

Noble Character Education Management to Improve Students' Concern for the Learning Environment

Author:

Mustakim¹
Eva Dianawati Wasliman²

Afiliation:

Universitas Islam Nusantara
Bandung^{1,2}

Corresponding email

gibonmustakim@gmail.com

Histori Naskah:

Submit: 2026-05-01

Accepted: 2026-06-02

Published: 2026-08-01



*This is an Creative Commons License
This work is licensed under a Creative
Commons Attribution-NonCommercial
4.0 International License*

Abstract:

This study aims to describe and analyze the management of noble character education in improving students' concern for the learning environment at SDN Tegallega and SDN Jatinagara, Sindangbarang District, Cianjur Regency. This research used a qualitative approach with a multiple case study design. The analysis was based on Terry's management functions, including planning, organizing, actuating, and controlling, and Mulyasa's character education approach, which emphasizes value integration, habituation, teacher role modeling, and family involvement. Data were collected through observation, in-depth interviews, and documentation involving school principals, teachers, students, and parents. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings show that noble character education management was implemented through lesson plan integration, classroom routines, school cleanliness programs, teacher supervision, student duty schedules, daily habituation, behavior monitoring, and parent communication. SDN Tegallega demonstrated stronger program-based management through lesson plan integration, Friday Clean activities, and routine classroom inspections, while SDN Jatinagara demonstrated stronger culture-based management through religious routines, persuasive guidance, individual behavior journals, and parent communication. Supporting factors included teacher role modeling, school habituation, student participation, and principal supervision, while inhibiting factors included limited facilities, inconsistent student awareness, teacher workload, heterogeneous student backgrounds, and limited parental involvement. This study concludes that noble character education can improve students' concern for the learning environment when systematically managed, consistently implemented, and collaboratively supported.

Keywords: Educational Management; Elementary School; Learning Environment; Noble Character Education; Students' Concern.

Introduction

Students' concern for the learning environment has become an important issue in elementary education because it reflects not only cleanliness behavior, but also responsibility, discipline, social awareness, and the internalization of character values. A clean and orderly learning environment supports students' comfort, concentration, interaction, and learning effectiveness. However, in many elementary schools, students' environmental concern is still often treated as a routine disciplinary matter rather than as part of systematically managed character education. As a result, activities such as classroom cleaning, waste disposal, and facility maintenance are frequently implemented as technical routines without being clearly connected to broader moral development and school culture (Cheng, 2021; Dohn, Markauskaite, & Hachmann, 2020; Hajian, 2019)

Recent studies on character education emphasize the importance of habituation, teacher role modeling, value integration, and school culture in shaping students' moral behavior. These studies show that character formation is more effective when values are practiced repeatedly in daily school life rather than only taught through verbal instruction. However, several studies still tend to discuss character education in general terms, while environmental concern is often positioned as a supporting theme rather than the main behavioral outcome. This indicates the need for a more focused analysis of how schools manage noble character education specifically to improve students' concern for their learning environment (Fingkirani, Trisnamansyah, Suherman, & Sauri, 2020; Hang, 2025).

Preliminary observations at SDN Tegallega and SDN Jatinagara, Sindangbarang District, Cianjur Regency, show that students' concern for the learning environment remains uneven. Some students still show low awareness in disposing of waste properly, carrying out classroom cleaning duties, maintaining school facilities, and taking collective responsibility for classroom order. At SDN Jatinagara, these challenges are more complex because students come from heterogeneous social, cultural, and family backgrounds, which influence differences in discipline and environmental awareness. These conditions suggest that students' caring behavior cannot be developed through occasional advice alone, but requires structured management involving school programs, teacher guidance, habituation, supervision, and family support.

From a management perspective, noble character education needs to be planned, organized, implemented, and evaluated systematically. Terry's management functions provide a relevant framework for examining how schools design character programs, distribute roles, mobilize school members, and monitor behavioral development. Meanwhile, Mulyasa's character education approach emphasizes value integration, habituation, teacher role modeling, and family involvement as key strategies for character internalization. The combination of these two perspectives is important because students' concern for the learning environment is shaped not only by individual awareness, but also by how schools manage values, routines, role models, and collaboration with families (Aini & Mailah, 2024; Nurazizah, Samsurizal, & Guslianto, 2025; Rohaeni, Wasliman, Rostini, & Iriantara, 2021)

Although previous research has examined character education, environmental care, school culture, and educational management, the relationship among these aspects has not been sufficiently analyzed in an integrated manner. Most studies tend to focus either on character values, environmental programs, or school management separately. Limited empirical attention has been given to how noble character education management, through the integration of Terry's management functions and Mulyasa's character education strategies, contributes to improving elementary students' concern for the learning environment. Thus, the research gap of this study lies in the lack of integrated analysis connecting managerial processes, character education strategies, and students' concrete environmental care behavior in elementary school contexts (Anderson & Dron, 2017; Caldwell, 2005; Terry, 1958)

Based on this gap, this study aims to describe and analyze the management of noble character education in improving students' concern for the learning environment at SDN Tegallega and SDN Jatinagara. Specifically, this study examines how planning, organizing, actuating, and controlling are implemented in noble character education; how value integration, habituation, teacher role modeling, and family involvement are applied; and what obstacles and solutions emerge in strengthening students' caring behavior toward their learning environment (Mulyasa, 2011).

Literature Study

Noble character education in elementary schools should not be understood merely as the transmission of moral values, but as a structured process of internalizing values into students' daily behavior. In relation to

students' concern for the learning environment, character education becomes meaningful when values such as responsibility, discipline, cleanliness, cooperation, and care are translated into concrete practices. These practices include disposing of waste properly, maintaining classroom cleanliness, caring for school facilities, carrying out cleaning duties, and reminding peers to behave responsibly. Therefore, students' environmental concern is not only a behavioral issue, but also an indicator of whether character values have been internalized through school culture and learning management (Al-Ghazali, 1982; Bahresiy, 1981).

Previous studies have emphasized that character education is more effective when it is supported by habituation, teacher role modeling, school culture, and family involvement. However, much of the existing literature still discusses these elements separately. Studies on habituation often focus on repeated routines, while studies on teacher role modeling emphasize exemplary behavior. Similarly, research on environmental care tends to focus on cleanliness programs, whereas school management studies focus on administrative functions. This separation creates a conceptual limitation because students' caring behavior is actually shaped by the interaction between managerial processes and pedagogical strategies. Thus, a stronger theoretical synthesis is needed to explain how character values are planned, organized, implemented, monitored, and internalized in school life (Fitria, 2023; Kusminarso, Arvianti, & Kurniadi, 2025).

Terry's management theory provides the structural dimension of this study through four functions: planning, organizing, actuating, and controlling. Planning explains how schools formulate character goals, integrate values into programs, and design activities related to environmental care. Organizing explains how responsibilities are distributed among principals, teachers, students, and parents. Actuating explains how school members are mobilized through guidance, motivation, habituation, and supervision. Controlling explains how student behavior and program implementation are monitored, evaluated, and improved. However, Terry's theory alone is insufficient to explain the pedagogical process of character internalization because it focuses more on managerial functions than on how values are cultivated in students.

Mulyasa's character education framework complements this limitation by providing the pedagogical dimension of character formation. Value integration ensures that noble character is embedded in lesson plans, school rules, and learning activities. Habituation enables students to repeatedly practice positive behavior until it becomes part of their routine. Teacher role modeling gives students concrete examples of caring and responsible behavior. Family involvement strengthens the continuity of character education beyond the school environment. Nevertheless, Mulyasa's framework also requires managerial support because value integration, habituation, role modeling, and family involvement will not run effectively without planning, role distribution, implementation control, and systematic evaluation.

Based on this synthesis, this study integrates Terry's and Mulyasa's frameworks into a managerial-pedagogical conceptual model. In this model, Terry's functions serve as the management cycle, while Mulyasa's strategies serve as the character education mechanisms within each cycle. Planning is linked to value integration; organizing is linked to role distribution among teachers, students, and parents; actuating is linked to habituation and teacher role modeling; and controlling is linked to behavior monitoring, reflection, and family reinforcement. Through this integrated model, students' concern for the learning environment is understood not as an isolated habit, but as the outcome of systematically managed character education.

Therefore, the present study positions noble character education management as an integrated process that connects school management, character pedagogy, and students' environmental care behavior. This perspective addresses the limitation of previous studies that examined character education, environmental

concern, and educational management separately. By combining Terry's management functions and Mulyasa's character education strategies, this study offers a more comprehensive framework for analyzing how elementary schools manage noble character education to improve students' concern for the learning environment.

Methods

This study employed a qualitative approach with a multiple case study design to analyze the management of noble character education in improving students' concern for the learning environment at SDN Tegallega and SDN Jatinagara, Sindangbarang District, Cianjur Regency. A multiple case study was selected because the study aimed to compare two elementary school contexts that implemented noble character education but showed different managerial patterns, student characteristics, and environmental care practices. (Adrias & Ruswandi, 2025; Creswell & Creswell, 2018; Sugiyono, 2022).

The two schools were selected purposively based on three considerations. First, both schools had implemented character education programs related to cleanliness, discipline, responsibility, and care for the learning environment. Second, preliminary observations showed that students' concern for the learning environment remained uneven, making both schools relevant for examining character education management. Third, the two schools represented different contextual conditions: SDN Tegallega showed stronger program-based activities, while SDN Jatinagara reflected stronger culture-based habituation and more heterogeneous student backgrounds. These differences allowed the researcher to conduct cross-case analysis and identify both shared patterns and context-specific practices (Yin, 2017).

The participants consisted of school principals, classroom teachers, students, and parents who were directly involved in or had direct knowledge of noble character education practices. Participants were selected using purposive sampling based on their roles in planning, implementing, supervising, or reinforcing students' caring behavior at school and at home. Principals were selected because they were responsible for school-level policy and program management. Teachers were selected because they directly guided, modeled, and monitored students' behavior. Students were selected because they were the main subjects of character education, while parents were included to understand the continuity of character reinforcement outside school (Patton, 2014).

Data were collected through observation, in-depth interviews, and documentation. Observation focused on students' daily behavior, including classroom cleanliness, waste disposal, participation in cleaning duties, care for school facilities, discipline, and peer interaction. Interviews explored participants' experiences and perceptions regarding planning, organizing, actuating, controlling, value integration, habituation, teacher role modeling, family involvement, obstacles, and solutions. Documentation was used to examine lesson plans, school rules, classroom duty schedules, activity reports, student behavior records, daily control journals, and parent communication records (Shenton, 2004).

Data analysis followed the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing or verification. Operationally, the analysis was conducted in five steps. First, all data from interviews, observations, and documents were organized according to each school. Second, relevant data were coded using Terry's management functions: planning, organizing, actuating, and controlling. Third, the coded data were connected with Mulyasa's character education strategies, namely value integration, habituation, teacher role modeling, and family involvement. Fourth, within-case analysis was conducted to identify the management pattern in each school. Fifth, cross-case analysis was conducted to compare similarities, differences, supporting factors, inhibiting factors, and contextual meanings across the two schools (Miles, Huberman, & Saldana, 2014; Spradley & Huberman, 2024)

Empirical validity was strengthened through triangulation of sources, techniques, and evidence. Interview data from principals were compared with teacher, student, and parent statements. Observation findings were checked against documents such as duty schedules, program records, behavior notes, and school rules. Member checking was conducted by confirming key interpretations with selected informants to ensure that the findings reflected their experiences. Thick description was used to present the school context, participant roles, program implementation, and observed student behavior so that readers could assess the transferability of the findings.

The researcher also maintained methodological reflexivity to reduce potential bias. Since character education is a value-laden topic, the researcher recognized the possibility of interpreting school practices too normatively. To minimize this risk, conclusions were not drawn only from official school statements, but were compared with classroom observations, student behavior, parent responses, and documentary evidence. The researcher also distinguished between program claims and actual practices observed in the field. This reflexive process helped ensure that the analysis remained grounded in empirical data rather than personal assumptions about ideal character education.

This methodological design has several limitations. The study involved only two elementary schools, so the findings are context-specific and not intended for statistical generalization. The data also depended on participants' willingness to describe school practices honestly, especially regarding obstacles in character education. However, the use of multiple data sources, cross-case comparison, triangulation, member checking, and researcher reflexivity strengthened the credibility of the findings and allowed the study to provide an empirically grounded understanding of noble character education management in elementary school contexts (Nowell, Norris, White, & Moules, 2017; Shenton, 2004; Tisdell, Merriam, & Stuckey-Peyrot, 2025)

Results

Planning of Noble Character Education Management to Improve Students' Concern for the Learning Environment

The first finding concerns the planning of noble character education management in improving students' concern for the learning environment at SDN Tegallega and SDN Jatinagara, Sindangbarang District, Cianjur Regency. The findings show that both schools had planned noble character education through school programs, classroom activities, and habituation practices. The planning was directed toward developing students' awareness of cleanliness, discipline, responsibility, and care for school facilities. However, the planning pattern in the two schools showed different emphases according to school context, available facilities, and student characteristics.

At SDN Tegallega, planning was carried out by integrating noble character values into lesson plans and school habituation programs. Teachers included values such as responsibility, discipline, and environmental care in learning activities. In addition, the school planned routine programs such as classroom cleaning duties, the Friday Clean program, and the practice of greeting, smiling, and showing politeness in daily interactions. The principal explained:

"We plan character education by including values such as discipline, responsibility, and environmental care in school activities. The Friday Clean program and classroom duties are part of our effort to make students accustomed to caring for their learning environment."(Interview with Principal, SDN Tegallega)

This statement indicates that planning at SDN Tegallega was oriented toward integrating character values into both formal learning and school routines. The school attempted to make noble character education visible in daily activities, not only in classroom instruction.

At SDN Jatinagara, planning was more strongly connected to school culture and students' daily habits. The school emphasized programs such as praying before and after lessons, maintaining classroom cleanliness, teacher guidance, and daily reminders about discipline and responsibility. The principal stated:

"We plan character education through daily habituation. Students are reminded to pray, keep the classroom clean, and take responsibility for their duties. Because students come from different backgrounds, we need consistent routines."(Interview with Principal, SDN Jatinagara)

The comparison of findings on planning in both schools is presented in Table 1.

Table 1
Comparison of Findings on the Planning of Noble Character Education Management in Two Schools

Aspect of Planning	SDN Tegallega	SDN Jatinagara	Cross-Case Interpretation
Program orientation	Planning focused on integrating noble character values into lesson plans and school programs.	Planning focused on daily habituation and strengthening school culture.	Both schools planned character education, but SDN Tegallega was more program-based, while SDN Jatinagara was more culture-based.
Character values planned	Discipline, responsibility, environmental care, cleanliness, and politeness.	Discipline, responsibility, cleanliness, prayer habits, and care for the classroom.	Both schools emphasized values related to students' concern for the learning environment.
Planned activities	Friday Clean program, classroom duties, greeting and politeness routines, and value integration in lesson plans.	Praying before and after lessons, daily cleanliness reminders, classroom duties, and teacher guidance.	Planned activities were adapted to each school's culture and resources.
Teacher involvement	Teachers integrated values into lesson plans and arranged classroom duties.	Teachers planned daily routines and gave repeated reminders to students.	Teachers played a central role in translating school plans into classroom routines.
Consideration of student characteristics	Planning addressed students' low awareness of cleanliness and responsibility.	Planning considered student heterogeneity and differences in family backgrounds.	Planning in both schools responded to observed student behavior and contextual challenges.
Documentation	Lesson plans, classroom duty schedules, and school activity programs were available.	School rules, daily activity records, classroom duty notes, and teacher behavior records were available.	Documentation supported the formalization of character education planning.

Main planning strength	Stronger integration of character values into formal programs and lesson plans.	Stronger emphasis on consistent daily habituation and school culture.	Effective planning requires both formal program integration and daily habituation.
Main planning weakness	Limited facilities affected the implementation of planned cleanliness programs.	Long-term planning and parent involvement still needed strengthening.	Planning must be supported by facilities, family involvement, and sustainable program design.

Based on Table 1, the planning of noble character education management in both schools had been implemented through value integration, school programs, classroom routines, and habituation activities. SDN Tegallega demonstrated stronger formal program planning, while SDN Jatinagara demonstrated stronger daily cultural habituation. These findings suggest that effective planning for noble character education should combine structured programs, consistent routines, adequate facilities, teacher commitment, and parental involvement to improve students' concern for the learning environment.

Organizing of Noble Character Education Management to Improve Students' Concern for the Learning Environment

The second finding concerns the organizing function in noble character education management at SDN Tegallega and SDN Jatinagara. Organizing refers to the arrangement of human resources, duties, responsibilities, facilities, and coordination mechanisms to ensure that character education programs can be implemented effectively. The findings show that both schools organized noble character education through role distribution among principals, teachers, students, and, to a certain extent, parents. However, the organizing process differed according to each school's human resources, student characteristics, and facility conditions.

At SDN Tegallega, organizing was carried out through the distribution of duties among teachers and students. The school appointed teachers to supervise daily cleanliness, classroom order, and student discipline. Students were also organized through classroom duty schedules and small groups responsible for maintaining classroom cleanliness. The principal explained:

"We divide the responsibilities among teachers and students. Teachers supervise the classroom and school environment, while students are assigned through classroom duty schedules. This is done so that students learn to be responsible for their own learning environment." (Interview with Principal, SDN Tegallega)

This statement shows that the organizing process at SDN Tegallega was directed toward building shared responsibility. Students were not only positioned as objects of character education, but also involved as active participants in maintaining the school environment.

At SDN Jatinagara, organizing was also implemented through teacher coordination and student task distribution, but the process faced limitations due to the smaller number of teachers and limited school facilities. The principal stated:

"Because the number of teachers is limited, each teacher has more than one responsibility. We still divide the tasks, but the implementation depends heavily on teacher cooperation and students' willingness to participate." (Interview with Principal, SDN Jatinagara)

This statement indicates that organizing at SDN Jatinagara relied strongly on teacher collaboration. The limited number of teachers made coordination important, but also created a heavier workload for school personnel.

Teachers also explained that organizing students into cleaning groups helped build discipline and care. One classroom teacher stated:

“Students are divided into groups for classroom cleaning duties. Each group has its own schedule. If they forget, we remind them and ask the group leader to coordinate with friends.”
(Interview with Classroom Teacher)

This statement indicates that student organization was used as a strategy to train responsibility, cooperation, and peer coordination. The appointment of group leaders also helped students learn leadership and accountability.

The comparison of findings on organizing in both schools is presented in Table 2.

Table 2

Comparison of Findings on the Organizing of Noble Character Education Management in Two Schools

Aspect of Organizing	SDN Tegallega	SDN Jatinagara	Cross-Case Interpretation
Role distribution	Responsibilities were distributed among principals, teachers, and students through teacher supervision and classroom duty schedules.	Responsibilities were distributed among teachers and students, but teachers often held multiple roles due to limited personnel.	Both schools organized roles, but SDN Tegallega was more structurally arranged, while SDN Jatinagara relied more on teacher collaboration.
Principal's role	The principal coordinated teacher duties, school programs, and student discipline related to environmental care.	The principal coordinated limited resources and encouraged teacher cooperation.	Principals functioned as coordinators of character education management in both schools.
Teacher's role	Teachers supervised classroom cleanliness, monitored student discipline, and guided students in daily routines.	Teachers played a dominant role in reminding, guiding, and supervising students directly.	Teachers acted as supervisors, organizers, and role models in both school contexts.
Student involvement	Students were organized through classroom duty groups and cleaning schedules.	Students were organized through classroom groups and guided participation in cleanliness activities.	Student involvement helped develop responsibility, cooperation, and care for the learning environment.
Facility organization	Cleaning tools and classroom facilities were arranged to support cleanliness programs, although still limited.	Cleaning tools were limited and had to be shared among students.	Facility limitations affected the effectiveness of organizing in both schools, especially at SDN Jatinagara.

Documentation	Classroom duty schedules, teacher picket schedules, school rules, and cleaning activity records were available.	Teacher duty lists, classroom rules, student group assignments, and behavior notes were available.	Documentation supported the formalization of roles and responsibilities.
Main organizing strength	Clearer duty distribution and more visible classroom organization.	Stronger teacher cooperation and flexibility in managing limited resources.	Both schools showed different organizing strengths according to their context.
Main organizing weakness	Some students still needed reminders to perform duties consistently.	Limited teachers and facilities increased workload and reduced program consistency.	Organizing needs stronger reinforcement, facility support, and broader family involvement.

Based on Table 2, the organizing of noble character education management in both schools had helped structure responsibilities for improving students' concern for the learning environment. SDN Tegallega showed stronger formal organization through duty schedules and supervision, while SDN Jatinagara showed stronger collaborative adaptation under limited resources. These findings suggest that effective organizing requires clear role distribution, teacher consistency, student participation, adequate facilities, and stronger involvement of parents and school committees.

Actuating of Noble Character Education Management to Improve Students' Concern for the Learning Environment

The third finding concerns the actuating function in noble character education management at SDN Tegallega and SDN Jatinagara. Actuating refers to the process of directing, guiding, motivating, and mobilizing all school members to implement planned character education programs. In this study, actuating was reflected in how principals and teachers encouraged students to practice noble character values through habituation, teacher role modeling, direct guidance, rewards, reminders, and daily environmental care activities. The findings show that both schools implemented noble character education through concrete practices rather than verbal instruction alone.

At SDN Tegallega, actuating was implemented through daily habituation and teacher example. Teachers guided students to clean the classroom, dispose of waste properly, arrange learning tools, and participate in the Friday Clean program. The principal explained:

"We do not only tell students to keep the school clean. Teachers must also give examples. When teachers participate in cleaning activities, students are more willing to follow."(Interview with Principal, SDN Tegallega)

The comparison of findings on actuating in both schools is presented in Table 3.

Table 3
Comparison of Findings on the Actuating of Noble Character Education Management in Two Schools

Aspect of Actuating	SDN Tegallega	SDN Jatinagara	Cross-Case Interpretation
Main implementation strategy	Friday Clean program, classroom duties, teacher example, and daily reminders.	Religious routines, persuasive guidance, classroom cleanliness checks, and simple rewards.	Both schools implemented noble character education through daily practice and teacher guidance.
Teacher role	Teachers modeled caring behavior by participating in cleaning activities and guiding students directly.	Teachers guided students gently, gave reminders, and provided praise or simple rewards.	Teachers functioned as role models, motivators, and behavioral guides in both schools.
Student participation	Students participated in cleaning duties, arranging desks, disposing of waste, and maintaining classroom order.	Students participated in classroom cleaning, prayer routines, cooperation, and peer reminders.	Student participation showed that character values were practiced through concrete activities.
Habituation activities	Classroom duty schedules and Friday Clean activities were implemented regularly.	Daily prayer, cleanliness reminders, and classroom responsibility routines were implemented consistently.	Habituation became the main mechanism for internalizing caring behavior.
Motivation strategy	Students were motivated through teacher example and direct supervision.	Students were motivated through praise, simple rewards, and persuasive teacher guidance.	Motivation strategies differed, but both aimed to strengthen positive behavior.
Documentation	Photos of activities, classroom duty records, and school activity reports were available.	Teacher journals, behavior notes, and daily activity records were available.	Documentation supported evidence of character education implementation.
Main actuating strength	Structured collective activities encouraged shared responsibility for the school environment.	Persuasive guidance and simple reinforcement encouraged student motivation.	Effective actuating requires both structured programs and emotional reinforcement.
Main actuating weakness	Some students still needed repeated reminders to perform duties consistently.	Limited facilities and varied student habits affected consistency.	Actuating requires continuous supervision, adequate facilities, and family support.

Based on Table 3, the actuating of noble character education management in both schools had contributed to improving students' concern for the learning environment. SDN Tegallega showed stronger structured implementation through collective activities, while SDN Jatinagara showed stronger persuasive and motivational guidance. These findings suggest that actuating is effective when schools combine habituation, teacher role modeling, direct guidance, positive reinforcement, and consistent supervision.

Controlling of Noble Character Education Management to Improve Students' Concern for the Learning Environment

The fourth finding concerns the controlling function in noble character education management at SDN Tegallega and SDN Jatinagara. Controlling refers to the process of monitoring, evaluating, correcting, and improving the implementation of character education programs. In this study, controlling was reflected in how principals and teachers monitored students' behavior, evaluated cleanliness routines, reviewed classroom discipline, communicated with parents, and followed up on students who had not yet shown consistent concern for the learning environment.

The findings show that both schools had implemented controlling activities, although the mechanisms differed. At SDN Tegallega, controlling was conducted through routine classroom inspection, teacher supervision, and evaluation of cleanliness activities. The principal explained:

"Every week, we check the condition of the classrooms and the school environment. If there are classes that are still dirty or students who do not carry out their duties, we remind the teacher and students so that it can be improved."(Interview with Principal, SDN Tegallega)

This statement indicates that SDN Tegallega used routine monitoring as a way to ensure that planned character activities were implemented. Classroom inspection became a practical mechanism to assess whether students had developed responsibility for cleanliness and facility care.

The comparison of findings on controlling in both schools is presented in Table 4.

Table 4
Comparison of Findings on the Controlling of Noble Character Education Management in Two Schools

Aspect of Controlling	SDN Tegallega	SDN Jatinagara	Cross-Case Interpretation
Monitoring mechanism	Routine classroom inspection and school environment checks were conducted weekly.	Daily behavior monitoring was conducted through teacher control journals.	Both schools monitored students' caring behavior, but SDN Tegallega was more program-based, while SDN Jatinagara was more individual-based.
Evaluation focus	Classroom cleanliness, student duty implementation, facility care, and discipline.	Student discipline, cleanliness habits, responsibility, and individual behavior consistency.	Evaluation focused on both physical cleanliness and character behavior.
Teacher role	Teachers supervised students' classroom duties and gave immediate reminders.	Teachers recorded behavior, guided students individually, and communicated with parents when needed.	Teachers acted as supervisors, evaluators, and follow-up facilitators.
Principal role	The principal checked classroom and school cleanliness and coordinated improvements.	The principal encouraged teachers to monitor students and maintain daily character routines.	Principals supported controlling through supervision and coordination.
Parent involvement	Parent involvement was present but not yet fully systematic.	Parents were involved through communication	Family involvement strengthened follow-up, but

Documentation	Inspection notes, classroom duty evaluations, cleanliness program records, and supervision notes were available.	when students needed reinforcement at home. Daily control journals, student behavior notes, classroom rules, and parent communication records were available.	consistency still needed improvement. Documentation helped schools track students' behavior and program implementation.
Main controlling strength	Stronger routine inspection and program-based evaluation.	Stronger individualized behavior monitoring and parent communication.	The two schools demonstrated complementary controlling mechanisms.
Main controlling weakness	Some students behaved responsibly only when supervised.	Monitoring depended heavily on teacher consistency and available time.	Controlling needs stronger internalization indicators and shared responsibility.

Based on Table 4, the controlling function in both schools contributed to maintaining the implementation of noble character education and improving students' concern for the learning environment. SDN Tegallega demonstrated stronger routine inspection and program-based evaluation, while SDN Jatinagara demonstrated stronger individualized monitoring through daily behavior journals and parent communication. These findings suggest that effective controlling requires systematic monitoring, immediate correction, continuous documentation, parent involvement, and reflective follow-up to ensure that caring behavior becomes an internalized student habit rather than merely a response to teacher supervision.

Discussion

The findings of this study indicate that the management of noble character education at SDN Tegallega and SDN Jatinagara contributed to improving students' concern for the learning environment. This was reflected in students' increasing participation in maintaining classroom cleanliness, carrying out cleaning duties, disposing of waste properly, caring for school facilities, and showing more positive social behavior. These findings confirm that students' environmental concern does not develop automatically, but must be managed through structured, consistent, and value-based educational practices.

The implementation of noble character education in both schools can be understood through Terry's management theory, which consists of planning, organizing, actuating, and controlling. The findings show that these four management functions were present in both schools, although their implementation differed according to each school's context. This supports Terry's view that management is a systematic process used to achieve organizational goals through coordinated use of human and non-human resources (Terry, 2006). In the context of this study, the organizational goal was not only administrative effectiveness, but also the formation of students' caring behavior toward the learning environment.

At the planning stage, both schools attempted to integrate noble character values into school programs, classroom routines, and learning activities. SDN Tegallega emphasized formal program planning through lesson plan integration, classroom duty schedules, and the Friday Clean program. Meanwhile, SDN Jatinagara emphasized daily habituation, religious routines, and teacher reminders. This finding is consistent with Mulyasa's theory that character education must be intentionally designed through value

integration in curriculum and school activities (Mulyasa, 2017). Without careful planning, character education tends to become incidental and depends only on spontaneous advice from teachers.

The planning findings are also supported by previous research. (Hang, 2025) found that noble character education can improve students' environmental awareness when values are integrated into school activities. Similarly, (Aini & Mailah, 2024) showed that environmental education based on moral values strengthens students' responsibility toward school cleanliness. The findings of the present study reinforce these studies by showing that value integration is more effective when it is managed through formal planning, such as lesson plans, classroom duty systems, and school-wide cleanliness programs.

At the organizing stage, both schools distributed responsibilities among principals, teachers, and students. SDN Tegallega showed a more structured organizing pattern through teacher supervision, classroom duty schedules, and student cleaning groups. SDN Jatinagara showed a more flexible and collaborative pattern because of limited teachers and facilities. This finding justifies Terry's organizing function, which emphasizes the arrangement of roles, authority, resources, and coordination so that planned goals can be achieved effectively (Terry, 2006). Character education requires clear organization because values such as responsibility and care must be translated into concrete roles and routines.

The organizing findings also support Sagala's view that school management requires synergy among stakeholders to achieve educational goals (Sagala, 2010). In this study, synergy was seen in the involvement of principals, teachers, students, and, to some extent, parents. However, the findings also show that parental involvement was not yet fully systematic. This indicates that the organizing function still needs to be strengthened, especially by involving families and school committees more actively. This is relevant to Mulyasa's argument that character education will be more effective when schools involve families as partners in reinforcing values at home (Mulyasa, 2017).

At the actuating stage, noble character education was implemented through habituation, teacher role modeling, direct guidance, persuasive reminders, and positive reinforcement. SDN Tegallega relied more on structured collective activities such as Friday Clean and classroom duties, while SDN Jatinagara emphasized persuasive guidance, daily religious routines, and simple rewards. This finding strongly supports Mulyasa's character education approach, which places habituation and teacher role modeling as central strategies in character formation (Mulyasa, 2017). Students at the elementary level learn more effectively from repeated practice and concrete examples than from verbal instruction alone.

The importance of teacher role modeling is also supported by Harahap (2018), who found that teacher example has a significant influence on student character formation. In this study, students were more willing to clean classrooms, dispose of waste properly, and care for school facilities when teachers directly demonstrated similar behavior. This also aligns with Lickona's concept of character education, which emphasizes that moral behavior is developed through a school culture that consistently teaches, models, and reinforces respect and responsibility (Lickona, 1992). Therefore, the teacher's role is not merely instructional, but also moral and exemplary.

Habituation was another important finding in the actuating stage. Repeated activities such as classroom duties, Friday Clean, praying before and after lessons, and daily cleanliness reminders gradually shaped students' caring behavior. This finding is consistent with Kurniawan (2019), who stated that habituation is effective in forming student discipline. The present study extends this finding by showing that habituation also strengthens environmental concern when it is supported by teacher supervision, school culture, and consistent reinforcement.

At the controlling stage, both schools monitored and evaluated students' behavior, although through different mechanisms. SDN Tegallega used routine classroom inspections and school environment checks, while SDN Jatinagara used daily control journals and parent communication. This finding supports Terry's controlling function, which emphasizes monitoring implementation, comparing outcomes with objectives, and making corrective improvements (Terry, 2006). In character education, controlling is essential because caring behavior must be observed continuously to determine whether students are merely obeying rules temporarily or beginning to internalize moral values.

The controlling findings are also consistent with Wibowo (2022), who emphasized that character education programs require evaluation to ensure behavioral change. In the present study, evaluation was not only used to check cleanliness, but also to identify students who needed additional guidance. However, the findings also show that some students behaved responsibly only when supervised. This indicates that internalization of character values had not yet been fully achieved. Therefore, controlling should not stop at monitoring, but must be followed by reflection, guidance, reinforcement, and communication with parents.

The integration of Terry's management functions and Mulyasa's character education strategies produced a complementary framework. Terry's theory provides the managerial structure: planning determines goals and programs, organizing distributes roles, actuating moves school members to act, and controlling ensures program continuity. Mulyasa's approach provides the pedagogical content: value integration, habituation, teacher role modeling, and family involvement. The findings show that when these two perspectives are combined, noble character education becomes more systematic, practical, and sustainable.

Compared with previous studies, this research provides a more integrated perspective. Supriyadi (2019) and Hidayati (2022) emphasized the contribution of moral and environmental education to students' awareness. Harahap (2018) focused on teacher role modeling, while Kurniawan (2019) emphasized habituation. The present study extends those findings by showing that value integration, habituation, teacher role modeling, and environmental care become more effective when managed through the POAC functions. Thus, the novelty of this study lies in the managerial-pedagogical integration of Terry's management theory and Mulyasa's character education approach in the context of students' concern for the learning environment.

The findings also show that the success of noble character education is influenced by contextual factors. SDN Tegallega had stronger formal program planning and routine inspection, while SDN Jatinagara had stronger daily habituation, individual monitoring, and persuasive guidance. These differences indicate that character education management cannot be applied uniformly in all schools. Each school must adapt its strategies to its facilities, teacher capacity, student background, and school culture. This supports the principle that character education must be contextual and responsive to the real conditions of the school.

Conclusions

This study concludes that noble character education can improve students' concern for the learning environment when it is managed as an integrated school system, not merely as moral advice or routine cleanliness activities. Students' caring behavior develops through the connection between management functions—planning, organizing, actuating, and controlling—and character education strategies, namely value integration, habituation, teacher role modeling, and family involvement.

The conceptual contribution of this study is the integration of Terry's management functions and Mulyasa's character education strategies into a managerial-pedagogical model. Terry's framework provides the management structure, while Mulyasa's framework explains how character values are internalized through

daily school practices. This model shows that environmental concern is not only an individual habit, but also the result of structured, consistent, and collaborative character education management.

Theoretically, this study positions students' concern for the learning environment as a concrete expression of noble character, including responsibility, discipline, cooperation, and moral awareness. Practically, schools need to strengthen character education through clear planning, consistent habituation, teacher example, systematic monitoring, and stronger parent involvement. Future research is recommended to test this managerial-pedagogical model in broader school contexts and develop measurable indicators of students' environmental care character.

Referensi

- Adrias, & Ruswandi, A. (2025). *Desain Penelitian Kuantitatif, Kualitatif, dan Mix Method*. Depok: Rajawali Pers.
- Aini, T. N., & Mailah, S. (2024). The Urgency of Cultivating Noble Morals in the School Environment as the Foundation of Character Education. *Civic Engagement and Social Education Journal*, 1(1), 407–413.
- Al-Ghazali. (1982). *Ihya' Ulumuddin Juz III*. Kairo: Dar Ihya Al Kutub Al Ilmiah.
- Anderson, T., & Dron, J. (2017). Integrating learning management and social networking systems. *Italian Journal of Educational Technology*, 25(3), 5–19.
- Bahresiy, H. (1981). *Ajaran-Ajaran Akhlak Imam Ghazal*. Surabaya: Al-dalas.
- Caldwell, B. J. (2005). *School-based management* (Vol. 3). International Institute for Educational Planning Paris.
- Cheng, E. C. K. (2021). Knowledge transfer strategies and practices for higher education institutions. *VINE Journal of Information and Knowledge Management Systems*, 51(2), 288–301.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edit). Thousand Oaks: SAGE Publications Inc.
- Dohn, N. B., Markauskaite, L., & Hachmann, R. (2020). Enhancing knowledge transfer. In *Handbook of research in educational communications and technology: Learning design* (pp. 73–96). Springer.
- Fingkirani, E., Trisnamansyah, S., Suherman, U., & Sauri, S. (2020). Management of Character Education in Increasing Graduates is Noble. *Journal of Islamicate Studies*, 3(1), 11–20.
- Fitria, N. (2023). Kajian Prinsip Dasar Manajemen Pendidikan Islam. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(8), 6116–6124.
- Hajian, S. (2019). Transfer of learning and teaching: A review of transfer theories and effective instructional practices. *IAFOR Journal of Education*, 7(1), 93–111.
- Hang, N. T. T. (2025). Character Education Strategies in Shaping Noble Morality of Students in Madrasah Ibtidaiyah. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 7(3), 1139–1157.
- Kusminarso, I., Arvianti, I., & Kurniadi, D. (2025). Educational Management Strategies in Implementing Central Approaches for Early Childhood Learning in Kindergarten. *Manajemen Pendidikan*, 243–

252.

- Lickona, T. (1992). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis A Methods Sourcebook* (Third Edit). United States of America: SAGE Publications, Inc.
- Mulyasa, E. (2011). *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara,.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1609406917733847.
- Nurazizah, N., Samsurizal, S., & Guslianto, G. (2025). The Role of Islamic Religious Education Teachers in Classroom Management to Shape Students' Noble Character. *Al-Ashri: Ilmu-Ilmu Keislaman*, 10(2), 72–80.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.
- Rohaeni, A., Wasliman, I., Rostini, D., & Iriantara, Y. (2021). Management of Noble Moral Education for Madrasah Aliyah Students at Persatuan Islam Boarding School. *Journal of Industrial Engineering & Management Research*, 2(4), 154–171.
- Sagala, S. (2010). *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75.
- Spradley, P., & Huberman, M. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif. *Journal of Management, Accounting and Administration*, 1(2), 77–84.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D – MPKK* (Cetakan 4). Bandung: Alfabeta.
- Terry, G. R. (1958). *Principles Of Management*. New York: Alexander Hamilton Institute.
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Yin, R. K. (2017). *Case study research and applications*. SAGE Publications US.