an essential part. Data collection techniques must be correct and in accordance with the method so that the results achieved are in accordance with the initial research objectives or initial hypotheses that have been determined. Data collection techniques in this research are interviews, observations, and documentary studies. The last one is data analysis techniques (Baba, 2017):

Data Reduction: Data reduction: Researchers obtained data from interviews with teachers and students involved in the character education program "JUMAT BERJIHAT," where researchers had to research carefully. In data reduction, researchers must also be able to sort and classify the data to be analyzed. **Data Display:** After carrying out data reduction, the researcher displays or presents the data. The presentation of data in a qualitative approach can be in the form of short descriptions, charts, and the like. However, Miles and Huberman often present data using a qualitative approach, namely narrative text. In this research, the researcher will describe the data found as a result of observations and interviews in the "JUMAT BERJIHAT" activity at SMP Negeri 1 Turi Lamongan, which will later be analyzed using the management theory of James A.F. Stoner and Charles Wankel which provides the following management boundaries. Management is the process of planning, organizing, leading, and controlling organizational efforts and the use of all other organizational resources to achieve organizational goals. (Hasibuan, 2009).

Conclusion Drawing/verification: Verification or what is usually called concluding. In qualitative research when, data has been collected, classified and analyzed. So, researchers can conclude with findings that have never existed before.

FINDINGS AND DISCUSSION

Findings

Character Education Program "JUMAT BERJIHAT" at SMP Negeri 1 Turi, Lamongan

The "JUMAT BERJIHAT" activity is a form of SMPN 1 Turi, Lamongan effort to instill and shape students' character by getting used to positive activities. Through an interview with Mrs. Ratna Ningsih as Vice Principal on July 18, 2024, at SMP Negeri 1 Turi, Lamongan explained that:

"Seeing the phenomenon of today's children is very worrying, especially as teachers and parents too; we feel the process of educating children so that they always choose good things. Likewise, at SMP Negeri 1 Turi Lamongan, I position myself no longer as a teacher but as a parent; therefore, with this "JUMAT BERJIHAT" activity, we all hope that slowly, the students at SMP Negeri 1 Turi will become good children and have a religious soul (Ningsih, 2024)."

The phenomenon and cases of juvenile delinquency are widely reported, which is why SMP Negeri 1 Turi requires all students to take part in this activity. SMP Negeri 1 Turi does not only provide school facilities that focus on academics and non-academics only. However, it is also the development of students' good character who, when they grow up, are expected to become a wise, religious, and responsible generation. Likewise, the response from Mrs. Manis, one of the teachers and coordinators of the "JUMAT BERJIHAT" activity, who was interviewed on July 18, 2024, explained that:

"I am thrilled that this program exists, the children become diligent. In fact, one of the student's parents told me that his child at home prays diligently and cleans, and every morning during school holidays, he exercises diligently, and his food is regular and nutritious. Indeed, we all provide habituation through this activity, not only praying for Duhur in the congregation but also praying for Duhur if there are extra-curricular activities up to Asar and there are still students at school as teachers who we invite to pray together. This activity includes lectures and religious reasoning so that the students can think about what is required to do good deeds (Manis, 2024)."

The "JUMAT BERJIHAT" program is an interesting program at SMP Negeri 1 Turi Lamongan. Because it really has a good impact on the students of SMP Negeri 1 Turi, Lamongan. Students can not only carry out these activities, but students can also increase their religious knowledge through the character education program "JUMAT BERJIHAT". The character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi Lamongan is carried out in turns in each class. This was explained by Mrs. Husnul Khotimah as head of student affairs at SMP Negeri 1 Turi Lamongan on July 18 2024 at SMP Negeri 1 Turi explained that:

"So, we gathered all the children; then, they were given an announcement about the existence of this character program. The announcement regarding the schedule for implementing this program was Friday Legi, Friday Pahing, Friday Pon, Friday Wage, and Friday Kliwon. With the distribution of Friday Pon and Friday Wage, the Koran was scheduled together by presenting lecturers from Islamic boarding schools with the aim of improving the religious character of all residents of SMP Negeri 1 Turi Lamongan. Meanwhile, Friday Kliwon, Friday Legi, and Friday Pahing will later carry out this program in turns for classes VII, VIII, and IX. Friday, Kliwon class VII carried out community service or cleaned up the classroom and surrounding yard, class VIII exercised together in the field, and class IX carried out the Duhah prayer in the Mosque. Friday Legi, class IX carried out community service or cleaned up the classroom and surrounding yard, class VII exercised together in the field, and class VIII carried out the Duhah prayer in the Mosque. Friday Pahing class VIII carries out community service or cleans up the classroom and surrounding yard, class IX exercises together in the field, and class VII performs the Duhah Prayer in the Mosque (Khotimah, 2024)."

From the statement above, the activity schedule for the "JIJIHAT FRIDAY" character program is that Friday Pon and Friday Wage are scheduled to recite the Koran together by presenting lecturers from Islamic boarding schools with the aim of improving the religious character of all residents of SMP Negeri 1 Turi Lamongan. The agenda for Friday Kliwon, Friday Legi, and Friday Pahing will be for classes VII, VIII, and IX to carry out this program alternately. Friday, Kliwon class VII carried out community service or cleaned up the classroom and surrounding yard, class VIII exercised together in the field, and class IX carried out the Duhah prayer in the mosque. Friday Legi, class IX carried out community service or cleaned up the classroom and surrounding yard, class VII exercised together in the field, and class VIII carried out the Duhah prayer in the mosque. Friday Pahing class VIII carried out community service or cleaned up the classroom and surrounding yard, class IX exercised together in the field, and class VII carried out the Duhah prayer in the mosque.

From the data archived by SMP Negeri 1 Turi Lamongan, JUMAT BERJIHAT itself means JUMAT (Janji Untuk Menjadi Anak Taat), BER (Cinta Kebersihan Lingkungan), JI (Kegiatan Ngaji Baareng), HA (Melaksanakan Salat Dhuhah Bagi Yang Muslim), HAT (Kegiatan Olahraga Sehat) (Tim Guru SMP Negeri 1 Turi Lamongan, 2023). The following is a photo of the "JUMAT BERJIHAT" character education program activities taken from the data archive of SMP Negeri 1 Turi Lamongan (Tim Guru SMP Negeri 1 Turi Lamongan, (2023) :



Figure 1. Cleaning activities or community service for students of SMP Negeri 1 Turi Lamongan.



Figure 2. Recitation activity with students of SMP Negeri 1 Turi Lamongan.



Figure 3. Congregational duhah prayer activity by students of SMP Negeri 1 Turi Lamongan.



Figure 4. Joint sports activities by students and teachers at SMP Negeri 1 Turi, Lamongan.

Figure 1,2,3, and 4. Explains that the "JUMAT BERJIHAT" activity has been carried out well, and not only students but also teachers have participated and supervised their students in this activity. Mrs. Jariatun, as Vice Principal for Student Affairs, also explained the organizational management of this activity. This was described in an interview at SMP Negeri 1 Turi on July 18, 2024:

Regarding organizational management in this activity, I started from the beginning of this activity; at the beginning, there was a phenomenon of negative cases that were being reported. Therefore there was a large meeting held by the principal, then planning and compiling this program carefully, continued with socialization and presentations to the committee and student parents. To organize this activity in a structured manner like this, the person in charge is the principal, the director of this activity is the deputy principal; the implementation is all the teachers and education staff at SMP Negeri 1 Turi, Lamongan, the coordinator, each homeroom teacher is assisted by the class leader and the OSIS, in summary as follows That. (Jariatun, 2024).

The "JUMAT BERJIHAT" activity at SMP Negeri 1 Turi Lamongan has been carefully organized and planned so that when the activity is carried out, it is successful. The students also felt happy about this activity because it was fun and an activity that entertained them. This was explained by 2 students who took part in the "JUMAT BERJIHAT" activity, Nilam Hayu Lestari from class 8 and Yusrinda Nur Hidayati from class 9, who were interviewed on July 18, 2024:

This activity can make us feel happy because the lessons are there, so we are constantly thinking and studying and we feel tired too, this FRIDAY DYING activity is a refreshing activity for me and several other friends. Moreover, when praying duhah and exercising,

the body is given healthy movement. For the religious soul, I am happy when the recitation contains many touching lectures and provides knowledge and a lot of spiritual wisdom. (Lestari, 2024).

I also asked my friends earlier, and they agreed and were happy with this program, especially those who recited the Koran together; there was a friend who used to be very lazy after participating in activities that recited the Koran together, he changed immediately, now he is pretty diligent, such as arriving on time, taking part in community service. , and the congregation's prayers are on time. (Hidayati, 2024).

From the interview above, students are thrilled and support the "JUMAT BERJIHAT character education program because this activity is not a burden and instead makes them more enthusiastic, religious, and religious. Dhuah prayers and sports are favorite activities because they make your body and soul cleaner and healthier.

The Role of Teachers in Habituating Students' Character Education at SMP Negeri 1 Turi Lamongan

The teacher's role in guiding students is significant. According to Sulistriani et al., (2021) teachers will facilitate students in the teaching and learning process to achieve educational goals, namely the success of the learning process. Teachers play a significant role in guiding and educating their students, and teachers who have more face-to-face contact with students in their class, in this case, the teacher must act as a facilitator. The formation of character education in students is essential in all schools, one of which is at SMP Negeri 1 Turi, Lamongan; the role of teachers at SMP Negeri 1 Turi, Lamongan in the "JUMAT BERJIHAT" program was explained by Mr. Mulyadi in an interview on July 18, 2024 at SMP Negeri 1 Turi Lamongan that:

A teacher is an excellent example of a good role model for students, so as a teacher, his role is significant in forming the character of students. They go to school from morning until noon. We teach them not just academics or extra-curricular activities but activities that touch their hearts and souls and build a good mindset. Develop. Children nowadays sometimes have things that are difficult to tell. Therefore, the role of teachers at SMP Negeri 1 Turi is profound, not only as teachers but also as parents; we implement congregational prayers together for those who carry them out. For example, some children lie and run away when praying. As teachers who position themselves as parents, we also sometimes chase them, we look for them and we advise the obligation to pray and the blessings of congregational prayer (Mulyadi, 2024).

Teachers must be good examples and role models for their students and students. The role of teachers in student character education is significant because, from morning to afternoon, students at SMP Negeri 1 Turi, Lamongan, follow the series of lessons they receive. So, students feel bored. With the "JUMAT BERJIHAT" activity, it is hoped that the students of SMP Negeri 1 Turi, Lamongan, will have a developed mindset and better personalities. As a teacher, the role of teachers in character education at SMP Negeri 1

Turi Lamongan is to educate, guide, and provide advice to their students. This was also said by a student named Pratista Putri Eldiana in her interview on July 18, 2024, at SMP Negeri 1 Turi, Lamongan, that:

The school activities here are rigorous, especially Mrs. Jariatun and Mrs. Manis are very strict in developing us, the teachers here hope that their students can grow into good individuals. Mrs. Jariatun often reminds us to be diligent in worship and always make prayer obligatory, and even though we are still young, we learn a lot about positive things. The role of the teacher here regards character education "JUMAT BERJIHAT." He is responsible for this program. It is changing in terms of being more religious, often listening to religious lectures, and sometimes, when I call to prayer, I like to pray straight away (Eldiana, 2024).

The character education program "JUMAT BERJIHAT" is not a program that is just run, however, the program is very mature and well received by the students. The teacher's firmness and consistency made the students at SMP Negeri 1 Turi, Lamongan, develop a new character, namely, being more religious and devout in worship.

Table 1. Research Findings

No.	Focus	Finding
1.	Activities Carried Out	Creating and implementing character education activity programs at SMP Negeri 1 Turi, Lamongan
2.	Execution time	Friday Legi, Friday Pahing, Friday Pon, Friday Wage, and Friday Kliwon
3.	Place of Implementation of Activities	At State Middle School 1 Turi, Lamongan
4.	Background of the "JUMAT BERJIHAT" Activity	against the backdrop of the phenomenon of cases and news reports regarding the bad character of children and teenagers
5.	Response to the Activity	<ol style="list-style-type: none">1. The "JUMAT BERJIHAT" activity at SMP Negeri 1 Turi Lamongan has been carefully arranged and planned so that when the activity was successfully implemented. The students also felt happy with this activity because it was an entertaining activity.2. Students were very happy and supported the "JUMAT BERJIHAT" Character Education program, because the activity was not a burden but made them more enthusiastic, religious, and religious.3. All school staff and teachers were involved in the "JUMAT BERJIHAT" Character Education program

Table 1. Provides information about the summary in this sub-chapter that, the existence of a character education program by the school sees the phenomenon of juvenile delinquency so that it wants to prevent these negative impacts. This activity is carried out every Friday and is carried out in the school. Students are happy with the program. All teachers and staff at SMP Negeri 1 Turi Lamongan participate in this activity so that this activity runs smoothly and becomes a good example for students.

Discussion

JUMAT BERJIHAT" Character Education Program to Improve Students' Religious Spirit

The Basic Education Teacher Directorate page written by (Yandri, (2022) explained that the President of the Republic of Indonesia, Joko Widodo, in his direction stated that to create superior Human Resources (HR) (2019-2024), 5 strategic actions must be taken, one of which is increasing character education and continuous practice of Pancasila. Character education must continue to be taught and nurtured to students, such as the values of love, example, morality, behavior and diversity. The "JUMAT BERJIHAT" character education program activities at SMP Negeri 1 Turi Lamongan want to have a good impact on students and students in the future.

The increase in religious spirit was also felt by students at SMP Negeri 1 Turi, Lamongan. From previous interviews by Nilam Hayu Lestari from class 8 and Yusrinda Nur Hidayati from class 9, there was an increase in the religious spirit in students, such as being diligent in worship, being spiritual, maintaining cleanliness, and being polite in speaking. The students of SMP Negeri 1 Turi, Lamongan welcomed and appreciated this program because they naturally felt they were more diligent in doing good things, including arriving on time. The character education program "JUMAT BERJIHAT" can refresh the body and mind during the busy teaching and learning process at school.

A person's religion or religiosity is manifested in various aspects of his life. Religious activities not only occur when someone carries out ritual behavior (worship), but also when they carry out other activities that are driven by supernatural forces (Adela & Ritonga, 2023; Aryati & Suradi, 2022; Kholik et al., 2024). It is not only related to activities that are visible and can be seen with the eye but also activities that are invisible and occur in a person's heart (Juliyanto, 2021). like the vision and mission of SMP Negeri 1 Turi, Lamongan, which has hopes and goals for students who are healthy and have good personalities.

Apart from that, to strengthen the excellence of various characters, SMP Negeri 1 Turi, Lamongan through the "JUMAT BERJIHAT" program, which is scheduled every Friday in turns in the form of activities to love the cleanliness of the school environment, reciting the Koran together, dhuha prayers, and healthy exercise. This provides opportunities for students who have intelligence and good personalities. This was chosen not only to prepare students to take part in various competitions but also to

prepare students to enter their favorite secondary schools. This "JUMAT BERJIHAT" activity made the parents feel happy; in an interview with Mrs. Manis, the coordinator of this activity, the parents' children became more diligent in praying, and during school holidays, they always exercised in the morning so that their bodies were healthy and robust. Not only that, with the "JUMAT BERJIHAT" activity, students can also think about choosing nutritious and healthy foods.

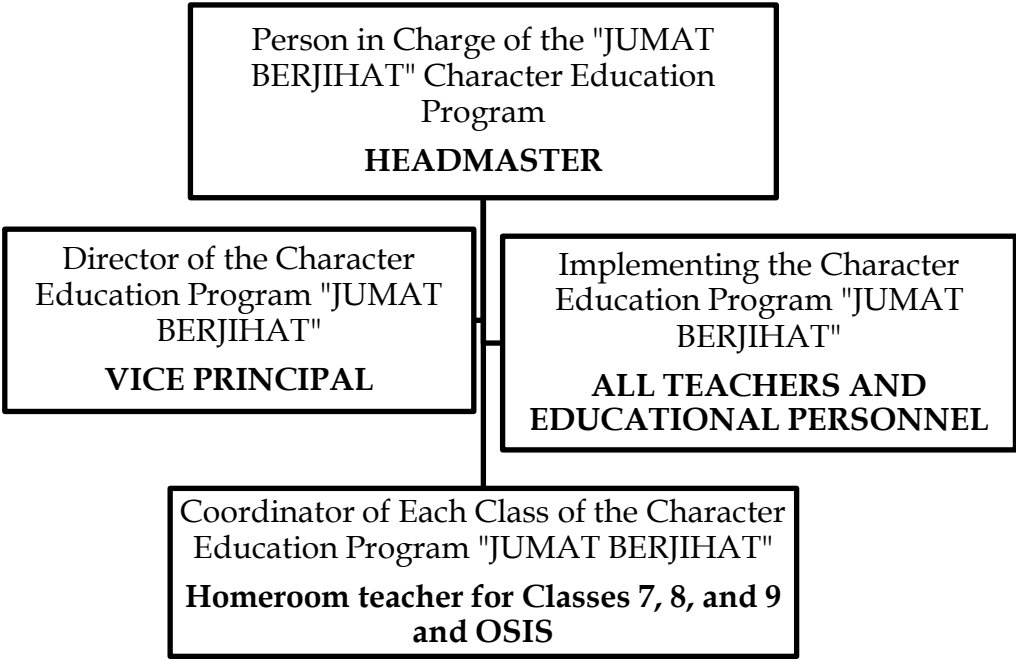
Implementation of the Organizational Management Character Education Program "JUMAT BERJIHAT" using the Management Theory of James A.F. Stoner

James A.F. Stoner and Charles Wankel provide the following management limitations. Management is the process of planning, organizing, leading, and controlling organizational efforts and the use of all other organizational resources to achieve organizational goals (Hasibuan, 2009). Stoner and Wankel that process is a systematic way to carry out work. Within the management limits above the process is (Bahriyah, 2018): 1). Planning: determine goals and actions to be taken, 2). Organizing, namely coordinating human resources and other needed resources. 3). Leadership, namely trying to ensure that subordinates work as well as possible. 4). Controlling, ensuring whether the objectives are achieved or not, and if not achieved, corrective action is taken (Ismawati et al., 2024; Komarodin & Rofiq, 2023; Maksum, 2023).

Program enforcement in an agency must carry out organizational management so that the program is neatly structured and organized. So, when the program is run, it can run well and optimally. Implementation of Organizational Management in "JUMAT BERJIHAT" character education at SMP Negeri 1 Turi, Lamongan, if analyzed using management theory from James A.F. Stoner and Charles Wankel, is first, the planning of the character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi Lamongan, is based on the existence of the phenomenon of cases and news regarding the lousy character of children and teenagers. Therefore, the principal held a meeting attended by all the teachers to discuss this phenomenon and create a character education program that aims to habituate students and students to become better individuals. Become a "JUMAT BERJIHAT" character education program.

Second, organizing the "JUMAT BERJIHAT" character education program.

Table 2. Organizational Structure of the "JUMAT BERJIHAT" Character Education Program at SMP Negeri 1 Turi, Lamongan



From Table 2. It states that all teachers were involved in this activity. However, in detail, the person responsible for this activity is the school principal, the director of the "JUMAT BERJIHAT" character education program is the Deputy Principal, the implementers in the "JUMAT BERJIHAT" character education are all teachers and education staff. The coordinator of the "JUMAT BERJIHAT" character education program is that the OSIS assists Homeroom teachers for Classes 7, 8, and 9. This organization ensures that the process runs smoothly. According to (Suwadi et al., 2021) the organizing function is identifying, grouping, organizing, and building models of people's working relationships to achieve organizational goals.

Third, leadership is the ability to influence and move other people to achieve goals. Leadership in organizations is directed at influencing the people they lead so that they want to act as expected or directed by the people who lead them (Sutikno, 2018). Leadership in the "JUMAT BERJIHAT" character education program, all those recorded in the organization are united in the success of the "JUMAT BERJIHAT" character education program. Where the Principal is responsible, and assigns duties to the Deputy Principal. The Deputy Principal as the director of the "JUMAT BERJIHAT" character education program, is assisted by all teachers and education staff at SMP Negeri 1 Turi, Lamongan. To coordinate each class the Deputy Principal assigns tasks to each homeroom teacher and OSIS to coordinate each class. Everyone is involved in this program. The Principal and deputy principal also took part in the character education program "JUMAT BERJIHAT".

Fourth, control. The sequence, organizational structure, and leadership always ensure that the character education program runs smoothly or not. For the time being, the results of the interview above show that, at the start of this program, the students

were still not used to it; some were late for congregational prayers, some were chasing the teacher when the prayers were about to start, some were too lazy to join in community service. However, as time went by, everything was resolved; the Principal and deputy principal held a meeting to overcome this problem by approaching their students so that the students of SMP Negeri 1 Turi Lamongan did not have any objections to taking part in the "JUMAT BERJIHAT" character education program. All organizational units of this program constantly evaluate and accept criticism and suggestions regarding the existence of the "JUMAT BERJIHAT" character education program to develop this activity into a better activity so that the objectives of this program are achieved.

CONCLUSION

Character education programs in schools are critical to providing a developing mindset for students, one of which is at SMP Negeri 1 Turi, Lamongan. SMP Negeri 1 Turi, Lamongan has an exciting program, "JUMAT BERJIHAT", where this program provides a habit of maintaining cleanliness, reciting the Koran together, performing the Duhah prayer for Muslims, and sports. This is done by the school so that its students have good characteristics that will be useful in the future. The "JUMAT BERJIHAT" Character Education Program was planned very carefully by the school because of the phenomenon of news and negative cases that were reported, so the school wanted to provide advice through reciting the Koran together and performing the Duhah prayer so that their souls were healthy. Providing a habit of maintaining cleanliness and health with community service activities and sports together so that the body and mind are healthy because students receive daily school lessons.

This study is the first to examine the "JUMAT BERJIHAT" Character Education program. This study found that organizational management was applied so that the program ran smoothly and received a positive response. The school implemented organizational management for the smooth running of the character education program "JUMAT BERJIHAT" at SMP Negeri 1 Turi, Lamongan. Where the principal, vice principal, all teachers, education staff, homeroom teachers, and OSIS participated in the success of the "JUMAT BERJIHAT" character education program. The "JUMAT BERJIHAT" character education program at SMP Negeri 1 Turi Lamongan has implemented organizational management, namely planning, organizing, leadership, and controlling organizational efforts and the use of all other organizational resources to achieve organizational goals, by the management theory of James A.F Stoner and Charles Wankel. Previously, no one had researched about

From the research above, the author hopes this research can be helpful for readers and subsequent research. The hope that the researcher wants is that this research can be developed. Meanwhile, SMP Negeri 1 Turi Lamongan can provide innovations in other character education programs and maintain the existing character education programs. This study has several limitations, namely, limited time and energy to dig up more information because the researcher's schedule and the object being studied are different.

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