



Implementation of Character Based Education Management at the Elementary Education Level

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ABSTRACT

In essence, education functions to develop abilities and shape the character and civilization of a nation that is dignified and makes the life of the nation intelligent. Therefore, an education and school management system is needed that leads to the process of forming noble character in students. Through a qualitative approach with various consequences and procedures, this research examines the implementation of noble character-based school management to obtain a strategy development model. Character-based education management is important to implement, therefore the central issues studied in the writing relate to strategy, human resource readiness, success indicators, implementation design, evaluation strategies, obstacles and required policy components. Resulting in the following studies: (1) Strategy for implementing character-based school management; (2) Indicators of successful implementation of character-based school management in all aspects of management components; (3) Implementation design according to objectives; (4) Evaluation strategy; (5) Obstacles; and (6) important components in policy formulation

INTRODUCTION

Education is one element that can create progress in civilization and improve the quality of life of a nation. In providing education, character formation and life skills factors are things that need to be considered. Several facts regarding the low level of character in students based on the results of the author's preliminary writing study, include the following: (1) The low level of student honesty, as evidenced by the existence of a culture of cheating at every moment of the test (exam); (2) Decreased ethics in behavior and respect for elders, parents and teachers; (3) Decreasing ethics in using polite and courteous language; (4) Increasing cases of fights and crimes committed by students at the primary and secondary education unit levels; (5) Increasing cases of juvenile delinquency (in the form of fights, drugs and sexual cases) which are mostly committed by secondary education students; (6) Increasing the number and variety of activities in youth groups, in the form of several activities that lead to juvenile delinquency or negative forms of activities.

The decline in students' character is often attributed to the quality of the learning process itself. In instructional design, analyzing learners' characteristics is considered a crucial step that precedes the selection and development of learning strategies. This indicates that any learning theory constructed and every instructional approach applied should be grounded in noble values and aligned with cultural traditions as well as religious principles. Effective teaching and learning, therefore, are those that emphasize moral values, uphold local wisdom, and foster students' creativity and independence.

Character-based education management refers to the process of managing schools at every level by consistently considering, internalizing, and integrating character values. These values derive from morality, culture, local wisdom, religious principles, as well as national norms and government policies, and are reflected in every aspect of educational management practice.

The importance of character-based school management is supported by several studies of the following problems:

1. The growing need for Human Resources (HR), which is caused by the increase and development of the human life system, as well as the increase and vibrancy of competing educational institutions offering various quality services and management qualities. Will the quality of education guarantee that graduates have good character?
2. The educational level of each human resource is now starting to increase, the basic level has also been increased through the 9 Year Basic Education Program. But do graduates with higher educational qualifications guarantee that someone will have a mature personality and be able to avoid negative things?
3. The weak character of students, including educators and educational staff, which results in the ineffectiveness of instilling character values in the learning process, is essentially due to the weakness of the school management system at the school level and even at the higher unit level.

Based on the explanation of the focus of writing problems above, the main objectives of this research are to examine: (1) Implementation strategies for

character-based education management; (2) Indicators of success in character-based education management; (3) Design of a character-based education management implementation program; (4) Strategy for evaluating the implementation of character-based education management; (5) Obstacles faced by the school; (6) Components that can be considered in formulating regional government policies to support the successful implementation of character-based education management.

The development of students' character, reflected in their understanding of values, morals, and noble attitudes, cannot rely solely on cultural and character-based learning. It must be implemented holistically, supported by various influencing components, including the school management system at every educational level. The framework is illustrated in the following chart:

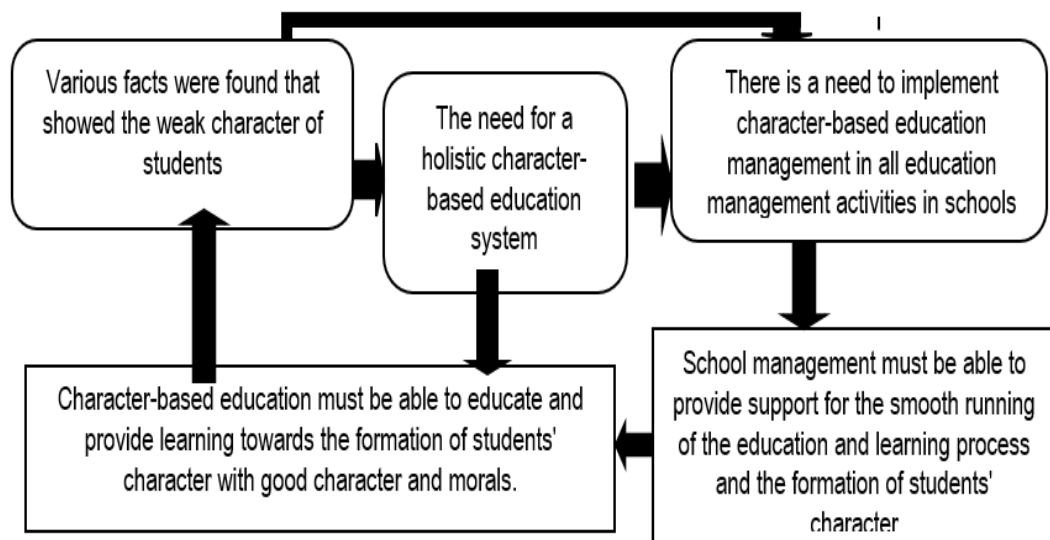


Figure 1. Study Paradigm

Based on Figure 1 above, the author establishes the assumption that character-based education management has a role and is needed to provide support for the smooth and successful process of holistic character-based education. Based on the description of the writing paradigm in Figure 1 above, it shows that Character Based Education Management (CBEM) in this writing study is essentially a process of managing various management activities accompanied by high commitment to each actor and manager's behavior by instilling noble character values so as to support success and produce quality productivity of graduates in accordance with national education goals. The target components in the education management system that support the success of character formation are described below:

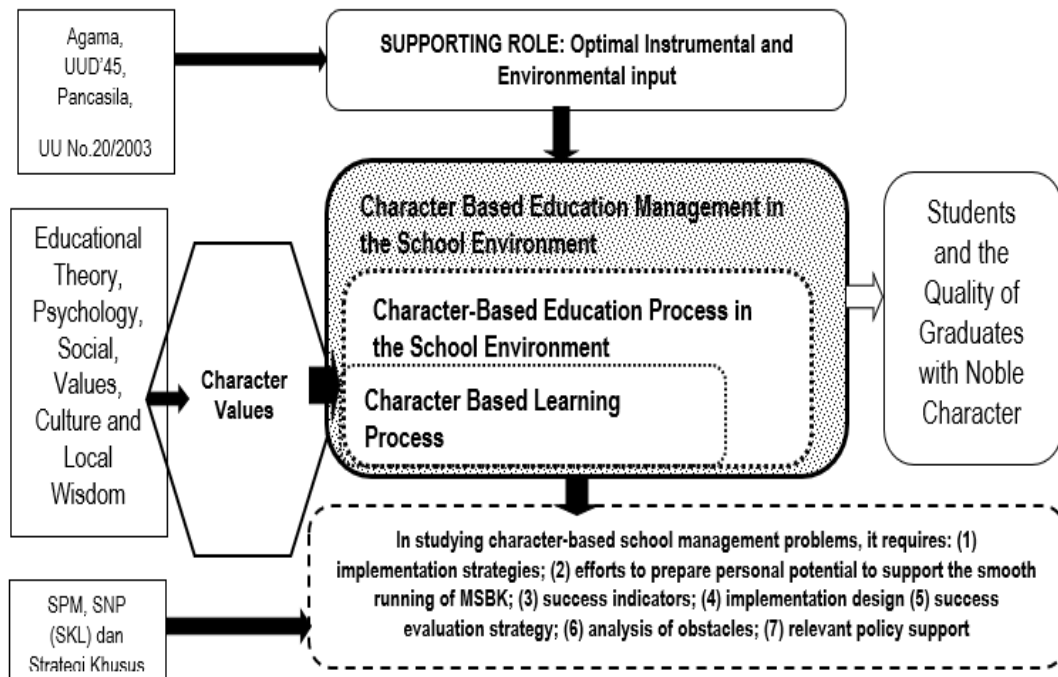


Figure 2. Character-Based Educational Management Paradigm

LITERATURE REVIEW

Character comes from the French word "character," and from the Latin "character," meaning "mark, distinctive quality," and from the Greek "carassein," meaning "to scratch or to engrave" (Bohlin, Farmer, Ryan, 2001). Its meaning can be a person's characteristics: the sum total of a person's distinguishing qualities, or a reflection of "moral excellence and strength." The roots of the word "character" can be traced to Latin words meaning "tools for marking," "to engrave," and "pointed stake." Based on the above understanding, it can be said that character building is the process of carving or shaping the soul in such a way that it aligns with the demands of norms, culture, and religion.

Character values are based on human potential, divided into three moral potentials. Lickona (1992) explains that: "Character consists of three interrelated parts: moral knowing, moral feeling, and moral behavior." The three aspects of character education mentioned above, including moral knowing, in the character education system, demonstrate that the character education system demands knowledge transformation and a process of increasing students' cognitive understanding of various forms of knowledge that have high moral values, including: (1) Moral Awareness (awareness of moral values); (2) Knowing moral values (knowledge of moral values); (3) Perspective taking (view of a value); (4) Moral Reasoning (reasoning about morals); (5) Decision making (decision making); and (6) Self-knowledge (self-knowledge).

The concept of character-based management at the school level is reinforced by Culberston's (1982:37) statement, which outlines several key characteristics of managing character education within an educational unit: (1) embedding character values in all aspects of school management; (2) integrating these values into the school's overall performance; (3) applying them to the

performance of all personnel; (4) incorporating them into every dimension of educational services; and (5) instilling them throughout the learning process.

METHODOLOGY

This study was carried out using a qualitative analysis approach, and the study design was structured in such a way as to include stages, namely: (1) orientation stage; (2) exploration stage; and (3) concept checking stage; and (4) reliability analysis. The focus of this study is the implementation of character-based education management. The target to be researched is the management system implementation system in primary and secondary education through studying the actions of teachers and school principals and all related elements. Therefore, the approach considered suitable for use in this study is a qualitative analysis approach. Thus, this study was carried out in accordance with the qualitative analysis approach, procedures and design starting with problem identification until reaching the stage of finding the ideal character-based education management implementation model.

RESULT

Implementation of Character Based Education Management

Strategies for implementing character-based education management can be grouped into three main areas. First, input optimization strategies, which include unifying perspectives, empowering both internal and external school resources, and strengthening commitment. Second, process effectiveness strategies, which involve creating school life and activities rooted in character values, ensuring the integration of these values in management and services, and applying character-based learning through curriculum and instructional integrity. Third, output and outcome strategies, which focus on optimizing results by achieving operational standards for character-based education and aligning outcomes with national education goals.

The readiness of educators and education staff to support character-based school management is generally considered satisfactory. Professionalism and character development for teachers and staff can be strengthened through six strategies: (1) emphasizing the principal's leadership role; (2) improving professional development and fostering teacher character both directly and indirectly; (3) applying various approaches to coaching, including individual, group, and general guidance; (4) prioritizing the enhancement of spiritual competence, particularly in faith, practice, and worship; (5) cultivating commitment, work culture, and genuine productivity; and (6) focusing on work quality, the embodiment of religious values, and producing graduates with strong moral character.

Indicators of Successful Implementation of Character-Based Education Management Glorious

Indicators of school success in implementing character-based education management can be grouped into four aspects. First, input indicators include the school's ability to optimize instrumental and environmental support as well as

empower internal and external resources. Second, process indicators cover the implementation of strategic planning, curriculum development, and character-based services across learning, student affairs, staffing, finance, infrastructure, administration, organization, community engagement, and the school's cultural environment. Third, output indicators are reflected in the improvement of National Education Standards (SNP), including content, process, graduate competency, human resources, infrastructure, finance, management, and assessment. Fourth, outcome indicators focus on the enhancement of students' character and morals, along with producing graduates who demonstrate both academic and non-academic excellence.

Impact indicators of character-based school management include: (a) achieving program objectives that foster character development among educators and staff; (b) accomplishing program goals that bring about positive character changes in students and graduates; and (c) realizing management objectives that transform the overall character of the school as an institution.

Character Based Education Management Implementation Design

The design for implementing character-based education management at the primary and secondary education unit levels (writing study schools), includes several steps and processes as follows:

1. The school carries out an efficient preparation process for the input aspect, including several activities as follows: (a) identification program needs; (b) input instrumental optimization; (c) optimization of environmental input; (d) empowerment of internal and external school resources; (e) preparation of strategic planning for character-based education management; (f) organizing a character-based education management implementation program;
2. The school carries out an effective process in the process of implementing character-based education management, including the effectiveness of several activities as follows: (a) efforts to develop educators and education personnel in implementing character-based education management; (b) integrating character values in the curriculum development process (Character Based Curriculum); (c) integrating character values in the learning process (national curriculum subjects, local content and self-development); (d) integrating character values in the student service process; (e) integrating character values in the energy service process; (f) integrating character values in the financial service process; (g) integrating character values in the educational infrastructure service process; (h) integrating character values into the school administration service process; (i) integrating character values into organizational service processes; (j) integrating character values in the community participation service process; (k) integrating character values into the school environment, climate and culture management service process.
3. The school carries out a process of monitoring and evaluating the productivity of the character-based school management process, based on predetermined indicators;
4. The school carries out an evaluation process regarding the relevance of the outcome of the process of implementing character-based school management regarding the productivity of character-based school management (quality of

graduates with character, school residents with character, schools with character) and its relevance to national education goals, which is followed up with a continuous and continuous improvement process ;

5. The school carries out a follow-up process regarding the impact of the character-based school management process in terms of the character of the students and the quality of the graduates in everyday life. The five steps in the character-based school management implementation design are a general design, which must be implemented in accordance with each school's work program.

Character Based Education Management Implementation Strategy

Evaluation of character-based education management can be conducted through several strategies. First, it involves both activity evaluation and program evaluation. Second, program evaluation should address key components, including evaluation targets, objectives, focus, methods, approaches, scope or level, and orientation—specifically directed toward the processes and implementation of character-based education management. Third, evaluation activities should cover four areas: input, process, output, and outcomes, measuring aspects such as input effectiveness, process effectiveness, output productivity, outcome relevance, and impact validity. Finally, evaluation is carried out through self-assessment at the school level, followed by external evaluation to ensure accountability and objectivity.

Obstacles in Implementing Noble Character Based Education Management

The obstacles that occur come from four sources of obstacles, namely: internal personal, external personal, internal non-personal and external non-personal. The strongest obstacle in the internal personal aspect is the weak spiritual competence of the character of educators and education staff, the strongest obstacle in the internal non-personal aspect is the limited availability of school operational funds, the strongest obstacle in the external personal aspect is the weak support of community leaders and students' parents and The strongest obstacle from the external non-personal aspect is the absence of a policy that specifically regulates and provides guidelines and technical instructions regarding the implementation of character-based education management.

The required components of government policy regarding the implementation of character-based education management include the following seven things: (1) Guidelines and technical instructions for the implementation of character-based education management; (2) Spiritual competency standards for the character of educators and education personnel; (3) Specific strategies in forming the character of regional human resources in the Garut Regency area; (4) Indicators of successful implementation of character-based education management; (5) Technical guidelines and instructions regarding evaluation of character-based education management; (6) Character-based Minimum Service Standards (MSS); and (7) quality standards for character-based education.

Character-Based Education Management Model

Based on the philosophical foundations of education, the anthropology of students, the constitutional and ideal foundations, as well as the psychological

foundations of education, character-based school management at the educational unit level is important and needs to be implemented in order to provide real support for the success of the educational process and the formation of students' character, in accordance with demands of national education goals. The form of character school management implementation model developed is focused on the five management components, namely input, process, output and outcome as well as objectives, which are described in the preparation steps, process, results, impacts and objectives.

The Character-Based Education Management (CBEM) model is composed of input, process, output, outcome, and goal components. Accordingly, the success of character-based school management depends on: (1) the efficiency of inputs in supporting smooth processes; (2) the effectiveness of processes in achieving desired results; (3) the productivity of processes and outputs in generating positive impacts, quality, and excellence; and (4) the relevance of results and impacts to national education objectives. This framework is illustrated in four stages: preparation, implementation, results, and impacts with their respective goals. In the preparation stage, emphasis is placed on input efficiency within character-based school management, where both instrumental and environmental inputs are integrated and formalized into the school development program.

The second component of Character-Based Education Management (CBEM) is process effectiveness, which is supported by three key stages: strategy, monitoring, and evaluation. The strategic dimension of implementation consists of several elements.

1. First, the internalization and integration of character values within school management, encompassing curriculum development and character-based learning, student services, personnel management, financial administration, educational infrastructure, organizational management, community involvement, and the cultivation of environmental and cultural values.
2. Second, the application of discipline through agreed-upon codes of conduct, supported by consistent sanctions for violations of character values, ensuring collective commitment across the school community.
3. Third, the development of student character through character-based learning strategies, supported by the Character-Based KTSP and integrated learning models across all subjects.

In addition, the process component emphasizes the readiness of educators and education staff, particularly in strengthening character competence and spiritual potential. This is achieved through professional development initiatives such as workshops, in-house training (IHT), and Character Spiritual Development (CSD) programs designed to enhance both professional and spiritual competencies.

The third component of character-based school management concerns the expected results, which include: (1) the establishment of a character-oriented educational climate; (2) the development of a character-based school culture; (3) the creation of a character-centered learning system; and (4) the formation of students and graduates with noble character. The fourth component relates to its

broader impacts, namely: (1) shaping the personal character of students and graduates with integrity and noble values; (2) strengthening the overall quality of school character; (3) fostering a dignified regional character; and (4) contributing to the development of a dignified national character.

In the fifth section, the results on output and the impact on outcomes have relevance to the goals, namely MSBK goals, school goals and national education goals, which include forming students with character, character and noble morals. As a follow-up effort for a continuous and sustainable improvement process based on the results of monitoring, evaluation and analysis of the relevance of the results and impacts produced.

Indicators of the success of character-based school management at the educational unit level include indicators on management input efficiency, management process effectiveness, management process-output productivity, outcome-goal relevance and impact realization in daily life. Indicators of the success of character-based school management cannot be generalized to the entire educational unit level and the classical level of student learning groups, because the level of ability and condition of each school has different characteristics. But basically this indicator must measure the ability to internalize and integrity character values which consist of five groups of values, namely: character related to God, character related to others, character related to oneself, character related to the environment, character which relate to the state, nation and level of nationalism. There are two aspects of success indicators that can be used as benchmarks for success in character-based school management, namely general indicators that must be determined by educational policy holders and specific indicators that can be determined by educational units.

There are several general assumptions in the character-based school management model as in Figure 4 above, including the following:

1. Strengths of Successful Implementation of the Character Based Education Management (CBEM) Model.

General assumptions regarding the strength of success in implementing the character-based education management model as mentioned above are in the aspects: (a) Strength of input empowerment; (b) Potential of educators and education personnel; (c) Accuracy in the use of strategies and approaches to internalization and integrity of character values in the management of 9 educational management and service targets, namely curriculum and learning development management and services, student management and services, personnel management and services, infrastructure management and services education, financial management and services, management and administrative services, organizational management and services, community participation management and services as well as school environment, climate and culture management and services; (d) The strength of the successful implementation of this model also depends on the effectiveness of policy support directly related to the implementation of character-based school management.

2. Obstacles and Threats in Implementing the Character Based Education Management (CBEM) Model

The biggest obstacle in implementing the character-based education management model is predicted to depend on the extent to which school leaders empower the school's internal and external resources. Meanwhile, threats to the successful implementation of the character-based education management model arise due to weaknesses and negligence in anticipating external environmental influences that conflict with character values.

3. Opportunities for Success in Implementing the Character Based Education Management (CBEM) Model.

Based on the support of internal aspects of the main components of the potential and spiritual competence of the character of educators and education personnel, as well as support for implementation policies for character-based education management, the process of implementing character-based school management will result in increased achievement of the demands of National Quality Standards (SMN) and national education goals, which is actually realized by creating a school management climate, culture and behavior that is based on noble character values, a character-based education process, and a character-based learning process so that it is able to produce quality graduates with noble character. The impact of this success will be the realization of noble individual student character, quality school character, superior regional character and dignified national character.

The procedures for implementing the character-based school management model are operational steps that can be taken, including the following:

Table 1. CBEM Model Implementation Procedure

Steps	Description of Operational Steps	Important Things to Pay Attention to	Operational Engineering
Input Optimization Operational	1. Optimization of instrumental and environmental input; 2. Empowerment of SDI and SDE 3. Prepare human resources 4. Identify the character values being developed.	1. Empowerment of School Resources 2. Build mutual commitment	1. Socialization 2. Empowerment
Process Effectiveness	1. Preparing a character-based school development work program according to the vision and mission 2. Define an implementation strategy 3. Set goals, objectives and targets. 4. Internalize character values in personal	1. Joint supervision. 2. Collaboration. 3. Coordination. 4. Creation of school life order. 5. Continuous personal development.	1. Commitment to the vision, mission and work program. 2. Coercion, habituation and application of sanctions.

	behavior and integrate character values in various educational activities		
Evaluation Effectiveness	1. Preparation of an evaluation program 2. Implementation of the evaluation program	Commitment to the program	Self-evaluation and external evaluation
Relevance of results and Impact	Analysis of results and impact on the achievement of school goals and educational objectives.	Technical and results	Evaluation and analysis of evaluation results
Feedback	Formulating feedback	Internalization of character values in the management process	Orientation to the quality of processes and results

DISCUSSION

Several things that must be considered in the process of implementing character-based education management include:

1. In implementing the character-based education management implementation strategy, there are main elements that must be prepared, considered and realized, including: (1) commitment between internal school members; (2) harmonious, familial and realistic cooperation with external parties to the school, especially the community and students' parents; (3) coordination with all stakeholders; (4) equal concern for all parties in accordance with their respective proportions and authorities; and (5) creating an order of school life that supports the formation of students' character.
2. Efforts to prepare educators and education personnel are very important to support the successful implementation of character-based education management, for this there are important aspects that must be considered, including:
 - a. Two elements of personal potential, namely (a) increasing the spiritual competence of the character of educators and education staff; (b) commitment of all personnel to participate in building personal character and school character; (c) readiness of all school members to accept agreed sanctions in the event of disciplinary violations and ethical violations (employee code of ethics).
 - b. Efforts to develop educators and educational staff continuously, sustainably and sustainably, including: (a) Professional development in carrying out tasks, through In House Training (IHT) and Workshops; (b) Building character spiritual competence through activities: recitation (study of religious teachings), Character Spiritual Development (CSD), namely training in awareness of the internalization of noble values; (c) The realization of role models through the habituation process of internalizing

- character values in life behavior at school, accompanied by emphasis through sanctions for violations of the code of ethics.
- c. Direct supervision of the development of organizational behavior and culture as well as open evaluation of the work of educators and education staff through supervision of character clinics in the daily lives of educators and education staff in the school environment, so that the personality, character and morals of educators and education staff are realized with character. glorious.
 - d. One of the efforts that must be made to improve character spiritual competence is by implementing Character Spiritual Development (CSD) which is carried out continuously and repeatedly. Character Spiritual Development (CSD).
3. Indicators of success in implementing character-based education management must not only be prepared precisely and clearly, or used in the school environment in accordance with the needs and relevance of educational goals, but must be socialized to all parties including students' parents and the surrounding community. This is to add significance and support to the success achieved, because by socializing these success indicators, all parties will directly have the desire to support the level of success that must be achieved.
 4. The design of the character-based education management implementation program owned by the school must be followed up and in accordance with all school work programs, such as: school development strategic plan program, school activity budget plan, school quality improvement innovation program and the like.
 5. Evaluation of the implementation of character-based education management, is not just an evaluation of the results of the learning process, but an evaluation of all aspects of the implementation of character-based education management starting from input, process, output and outcome, which must be carried out a maximum of once in one academic semester, and is carried out openly. Because the purpose of evaluation in the implementation of character-based education management is essentially not to find mistakes in certain parties but to find out weaknesses and deficiencies which are then followed up with an improvement process.
 6. It can be realized by all parties that obstacles in every management process will always arise and will never end as long as the school has a goal. Therefore, the most important thing in the problem of obstacles faced is the solution to each existing obstacle. The stronger the strategy for solving the problem, the less the value of the obstacle will be.
 7. In the policy for implementing character-based education management, several components that must be prepared in the policy formula include the following: (1) Decree of the Regional Government Education Service regarding the Implementation of Character-Based Education Management at the Primary and Secondary Education Unit Level; (2) Regional Government Regulations on the Formation of Community Character through Character-Based Education and Education Management at the Primary and Secondary Education Unit Levels.

For the purpose of high impact vitality in implementing the policy, it is appropriate to: (1) review it by identifying the need for policies that must be issued; (2) the preparation of the policy draft should be carried out openly with the implementing parties; (3) establish the predictive power of policy outcomes; (4) openly disseminate policies; (5) implement all policies at the right targets; (6) carry out rational and normative supervision, evaluation and follow-up.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of character-based education management is an excellent approach in achieving national education goals. Philosophically, character-based education management is an obligation and essence that should be conditioned by philosophers and the goals of national education, namely the formation of students with character and morals. The main aspects that must be considered in implementing this strategic management include:

1. Selecting appropriate strategies that are applied to input targets, processes and results that have high relevance to national education goals;
2. Character-based education management, focuses more on the behavior, character and morals of the management actors targeting the character of students, therefore the most important thing is to build human resources (educators & educational staff with character) first;
3. Formulate and determine success indicators that cover input, process, output and outcome aspects in all elements of planning, implementation, monitoring and evaluation of program achievements, ending with continuous improvement follow-up;
4. Character-based education management design, namely steps related to all elements of activities and strategies in the components of input efficiency, process effectiveness, output productivity and relevance of outcomes to national education goals;
5. Evaluation strategies for character-based education management include self-evaluation carried out by internal school parties and program evaluation carried out by authorized external parties;
6. In implementing character-based education management, the school must anticipate that the most important obstacle is the low level of spiritual character competency in educators and education staff;
7. To optimize the success of character-based education management, it is related to and highly dependent on the realization of policy needs that are directly related to character-based school management, both from the education office and regional government.

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