



**Innovative Model Of Strategic Planning Based On The Tdba Program
(Tatanen Di Bale Atikan) In Improving Student Character Education At
Sdn 1 Ciwareng, Purwakarta District**

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ABSTRACT

This study aims to explore and analyze the implementation of an innovative strategic planning model based on the TdBA (Tatanen di bale Atikan) program to strengthen character education at SDN 1 Ciwareng, Purwakarta. Using a qualitative descriptive approach, data were collected through in-depth interviews, participatory observation, and document analysis. The findings reveal that the strategic planning process has been partially applied through thematic character education integrated into daily school routines. However, formal documentation such as strategic plans and performance indicators remains limited. The organization of the program is relatively effective, with role distribution aligned to teacher competencies, though it lacks formal standard operating procedures. The implementation is consistent and culturally embedded, although constrained by resources and varying understanding of character themes among teachers. Evaluation remains informal and lacks standardized instruments, while follow-up actions rely on verbal coordination and are yet to be institutionalized. The study concludes that while the TdBA (Tatanen di Bale Atikan)-based planning programe is culturally relevant and effective in shaping student character, it requires reinforcement in documentation, evaluation systems, and strategic sustainability mechanisms

Keywords: *Strategic Planning, Character Education, TdBA (Tatanen di Bale Atikan), Local Wisdom, Elementary Education*

INTRODUCTION

Education aims not only to enlighten the nation's cognitive life but also to shape individual character with integrity, responsibility, and social awareness. According to Ki Hadjar Dewantara, education is a guide for the growth of children. This means that education must promote the perfection of life, namely the harmony between a sharp mind (cipta), a refined feeling (rasa), and a strong will (karsa) (Dewantara, K.H. (2013). In this context, character education is a key pillar of Indonesia's national education system. The significance of character education is increasingly prominent with the increasing phenomenon of moral degradation among students, such as increasing cases of bullying, intolerance, a low culture of respect for teachers, and a weakening sense of nationalism. This phenomenon demonstrates that mastery of cognitive aspects does not guarantee students' success in social life if it is not accompanied by the development of personality and values.

In response to this values crisis, the Indonesian government has implemented various strategic policies, including the Strengthening of Character Education (PPK), which was later expanded into the framework of the Pancasila Student Profile.

The Independent Curriculum, as outlined in Minister of Education and Culture Regulation Number 12 of 2024, aims to create meaningful and effective learning that enhances faith, devotion to God Almighty, and noble morals, as well as fosters students' creativity, feelings, and will as lifelong learners imbued with Pancasila. Efforts to build harmony, awareness, and character can be achieved through holistic, integral, and systemic education. The Character Education theory developed by Thomas Lickona emphasizes that character consists of three interconnected components: moral knowledge, moral feelings, and moral actions. Integrity emerges when a person not only knows what is right but also loves that truth and practices it in concrete actions (Lickona, T. (2012).

Purwakarta Regency implements TdBA (Tatanén di Balé Atikan) as local content, based on the policy of Purwakarta Regency Regulation Number 9 of 2021 concerning the Implementation of Education. The Tatanén di Balé Atikan (TdBA) program focuses on students' understanding of themselves, their peers, and the natural environment around them, as well as the interactions that occur between them.

This development of understanding places a greater emphasis on environmental awareness and the formation of pro-environmental character through various project activities. Regulations for character education in Purwakarta Regency are outlined in Purwakarta Regent Regulation Number 131 of 2022 concerning Character Education. Article 1, paragraph 4 of this Regent's Regulation states that character education is an effort to strengthen students' character through local wisdom education developed in Purwakarta Regency.

Furthermore, Article 5 also states that local wisdom education is developed through five character developments: the Seven Special Poe Atikan, Religion and Deep Study of the Scriptures, Anti-Corruption Education, Child-Friendly Schools, and Tatanén di Balé Atikan.

The Tatanén di Balé Atikan program, as a character education program, is grounded in a philosophical foundation regarding human connectivity with themselves, with the environment, with others, and with God. This is reinforced by referring to the concept of good character. Good character according to Aristotle is "...the life of right conduct—right conduct in relation to other persons and in relation to one's self." Character can be interpreted as a life of good behavior, namely behaving well towards others and towards oneself. Islam has a different view on education. Another view that strengthens this foundation is put forward by Djawad Dahlan (2007: 42) explaining that Education is the sowing and planting of adab (ta'dib) as a whole, in an effort to emulate the messenger of Allah, the Prophet Muhammad SAW, so that they become perfect human beings. Education is interpreted as an effort to grow humans towards another, higher world, not just living in a mere instinctive life. This higher world can be achieved through conscious effort to determine the various choices available to humans. Education is directed so that humans are able to carry out their human function as servants of Allah and as caliphs on earth universally.

As a learning process, Tatanén at Balé Atikan is based on the philosophy of Ki Hadjar Dewantara as follows: (1) Liberating Education; (2) Holistic Educational Concept; (3) Contextual and Culture-Based; (4) Education as an Empowerment Process. The development of the Tatanén curriculum at Balé Atikan is based on Ki Hadjar Dewantara's psychological framework, which argues that the goal of curriculum development is to equip students to live physically, mentally, spiritually, and beyond. As part of Indonesian society, it is hoped that Indonesians will also participate in building the nation and the world. Students must learn to acquire knowledge, skills, and values through the curriculum (Ornstein & Hunkins, 2018) in order to become contributing members of society and the world. Therefore, there is a balance between knowledge, skills, and values (Oates, 2018). In this case, the knowledge, skills, and values taught are skills and traits that are evident in the real lives of students and are considered necessary for students to learn and master. The implementation of the TdBA (Tatanen di Bale Atikan) program requires thorough and structured strategic planning. Strategic planning in the educational context is not simply the development of a long-term document, but rather a systematic process involving situational analysis, the formulation of a vision and mission, the identification of objectives and performance indicators, the selection of strategies, and evaluation and control mechanisms (Bryson, 2018). Furthermore, this planning must accommodate local values while addressing the global challenges faced by schools. In practice, many schools still implement

character education programs in a fragmented and ceremonial manner, without integration into strategic documents and school governance systems. Therefore, an innovative and contextual strategic planning model is essential to ensure the sustainability and effectiveness of character education programs.

In this context, SDN 1 Ciwareng in Purwakarta Regency is a highly representative location. This school is one of many that have implemented the TdBA (Tatanen di Bale Atikan) program, but its implementation still faces challenges in aspects of consistent implementation, integration into school planning, and ongoing evaluation. Based on initial observations, program implementation still relies heavily on individual teacher initiative, is not fully integrated into the School Work Plan (RKS) document, and lacks a standardized monitoring and evaluation system. However, the success of a character education program is largely determined by a clear vision, strategic sustainability, and structured evaluation (Wheelen & Hunger, 2017; Kools & Stoll, 2016).

The strategic educational management theory proposed by Bryson (2018) and the character development model by Lickona (2021) provide a strong theoretical foundation for building a more systemic approach to character development in schools. This approach can also be aligned with Ki Hadjar Dewantara's educational principles, namely Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, Tut Wuri Handayani, which emphasize the importance of role models, guidance, and holistic student empowerment.

Thus, the urgency of this research lies in the urgent need for an innovative strategic planning model based on local wisdom and integrated with character education programs. This study aims to develop a strategic planning model based on the TdBA (Tatanen di Bale Atikan) program that is effective in improving student character education at SDN 1 Ciwareng, by emphasizing the analysis of planning, implementation, evaluation, and sustainability of the program in the elementary school system.

METHODOLOGY

This study used a qualitative descriptive approach to gain an in-depth understanding of the strategic planning process based on the TdBA (Tatanen di Bale Atikan) program and its impact on student character education at SDN 1 Ciwareng, Purwakarta Regency. This approach was chosen because it is appropriate for exploring social phenomena in a natural context, where the researcher serves as the primary instrument and interacts directly with the research subjects (Creswell & Poth, 2018).

The study was conducted at SDN 1 Ciwareng, a public elementary school that actively implements the TdBA (Tatanen di Bale Atikan) program as part of its student character building efforts. The key informants in this study consisted of the principal, class teachers, religion teachers, the head of the school planning team,

and representatives of upper-grade students (grades IV–VI). Informants were selected purposively, considering their direct involvement in program planning and implementation.

Data were collected through three main techniques:

1. In-depth interviews with the principal, teachers, and students to gain an understanding of how strategic planning is formulated, implemented, and evaluated.
2. Participatory observation was conducted to directly observe the implementation of the TdBA (Tatanen di Bale Atikan) program in the school environment, such as plant care, the habit of storing trash properly, and recycling plastic waste into useful items.
3. Documentation study was conducted by reviewing the School Work Plan (RKS) document, the academic calendar, the daily TdBA (Tatanen di Bale Atikan) schedule, and the results of the school character program evaluation.

Data were analyzed using the interactive analysis model of Miles and Huberman, which includes three main stages: data reduction, data presentation, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014). Data reduction was carried out by filtering important information from interviews and observations. The data presentation was organized in the form of narrative descriptions and a thematic matrix to facilitate interpretation. Conclusions were drawn inductively and re-verified through triangulation between data sources and techniques. To ensure the validity of the data, the researchers used source and method triangulation techniques, and conducted member checks with informants to confirm the accuracy of the information. Validation was also carried out through discussions with fellow teachers and research supervisors to obtain a second opinion on the findings and interpretations produced.

RESULT AND DISCUSSION

The implementation of the Tatanen di Bale Atikan (TdBA) program-based strategic planning model at SDN 1 Ciwareng demonstrates efforts to integrate local wisdom values into the character education management system. Substantively, the school has demonstrated institutional awareness by aligning its vision and mission with the noble values of Sundanese: *silih asah* (grooming), *silih asih* (caring), *silih asuh* (caregiving), and *silih wawangi* (caregiving). This reflects the characteristics of participatory strategic planning involving various stakeholders, as per Bryson's (2018) theory. However, the administrative aspect still needs to be strengthened, as the plan has not been detailed in formal documents such as the School Work Plan (RKS) or Strategic Plan (Renstra). As stated by Wheelen and Hunger (2017), robust planning should not only be inclusive but also data-driven to be more measurable and sustainable.

In the organizational dimension, the school applies the principle of role-fit assignment by appointing teachers based on competency and value alignment. However, the absence of a formal organizational structure, written job descriptions, and standard operating procedures (SOPs) creates a managerial gap that results in program implementation relying heavily on the personal initiative and leadership of the principal. According to Terry's theory, clear structure and coordination between work units are key to successful policy implementation. Without a documented institutional system, there is a risk of program disruption during leadership or teacher rotations.

The implementation of the TdBA program in the field has successfully established a character culture of "tri bakti" (devotion to self, others, and nature) through a consistent habituation process. This finding aligns with Wibowo's (2023) view that effective character education is internalized within the school culture, not simply taught explicitly. Challenges arise in implementation fidelity, where limited facilities and varying teacher understanding of the theme's philosophical values can hinder implementation quality. Therefore, the whole-school approach by Kools & Stoll (2016) emphasizes the importance of supporting infrastructure and improving teacher capacity comprehensively.

In terms of evaluation and follow-up, SDN 1 Ciwareng remains at the informal, formative and anecdotal level. The absence of standardized instruments such as character assessment rubrics makes it difficult to objectively measure program effectiveness. This indicates that Deming's (1986) Plan-Do-Check-Act (PDCA) cycle is not functioning optimally, particularly at the Check (evaluation) and Act (follow-up) stages. In line with Roberts & Pruitt's (2021) adaptive management theory, schools need to develop formal reporting mechanisms and data-driven follow-up management systems to implement the principles of a learning organization that supports continuous and sustainable improvement in the quality of education. The principal, along with the teaching team, develops activity plans based on the academic calendar, detailing daily themes in the form of specific activities such as thematic roll calls, local cultural practices, religious practices, and character literacy.

However, these planning documents are still general in nature and have not been detailed in the School Work Plan (RKS). Furthermore, there is no Strategic Plan (Renstra) document specifically targeting success indicators for character education through TdBA (Tatanen di Bale Atikan). Interviews indicate that planning is primarily based on practical experience from previous years and not always based on evaluation data or needs analysis. This indicates that although schools have conducted substantive planning, the formal, administrative, and data-driven aspects of strategy development still need to be strengthened to make it more measurable and sustainable.

Character literacy. Furthermore, not all teachers have a comprehensive understanding of the philosophical values of each theme, so in some cases, implementation tends to be merely administrative routines without deeper meaning. This highlights the need to strengthen teacher capacity through regular training and ongoing mentoring.

CONCLUSION

This research demonstrates that the strategic planning model based on the TdBA program at SDN 1 Ciwareng is an innovative approach to building character education integrated with local culture and daily learning practices. The program's implementation has created a school ecosystem that supports the strengthening of students' character values, through consistent daily themes aligned with the Pancasila student profile. In terms of planning, the school has aligned its vision and mission with local character values outlined in the TdBA elements: sustainable living, permaculture, and healthy lifestyles. Although not yet fully documented in formal documents such as the Strategic Plan or School Work Plan (RKS), the participatory and adaptive approach to planning shows significant potential for development into a more systematic and sustainable strategic model. In terms of organization, the division of teacher roles based on matching values and competencies has fostered strong collaboration in program implementation. However, the lack of a formal organizational structure and written standard operating procedures (SOPs) presents challenges that must be addressed immediately to ensure program sustainability, particularly in the event of leadership changes or teacher rotations. In terms of implementation, the TdBA program has established school routines that internalize character values into students' daily lives. The success of this implementation is evident in the active involvement of students and teachers in various theme-based activities. However, limitations remain in terms of the interpretation of values by all teachers and the availability of supporting resources. In terms of evaluation, although conducted routinely through teacher observation and reflection, a standardized and comprehensively documented character evaluation system is not yet in place. The absence of formal instruments such as character rubrics or indicator-based reporting makes evaluations subjective and difficult to measure longitudinally. In terms of follow-up, despite a spirit of continuous improvement through teacher discussion forums, there is no formal, documented, and data-driven follow-up management system. This hinders the organizational learning process necessary to adapt long-term strategies and policies. Overall, the TdBA-based strategic planning model developed at SDN 1 Ciwareng has demonstrated effectiveness in strengthening students' character education by utilizing local wisdom. However, for this model to be replicated and developed more widely, strengthening aspects of document planning, evaluation systems, follow-up

management, and strengthening teacher capacity in interpreting character values philosophically and pedagogically is necessary.

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