



Research Paper

Character Building Based on Mapping (CB2M) as an Effort to Improve School Achievement

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ABSTRACT

This research is school action research carried out at SMK Negeri 7 Malang. The research subjects were all teachers and students, data collection was carried out using non-tests in the form of interviews and observations of teacher and student achievements. The benchmark for this research is if there is a gain in school achievement, which includes teacher and student achievement.

This research method consists of four activities carried out in repeated cycles in cycles I and II. There are four main activities in each cycle, namely 1) Planning; 2) Action; 3) Observation; 4) Reflection. The success of this research occurred after the implementation of cycle II. CB2M in cycle II to improve school achievement is carried out using the 7 M (seven M) model with a syntax that must be carried out sequentially. The 7 M (seven M) model consists of mapping the characteristics of teachers and students, providing motivation, providing innovation, carrying out effective communication, creating a comfortable and enjoyable environment, implementing a reward system and doing it continuously (continuously).

The first step in implementing the CB2M action is to collaborate with the Phylia Psychology and Training Institute. The result of implementing this model is that there is an increase in school achievement in the form of an indication of the success of implementing the CB2M (Character Building Based on Mapping) model with 7 M as the step, namely that teacher achievement is increasing and becoming a target school towards Adiwiyata Province.

Keywords: Character formation, school achievement

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I. Introduction

The success of education in schools is influenced by many factors, one of which is determined by the role of the school principal in his leadership. School principals have a role in improving the quality of education. [1] states that there is a close relationship between the quality of the school principal and various aspects of school life. In his role and function, the school principal is responsible for improving the performance of teachers and other educational staff. This is in accordance with [2] that school principals are required to always try to foster and develop good collaborative relationships. The school principal has the task of communicating in an effort to improve the performance and quality of work of educators and education staff. Quality of work and performance can be interpreted as a person's achievements in a field. As stated in [3], performance is a person's achievement in a particular field or expertise, in carrying out their duties or work delegated from superiors effectively and efficiently. According to [4] performance (work achievement) is a work result achieved by a person in carrying out the tasks assigned to him based on skill, experience and seriousness as well as time. According to the Big Indonesian Dictionary, performance is something that is achieved, visible achievement, work ability. The description above means that the principal has the task of improving teacher performance or work performance with appropriate coaching.

School principals have an obligation to improve the performance of educators and educational staff with appropriate and effective strategies, methods or models to achieve the school's vision, mission and goals, stating that effective principal leadership can, among other things, be analyzed based on the following criteria, namely a) able to empower educators and education staff as well as all other school members to create a quality,

smooth and productive learning process; b) can complete tasks on time and on target; c) able to establish harmonious relationships with the community so that they can actively involve them in realizing the school's vision and mission and educational goals; d) able to apply leadership principles that are appropriate to the maturity level of educators and other education personnel in the school; e) can work collaboratively with the school management team; f) can realize school goals effectively, efficiently, productively and accountably in accordance with established provisions. states that teacher and staff development includes f1) planning; f2) procurement; f3) coaching and development; f4) promotion and transfer; f5) stop; f6) compensation; f7) assessment. All these development and coaching efforts need to be carried out correctly so that school goals are achieved

Based on this, there is a need for a type, model, strategy or method of developing, empowering and coaching educators and education staff by school principals so that school action research with the title CB2M (Character Building Based on Mapping) as an Effort to Improve School Achievement is needed.

II. LITERATURE REVIEW ANDHYPOTHESISDEVELOPMENT

One of the steps of 7M is to carry out proper communication. The principal strives for appropriate communication techniques both verbal and non-verbal. This effective communication is carried out with appropriate body language according to the conditions, giving a smile, eye contact, greetings, giving ideas, opening yourself to receive suggestions, listening to complaints or feedback from teachers, students and parents well, conveying possible risks and the benefits of every action taken by the teacher, helps solve problems, and provides clear information. This is in line with what was conveyed by [6] that every leader must provide clear information and for this reason must have the ability to communicate for organizational goals.

The fifth step of the 7 M's is to create a comfortable and enjoyable environment. A comfortable and pleasant situation in cycle II is provided by the principal by accepting diversity, maintaining the privacy of each teacher, not revealing teacher weaknesses in public, inviting teachers to solve problems in private, being friendly to children and the environment, reducing tension, determining problems based on data, facts and observations by oneself, checking the truth of information conveyed by others, analyzing circulating information and not reacting too quickly, and providing exemplary character. Efforts to create comfort are also carried out by providing adequate infrastructure such as rooms with sufficient lighting, installation of air conditioning, play areas (sports facilities), and space for teachers who have a hobby of literacy. In terms of psychology, the principal does not raise problems that are less actual and create a less conducive atmosphere.

Apart from the 5 (five) efforts above, the principal implements the next step, namely the fifth M, namely implementing a reward system. Before giving the reward, the school principal conveys and socializes the existence of the program plan. Rewards have an influence on the motivation and performance of employees or teachers even though they are not the goal of employees or teachers to improve their performance. The awards given in 2019 were in the form of teacher achievement certificates at SMKN 7 Malang and funds for coaching/creative development. In 2020, awards were given to outstanding teachers at SMKN 7 Malang in the form of certificates of appreciation and in the form of entrepreneurial/investment capital to improve performance not only in the form of achievements but also increased entrepreneurial spirit. This is appropriate, namely that there are 3 (three) factors that influence performance, namely individual factors (ability, skills, family background, work experience, a person's social level and demographics), psychological factors (perceptions, roles, attitudes, personality, motivation and satisfaction work), and organizational factors (organizational structure, job design, leadership, reward system).[7] stated the same thing that compensation influences employee work performance. The hope with this reward system program is that this program can make teachers and students have better performance or work performance

A step that is no less important than the 6 M's of CB2M (Character Building Based on Mapping) is that all actions are carried out continuously or continuously. Things that are done continuously will become a habit and culture. Teachers and students will be able to easily follow a pattern that is implemented consistently. Teachers can find out what positive things are accepted and the risks if they are not in accordance with the program. Continuous implementation of a program can also produce data that strengthens the success of the program. Continuous implementation of the program will produce data that is easy to analyze so that there is the possibility of improving the program. Apart from continuing to implement the CB2M (Character Building Based on Mapping) program, it is necessary to convey the results of this program continuously. This is as stated by [8] that subordinates want the principal to have clear and consistent goals and continuously inform all school members about the school's progress. Continuous improvement in all activities needs to be carried out as a development effort so that improvements in work performance or performance also occur continuously. One concept that is in accordance with this is the Kaizen method. According to [9] Kaizen is continuous improvement that provides progress in all activities. Implementation of the 7 M's of the CB2M (Character Building Based on Mapping) model is expected to improve the performance or work performance of schools, teachers and students.

III. RESEARCHMETHODS

This research is School Action Research and was carried out at SMK Negeri 7 Malang, Jl. SatsuiTubun IV Malang starting January – June 2023. The research subjects were all teachers and students of SMKN 7 Malang. Data collection was carried out using non-tests. Non-test techniques include interviews and observations of student and teacher achievement. The benchmark for this research is if there is a gain in school, teacher and student achievement in ranks 1-3 city/provincial/nationally. Procedure This research consists of four activities carried out in repeated cycles.

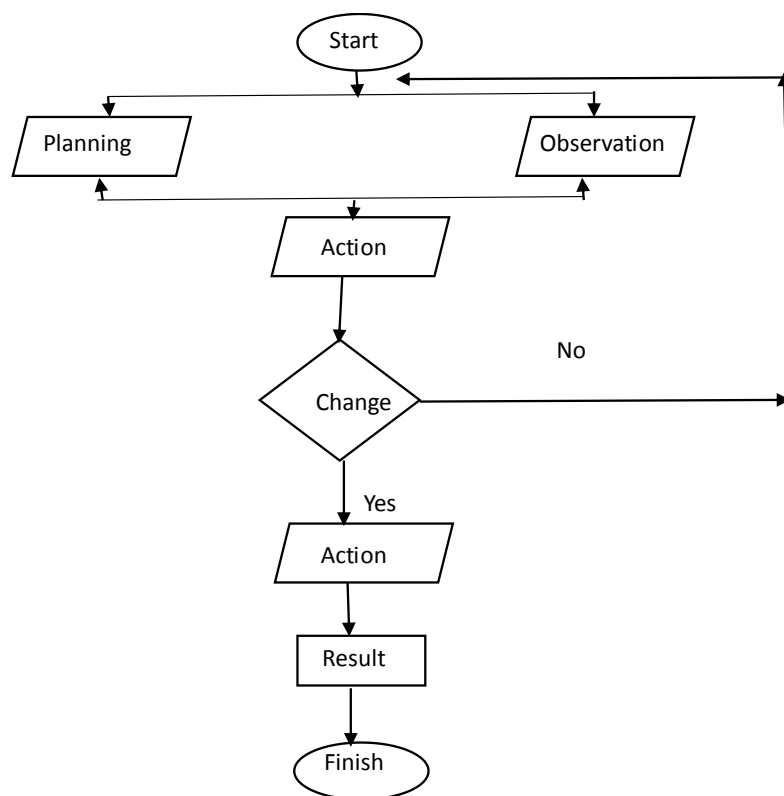


Figure 1. Hopkins Model Action Research Cycle

The main activities in each cycle are a) planning; b) action; c) observation; d) reflection [10]. The research procedure in the first cycle action process is planning in the form of global teacher competency mapping. In implementing the action, the mapping results are analyzed and used as a basis for implementing the action. Next, observations were carried out by researchers to observe teacher performance. At the end of the cycle, reflection is held by recording achievements. The results of observations and reflections in cycle 1 were used as the basis for improvements and changes in cycle II. In cycle II, the planning that needs to be prepared is in the form of mapping using different methods. Implementation of actions at this stage is carried out by adjusting planning activities in cycle II. In cycle II this will involve more elements, models and methods. Observations are carried out simultaneously with the actions of researchers/observers (colleagues) on the performance or achievements of schools, teachers and students. At the end of the cycle, reflection is held by recording school, teacher and student achievement data. These two cycles focus on Character Building Based on Mapping with differences in models, methods, sequence of action steps (syntax), and elements involved in cycles I and II.

IV. RESEARCHRESULTSANDDISCUSSION

This research focuses on CB2M (Character Building Based on Mapping) to improve school achievement. In 2022, SMKN 7 Malang has achievements from competition activities in which students participate, but does not yet have achievements from teacher performance results. This is the basis of the school action research activities carried out. Another obstacle faced is that not all teachers have the same characteristics in improving their performance, so it requires a method of identifying teacher characteristics by the school principal. Achievement is the level of a person's proficiency in tasks that include his or her job, which is determined by the abilities of his or her personal characteristics and perception of his or her role in that job. Based on this, it can be concluded that the personal characteristic abilities of each individual need to be

mapped. The steps to start developing, utilizing and coaching with this mapping are called CB2M (Character Building Based on Mapping).

In cycle 1, activities begin with action planning. This action planning takes the form of determining the aspects to be observed, targets and success criteria. The aspect that will be observed is the teacher's characteristics with an action plan in the form of mapping. The targets of this action are all teachers and students of SMKN 7 Malang. Data will be obtained based on administrative data, recorded results of the Masterweb application, activeness in self-development activities (coordination, official meetings, IHT, workshops and other activities), and observations. The success criteria for this first cycle are the achievements of schools, teachers and students in the even semester of 2022/2023.

Implementation of action is a planning treatment with the aim of changing direction, namely increasing teacher and student achievement. Implementation of actions is carried out by mapping and coaching. This mapping and coaching is called CB2M (Character Building Based on Mapping). CB2M means that character development is based on mapping results. The implementation of mapping actions in cycle I will be carried out in January 2023. Data from the implementation of mapping actions may increase along with additional information from the observation process. The implementation of mapping actions in cycle I was carried out by identifying each teacher's profile, competencies, skills and analysis of teacher performance in the form of discipline, ability to manage teaching and learning activities, leadership, responsibility and self-development. The results of this mapping activity were followed by the implementation of actions in the form of coaching. Coaching is carried out at monthly service meetings, namely on the 17th of each month. Based on the mapping results, on 17 September - 17 June 2023 coaching will be provided by providing instructions for improving performance.

The lack of achievement in Information and Communication Technology (ICT) skills competencies is conveyed with repeated emphasis. Apart from that, instructions are given on how teachers can improve their performance and achievements. In this coaching activity, it is emphasized that teachers increase their activity in seeking information related to competitions and have the motivation to take part. Apart from that, it is also emphasized that school achievement is determined by student achievement, so teachers must have the ability to guide students. The observation stage is carried out simultaneously with the action implementation stage. Observations were carried out by appointing a school development team to collect data on teacher and student achievements. In June 2020, the results were obtained that school achievements were in the form of achievements obtained from student achievements and there were no achievements from teachers or schools.

The fourth stage is the qualitative reflection stage. Qualitative data analysis was carried out using triangulation methods, that is, apart from data obtained based on documentation and observation, data was also obtained based on interviews. Source triangulation was carried out by interviews with 3 (three) different source groups, namely with the management team, teachers and heads of expertise competencies. From the reflection results, it was found that the teacher's lack of achievement was caused by efforts to introduce characteristics that had not been carried out specifically. The principal has carried out mapping related to individual factors (competence, skills and performance) and some organizational factors (leadership and organizational design) but has not carried out mapping based on psychological factors (personality, attitudes, motivation, job satisfaction, perceptions and roles). Apart from that, in cycle I in January - June 2023, elements of a reward system have not yet been integrated.

The results of reflection in cycle I are used as a basis for improvements and changes in cycle II. We strive to improve the deficiencies in cycle I and the good things are maintained and improved in the next cycle. The first stage of cycle II is the same as cycle I, namely the action planning stage. The first step in planning this action is to collaborate with the Phylia Psychology and Training Institute. This collaboration takes the form of psychological tests (related to performance) with the hope of increasing mapping data. Apart from test results, mapping is carried out more specifically through personal communication with an approach that adapts to the characteristics of each teacher.

The second stage is carried out by implementing actions in the form of submitting the test plan via the WhatsApp group. Personal mapping actions are carried out by communicating in relaxed conditions about talents, interests, passions, habits, life goals, commitments and activities that make teachers motivated to work. Mapping actions are also carried out based on observations which produce data that each person is unique and each individual has their own strengths and weaknesses. Be aware of each person's uniqueness, weaknesses and strengths. The uniqueness and advantages that one has according to one's potential, talents, interests and passions are what must be developed. Complex changes are made at the implementation stage of this action. If in cycle I, coaching was only carried out in IHT activities, official meetings, workshops and self-development, then in cycle II coaching activities were carried out with a certain syntax. CB2M (Character Building Based on Mapping) to improve school achievement is carried out using the 7 M (seven M) model with a syntax that must be done sequentially. The 7 M (seven M) model consists of mapping the characteristics of teachers and students, providing motivation, providing innovation, carrying out effective communication, creating a

comfortable and enjoyable environment, implementing a reward system and doing it continuously (continuously).

The basis for implementing the 7 M model is that appropriate action can only be given if the characteristics of the teacher and students are known. This is consistent with the fact that motivation influences personality factors, needs and satisfaction that occur in humans. Providing motivation is an important thing. This is in accordance with research conducted [11] which states that an employee's work performance is a combination of three important factors, namely 1) a worker's ability and interest; 2) ability and acceptance of explanation of task and role delegation; and 3) the level of motivation of a worker. Motivation is given generally and personally by conveying tasks according to their potential, skills, talents, interests and passions. Apart from that, motivation is provided by conveying information related to competitions held nationally. Providing motivation by the school principal to increase intrinsic motivation appropriately can have an effect on increasing work performance or achievement. Motivation is provided by the school principal by giving teachers the opportunity to struggle to achieve their goals. The principal gives teachers space, time and permission to make their dreams come true.

The principal provides motivation by adjusting the teacher's character according to his perceptions, points of view that are often expressed, and his feelings regarding conditions in the world of education. The importance of the role of the school principal in guiding teachers to their ideals is appropriate, which states that work motivation can be generated due to two factors, namely internal and external factors. Internal factors are factors that originate from within humans themselves, including a) attitudes; b) personality; c) education; d) experience; e) ideals; and f) feelings. Meanwhile, external factors are those that come from outside the person himself, such as the leadership of a school principal and a harmonious atmosphere for all school members. The external motivation provided has a close correlation and influences the increase in teacher internal motivation.

The next step in CB2M (Character Building Based on Mapping) is to provide innovation. According to [12], the definition of innovation is research, development and/or engineering activities carried out with the aim of developing practical applications of new scientific values and contexts, or new ways to apply existing science and technology into products or even the production process. Principals carry out innovation by making various policies in the field of innovation. This policy in the form of innovation is carried out by creating new products related to the environment that did not previously exist. This new product is in the form of a school environment in accordance with standards, namely a school environment with a healthy structure, green open space, sanitation, drainage, waste and waste processing, beautiful gardens, biodiversity, procurement of regional specialty plants, namely breadfruit, provision of infiltration wells, biopores, hydroponics, fauna development, various waste recycling designs, and provision of sports facilities. Various waste recycling innovation designs were presented at a meeting with the Adiwiyata team in the hope that this could be realized to achieve the goal of increasing school performance.

Based on the results of an interview from one source related to the causes of increasing school achievement, W1 said "The principal always provides motivation, encouragement and opportunities for all teachers and students to develop their competencies, always gives appreciation when there are teachers or students who excel, and always provides opportunities for teachers to develop and increase their potential to a higher level." The results of interviews, observations and document studies will be analyzed to produce conclusions from this school action research.

4.1 THE FINAL RESULT

The results of implementing cycle II with the 7 M's (providing motivation, providing innovation, carrying out effective communication, creating a comfortable and enjoyable environment, implementing a reward system and doing it continuously from the CB2M (Character Building Based on Mapping) model) is a significant increase in achievement. In 2023, 1 (one) teacher at SMKN 7 Malang was selected to become a PGP program instructor, 1 (one) won the writing competition, and 1 (one) GCC East Java.

An indication of the success of implementing the CB2M (Character Building Based on Mapping) model with 7 M as the steps is the increasing achievement of teachers such as becoming a PGP program instructor, 1st place in the Teachers' Scientific Writing Competition (LKTI) with the theme "Water Resources Conservation" which was organized by JKPKA, Perum Jasa Tirta 1, and LP2M State University of Malang (UM), and 1st Place in the Writing Competition organized by KODIM 0833. Another teacher achievement was getting the best title in the online learning design for SMA/SMK level organized by the University Surabaya State (UNESA), 1 (one) teacher achieved achievement as champion at the East Java GCC, and the school succeeded in becoming a target school for the Provincial Adiwiyata.

The next result of applying the CB2M (Character Building Based on Mapping) model to improve achievement was that two groups of students at SMKN 7 Malang became the 6th best in the National Scientific Writing Competition (LKTI) organized by UIN Sunan Ampel Surabaya, winning third place in the Writing Competition Malang Raya DPC HIPAKAD Malang Raya level essay and KODIM 0833 Malang City.

Regarding the school's achievements in general, SMKN 7 Malang has been accredited A, ISO certified, and is currently one of the target schools for achieving Adiwiyata. From data validity techniques carried out by triangulating methods and sources, the results showed that the increase in school achievement, which includes teacher and student achievement, was caused by the leadership of the principal who always communicated and approached, held a psychological testing program for all teachers and students, provided motivation, provided opportunities for all teachers and students to develop their competencies, give appreciation to teachers and students who excel, are open to receiving input or criticism from below, and are firm, but have high empathy.

V. Conclusion

Based on the results of research on CB2M (Character Building Based on Mapping) as an effort to improve school achievement, it can be concluded that 1) CB2M (Character Building Based on Mapping) is effective as an effort to improve school achievement; 2) CB2M (Character Building Based on Mapping) is an effort to improve school achievement based on teacher and student mapping with the 7 M syntax, namely mapping teacher and student characteristics, providing motivation, providing innovation, carrying out effective communication, creating a comfortable and enjoyable environment, implementing rewards system and do it continuously (continuously).

Future follow-up to this research requires evaluation, program sustainability, and quantitative measurement of the level of improvement in school achievement. Apart from that, school action research is needed again as a follow-up.

VI. Suggestion

Future follow-up to this research requires evaluation, program sustainability, and quantitative measurement of the level of improvement in school achievement. Apart from that, school action research is needed again as a follow-up.

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