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**Invitation to Review [AERJ-2020-012]**

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Dear Colleague,

African Educational Research Journal requests your kind assistance in reviewing a manuscript titled: Management Transformation of Character Education Development in State High School - Samarinda, East Kalimantan.

We wish to find out if you can create time to review this manuscript and send it to us within ten days.

Find the abstract below:

**Abstract**

The purposes of this study were to find: 1. Character values that are transformed in character education. 2. Implementation of management transformation for character education development. 3. The impact of the transformation of character education development management. This study uses a descriptive qualitative approach. Data collection techniques are carried out through interviews, observation, photography, and documentation. Data were analyzed using the transformation of Miles and Huberman (2014) interactive which consisted of data collection, data reduction, data display and conclusion. Checking the validity of the data is done by testing credibility, transferability, dependability, and confirmation. The results of this study indicated that: (1) Character education was: (a) the quality of education characterized by academic excellence and religious awareness, (b) excellent academic values, values: honesty, discipline, responsibility, communicative, self-control, and value-religious values of awareness, values: religious, sincerity, exemplary, loving kindness, (c) using the principle of moral knowing integration, moral feeling and moral action through exemplary approaches and system approaches; (2) Implementation of character education planning transformation based on integrative systemic transformation. The transformation of implementation uses habituation, personification, transformation of a person's behavior (role transformation), integration of extracurricular and intra-curricular activities and programs and the formation of a conducive environment. Supervision transformation uses internal control management through attitude order and books, and externally through home visits; (3) The impact on school policy is in the form of a character-based curriculum, a set of rules for habituation processes and targets achieved; systemic integrative character education management system; students who have awareness of realizing character quality values: faith and piety, love of knowledge, good deeds, self-confidence, noble character, and contribute to society, according to expectations, satisfaction, pride and public trust. The results of this study are: management transformation of systemic-integrative character education, role transformation and habitualization.

Thank you for your time and consideration. I look forward to hearing from you.

Best regards,

Prof. Blandul Valentin Cosmin  
Editor  
African Educational Research Journal