

Implementation of Character Education Management in Coaching Students' Morals

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Abstract: The purpose of this research is to determine the concept of planning, implementing, organizing, as well as monitoring and evaluating character education management in developing students' morals at MA Subulussalam Kresek Tangerang. This research method uses qualitative methods. This type of research uses a phenomenological approach. The subjects of this research were school principals, curriculum areas, teachers of moral beliefs, as well as observations made by researchers. There are several data collection techniques, namely observation, interviews, and document study. There are two research instruments chosen by researchers, namely observation and interviews. In this research, observation and interview techniques were used to obtain data regarding how character education management is implemented in developing students' morals at MA Subulussalam Kresek Tangerang. This research found 1) that at MA Subulussalam Tangerang, in managing student character education management planning, it involved all elements including the school, stakeholders (district head, police chief, village head and religious leaders) and the community 2) In organizing character education management in coaching The morals carried out by MA Subulussalam Kresek Tangerang are through coordination between the school and the government and the community, in this case the parents/guardians of the students. 3) Implementation of character education management involves all elements of the school, including principals, teachers, school guards and canteen attendants, who play a role in creating conducive conditions for the development of students' character. 4) Controlling character education management takes the form of observation by creating assessment rubrics and Learning Implementation Plans.

Keywords: Planning, Management, Education, Character, Morals

INTRODUCTION

In this era of globalization, Indonesia needs quality human resources to support a good development process. Education essentially is about helping students to become complete human beings and also have good character. To make students have character, it must be managed well so that creativity can develop well in accordance with the expected goals (Fadillah et al., 2022).

School is an educational institution for studying. Educational institutions that aim to change individual behavior for the better by interacting with the surrounding environment.

Educational institutions are also a place to educate the nation's life with good character and morality (Fiandi & Ilmi, 2022).

Education is a process that contains various kinds of activities that are suitable for individuals for their social life and helps to transmit customs and culture as well as social institutions from generation to generation (Suniti, 2014). Therefore, education not only aims to develop students' intellectual potential and skills, but must have good ethical and moral values in living life. From this, there is a need for character education to develop students' morals in forming good and religious personalities in order to advance the nation's moral ethical values.

In terms of education, this requires special attention by all parties, parents and society, regarding the social issues of children and adolescents. With the advancement of science and technology, it will have an impact on the social behavior of teenagers in developing countries, including Indonesia, which is largely anticipated.

Indonesia is a country that always strives to perfect its education system, always updating various policies and legislation on its national education system. This is done so that education is truly able to become an agent of renewal and progress for the nation and state based on the principle of balance between physical and spiritual aspects, physical material and spiritual material aspects, so that every citizen obtains physical and spiritual well-being.

Ideal education is education that combines intellectual, emotional and spiritual. So, education is not only focused on students, but good examples are also first given to those who educate, in this case what is meant is the teaching staff, namely teachers (Maharani & Syarif, 2022). However, the reality of education in Indonesia is that there are still many educational values that educational institutions are unable to transform. This can be seen from students cheating on exams, being lazy during lessons, brawls between students, being caught in drug cases, being involved in promiscuity, low concern for others, poor manners starting to be abandoned and reduced respect for parents, especially for one person. Teacher. This example is a real case and happens a lot to the younger generation. Another case that tarnishes the image of Indonesian education is student gangs and motorbike gangs which are very disturbing to society (Toyyibudin, 2022).

All the negative behavior carried out among students above is evidence of the fragility of character that is not yet good, especially one's morals. This happens because character development in formal education is not optimal and informal environmental conditions are not supportive. Character education has recently been discussed more and more among Indonesian society. The attitudes and behavior of the Indonesian people and nation now tend to ignore the noble values that have long been upheld in their daily attitudes and behavior. Noble character values, such as honesty, politeness, togetherness and religion, are little by little starting to be

replaced by foreign culture so that these character values are no longer considered important (Nurmadiyah, 2018).

Based on the results of the researcher's observations in the field, the researcher saw that the problem that occurred at MA Subulussalam was that the implementation of character education management in moral development was not yet optimal. This was expressed by the head of the madrasah that in implementing character education, not only the school has a role, but it requires the role of all elements. To help implement character education, the government, community, parents, teachers and students must work together in implementing character education, so that the results of character education can be embedded in students.

As the nation's next generation, students are expected to be able to optimize all their natural potential to carry out revolutionaries for the nation's future progress. Therefore, education is not only aimed at developing the intellectual potential and skills of students in every learning process, but also must be able to instill good ethical and moral values in navigating an increasingly complex life (Isnaini, 2021). The researcher's next observations saw that students' character education was starting to decline, this was due to advances in technology so that our students were more likely to follow western character trends, this of course would feel very different from the character values that this nation holds firmly. Therefore, there must be supervision and provide an understanding of morals so that our students can implement character and moral values in social life in our environment.

The position of morals in human life is very important, both as individuals and in society in the nation and state. Morals are the scope of morality or good behavior for each individual in carrying out their activities so that they can be safe in this world and the afterlife (Kosim & Baidi, 2023). Thus, it is not an exaggeration to say that the main mission of Muhammad's apostolate is to perfect noble morals, and history records that the supporting factors for the success of the prophet's preaching include the support of noble morals, so that Allah swt. himself praised the noble character of the Prophet Muhammad.

Allah SWT has placed in the personality of the Prophet Muhammad SAW a perfect image of Islamic character, so that he becomes an example for the next generation of people in the perfection of morals and the universality of His greatness. Teachers are used as a foundation and have great trust in changing and improving the quality of students. Worship is a way of life that covers all aspects of life and everything humans do in devoting themselves to Allah SWT. Without worship, humans cannot be said to be fully human, but are said to be creatures whose rank is equal to animals. Therefore, in order to become a perfect human being in formal education, the values of worship are inoculated and internalized (Hidayat, 2016).

Another solution to overcome the problem above is to formulate Islamic character

education, which is education that is carried out sourced from and based on Islamic teachings, namely the Al-Qur'an and Hadith. These two sources acknowledge that in humans there is a natural potential with which humans develop towards fulfilling the duties of the caliphate and serving the Creator. Apart from that, Islam empowers reason as a very important potential for the development of science. In its operations, humans must be able to create conditions for the implementation of educational activities.

Character comes from Greek which means to mark and focuses on how to apply good values in real actions or daily behavior. Character education is a system of instilling character values in students which includes the components of awareness, understanding, concern and high commitment to implementing these values (Musfah, 2011). In order to realize the expected character formation, it is necessary to have management to manage character education in the appropriate domain, especially for students who are the objects of instilling character values in everyday life so that students with character are formed.

From an Islamic management point of view, it is termed using the word *al-tadbir* (management). This word is a derivation of the word *dabbara* (to organize) (Juhji *et al.*, 2020). Management is the art of managing, managing an organization to achieve certain goals by using management functions, namely planning, organizing, actuating and controlling (Supiani *et al.*, 2022). Character education in Islam can be understood as an effort to instill intelligence in students in thinking, behaving and behaving in accordance with the noble values that constitute their identity, manifested in interactions with God, themselves, each other and their environment as manifestations of servants and caliphs. Allah SWT (Sakdiyah, 2018).

Therefore, Islamic religious education really needs to be instilled in us from an early age. Habits and role models from parents, as well as training must be given to children from an early age and at school age.

The implementation of character education actually involves all components of education, starting from the government as the policy maker for the national education system, managerial school principals, teacher competency, infrastructure, curriculum and support from the community (Rahman & Wassalwa, 2019). However, the most influential factor is the teacher. Teachers must work hard to develop students into human beings with morals and character. It is hoped that teachers, with their personality competence, can implement character education at MA Subulussalam Kresek Tangerang, so that they become individuals who are faithful and devout and have noble character.

The implementation in question is how character education is planned, implemented and controlled in educational activities in schools adequately, which includes the values that need to be instilled, curriculum content, learning, assessment, educators and education staff, and other

related components.

Based on the results of observations by researchers at MA Subulussalam, to improve the quality of students in the field of character education, Islamic education is used as one of the efforts to achieve this, through Islamic religious learning, the emphasis on moral education is expected to be able to build Islamic values so that they are able to implement the values of *akhlakul karimah*. and realizing attitudes and behavior in life starts from the student's personal self and is expected to continue into the student's social environment.

Facing these global conditions, children and teenagers in their lives need to be guided and develop their morals so that they can act as the younger generation (Taufik & Ulum, 2022). This is where, of course, Islamic religious education is very important to instill in children, both in the family environment, in the school environment and in the community environment.

From the description above, this encourages researchers to conduct research related to the implementation of character education management in developing students' morals which is carried out at MA Subulussalam Kresek Tangerang.

METHOD

This study used qualitative research methods. Qualitative research methods are used for research that focuses on the natural conditions of object (Sugiyono, 2017). The data collection techniques used were in-depth interview techniques, observation and documentation. The research subjects who became supporting informants were the teaching staff and education staff of MA Subulussalam. The data search started with the head of the madrasah as the key informant, deputy head of the madrasah, guidance and counseling teachers, teachers and students.

In this research, researchers classify it as field research. This research uses a phenomenological approach. Indicated to describe or describe existing phenomena, both natural phenomena and human engineering (Farid & Adib, 2018). The qualitative approach produces data in the form of written or spoken words of people and observed behavior. Because most of the research comes from data contained in MA Subulussalam Kresek Tangerang.

The research was carried out at MA Subulussalam Kresek Tangerang. The data collected for this research is related to research questions, especially in understanding the concepts of planning, implementing, organizing, as well as monitoring and evaluating character education management in coaching students' morals.

The data obtained was then analyzed using qualitative data which consisted of: (1) data reduction, (b) data presentation and, (c) conclusions, where the process took place in circulation throughout. To strengthen the validity of the data findings and to maintain the validity of the research, the research refers to the four recommended validity standards consisting of: credibility, transferability, dependability, confirmability (Salim & Syahrudin, 2012). Checking the Validity of

Research Data is the final step in this research. Data reliability testing is very important so that research results can be truly tested and produce scientific research.

RESULT AND DISCUSSION

RESULT

Character Education Management Planning Concept in Coaching Students' Morals

At Madrasah Aliyah (MA) Subulussalam Jayanti Tangerang, the character education planning process begins at the beginning of the new academic year by involving all parties responsible for developing students' character. With the results of the meeting discussing the planning of character values that will be implemented in the school, it can be concluded that this meeting will create a sense of shared responsibility to shape the character of students. Both the school community, in this case the principal, teachers and employees, as well as the government and the community, are involved in developing the character values at the Madrasah Aliyah (MA) Subulussalam Jayanti Tangerang school.

The development of character education in schools is integrated through the implementation of classroom learning, school culture and self-development. MA Subulussalam Jayanti Tangerang has made several efforts to instill character values through the school's vision and mission and programs, role models, slogans around the school environment, and extracurricular activities that develop character values.

The forms of violations with sanctions applied at MA Subulussalam Jayanti Tangerang are based on the rules that have been formulated together, namely warnings, summons from parents, and suspension of students who violate the rules. In order to create conducive learning activities, the school enforces various rules and regulations at school, and every student is required to behave in accordance with the applicable rules and regulations. Order and discipline in school are very important. This is because there are often disciplinary violations committed by students. Discipline and order need to be regulated by an order called school rules.

In general, the goal to be achieved through the implementation of school discipline and rules is the implementation of the curriculum well which supports improving the quality of education in schools. Meanwhile, the specific goals are: a) So that school principals can create an exciting work atmosphere for all school members, b) So that teachers can carry out the teaching and learning process as optimally as possible by utilizing all available resources at the school, c) To create close cooperation between the school and parents and the school and the community to carry out educational tasks, d) So that students have strong, disciplined and independent personalities and have respect for schools, teachers and parents.

Thus, the formation of character in schools is a joint responsibility of all parties, including

the regional government, in this case the sub-district head, police chief, committee, parents/guardians of students and all components in the school institution (principal, teachers, staff, guards, school, and school boys) participate in the formation of students' character.

Organizing Character Education Management in the Moral Coaching of Students

The key to success in achieving the goals of organizing management at Madrasah Aliyah Subulussalam Tangerang is coordination. Likewise, character education must have good coordination between the school, the government and the community, in this case the parents/guardians of students, so that character education can be implemented at MA Subulussalam Tangerang, with the involvement of all parties to be responsible and support character education. Therefore, character education at MA Subulussalam Tangerang will be realized.

Apart from that, the determination of the character education policy at Madrasah Aliyah Subulussalam Tangerang as determined by the previous principal is based on various Islamic rules. Since starting the school, he has separated study rooms for male and female students. In educating his students he prioritizes religious-based character development. Because, the goal of education is to deliver educators and students safely in this world and the hereafter.

Based on observations, MA Subulussalam also applies a points system. This means that each student is given 100 points, if they violate they will be deducted. If you run out of points, you will be expelled from school. Students who are caught not praying, fighting, drinking alcohol, gambling, and the like, will be deducted 100 points. Some of these point rules also apply outside of school. If a student is caught stealing something belonging to a resident and is immediately expelled from school.

This does not allow for objections, because it has been decided and agreed upon by the parents of the students previously in the meeting. On the other hand, a system of adding points is also implemented for students who excel, such as those who come quickly to school and sweep the mosque. In exploring the potential for goodness in students, habits are applied such as arriving on time, performing midday prayers in congregation, reciting the Koran before starting learning and midday prayers for Muslims.

Implementation of Character Education Management in the Moral Coaching of Students

The character education program at MA Subulussalam Tangerang can be implemented in a series of activities in the school environment both inside the classroom and outside the classroom, namely 1) reading the Al-Qur'an before starting class learning, 2) praying in congregation and dhuha every morning, 3) integrating character education in all subjects, 4)

exemplary character education in all subjects.

Implementation activity is a movement carried out by the leadership to members of the organization so that it can create a sense of motivation that can support personnel to be able to carry out their duties well. If it is related to implementing character-based education, then implementation in this context means a movement carried out by the school principal/teachers/staff through a coaching model for students to carry out character-based educational activities through moral development by creating motivation for students, for example by giving awards to students who not only excel academically, but also to students who excel in non-achievement academics as well as students who are diligent, always maintain neatness and *istiqomah*.

Based on field findings regarding character education at MA Subulussalam, it is the habit of reading the Al-Qur'an before starting learning. There is also Rohis (Islamic Spiritual) guidance, namely guidance to deepen and strengthen religious teachings which includes teaching religious knowledge, da'wah, and various Islamic knowledge after completing congregational prayer activities. Rohis' aim is to help develop the religious knowledge taught in schools. With Rohis, it educates students to know God through worship and nature (*tadabur alam*).

Furthermore, subject teachers who encounter problems in building their character report to the homeroom teacher as the parents of students at school who are responsible for building their character. If the homeroom teacher is unable, then the guidance and counseling teacher will handle it based on the teacher's report. Thus, in developing the character of students, there is good cooperation between the homeroom teacher and the guidance and counseling teacher in supervising character development.

Based on the findings above, MA Subulussalam Tangerang implements character education by involving all elements, both the school community itself and outside the school community but is responsible for character education in this case, such as parents of students and stakeholders.

Controlling Character Education Management in the Moral Coaching of Students

Control of character education management at MA Subulussalam is carried out every day by all teachers. Character control does not take the form of grades but takes the form of supervision or observation carried out by teachers every day. The results of reports or notes on student development as a form of evaluation of character education. From the results of the report, it can be seen the development of character pillars that have been achieved and those that have not been achieved, so that teachers know what actions they must take. Character education

is a continuous effort to instill good values according to religion, customs, culture, nation and state. Likewise, the assessment requires a process and time in development, so that you know what good values have been achieved and what have not been achieved.

To measure the level of success in implementing character education in detail, it is carried out through various control programs by comparing initial conditions with achievements within a certain time. The control is carried out as follow.

Develop various assessment instruments

For the sustainability of the implementation of character education, it is necessary to assess success using indicators in the form of the behavior of all school members (students). This assessment is carried out continuously through various strategies according to the characteristics of students. Assessment instruments can be in the form of observation sheets by all teachers, attitude scale sheets, portfolio sheets, checklist sheets and interview guide sheets. The findings at MA Subulussalam showed that the instruments used were in the learning implementation plan (RPP) rubric. Apart from that, there were also observations made by all teachers. This is in accordance with the duties of a teacher as an instructor (instructional) who is tasked with planning teaching programs and implementing programs that have been prepared as well as carrying out assessments after the program has been carried out, of course the program prepared is adjusted to the character values that have been agreed upon.

24 hour control for students

The information obtained from various assessment techniques is then analyzed by the teacher to obtain an overview of the student's character. Is it good character or bad character? For good characters, there is appreciation to provide motivation, while bad characters need to be given advice and explanations to avoid them because they have a bad impact on both themselves and others. Therefore, MA Subulussalam Tangerang carries out 24 hour monitoring of students as a form of attention.

Character education assessment program for students

Based on the results of the researcher's observations in the character education assessment program for students every week, by announcing during the flag ceremony, the classes that received awards for both discipline and class cleanliness. The aim is to trigger students' awareness to discipline themselves.

Assessments are also held every week and month with meetings held to discuss the development of students' character and what steps will be taken to overcome problems arising

from behavior that is considered contrary to the rules and regulations that have been established by various parties, both from schools, parents of students, sub-district heads, police chiefs and school committees.

Follow Up

Based on findings in the field, violations of the rules that have been determined take several steps depending on the level of the violation. Imposing sanctions or punishment is the last resort. If after using other methods such as advice, motivation, and encouragement to change, it is no longer effective in directing and educating students.

Control is a fundamental process that is very necessary in an organization. The role of control also determines whether a plan is good or bad, therefore it must be carried out as well as possible. Control can be interpreted as the process of measuring and assessing the level of management of personnel performance and the level of efficiency in the use of work facilities in contributing to the achievement of organizational goals. The aim of control is to prevent errors, create a transparent atmosphere, and improve organizational performance (Maisaro et al., 2018).

Thus, it can be concluded that character education assessments must be carried out continuously to determine the development of students' character in accordance with religious, cultural, national and state values. All human actions or actions, whatever their form, are essentially intended to achieve happiness, whereas achieving happiness according to the Islamic moral or moral system can be achieved by obeying Allah's commands, namely by avoiding all His prohibitions and carrying out all His commands

DISCUSSION

The concept of character education management planning contained in Madrasah Aliyah (MA) Subulussalam Jayanti Tangerang is contained in school-based management (MBS). In MBS there is a broad authority given to school principals to carry out their functions as education managers at the school level optimally. Furthermore, the school principal has the authority to organize, manage, integrate, empower and develop educational resources and more specifically the learning resources they have.

From this planning, new creativity will emerge which can be used as a means of healthy competition to give birth to a diversity of excellence based on local wisdom, namely that the potential and achievements of each school can be facilitated to give birth to a certain character (Qomar, 2012).

Character education management planning, in the context of this research, is understood as curriculum planning and curriculum supporting aspects. Curriculum is a plan and

implementation. The curriculum used at Madrasah Aliyah (MA) Subulussalam Jayanti Tangerang is the 2013 curriculum or known as K-13 which includes character education. This can be seen from the structure of the 2013 curriculum which contains Religion and Character subjects. Religion and Character Studies are subjects that function in developing character values. In the 2013 curriculum, character attitudes are not only taught verbally, but through example and example. Therefore, character education must be pursued in a planned and detailed manner to be carried out systematically and continuously to help students implement good values related to God Almighty, themselves, other human beings, the environment, nation and state which are manifested in thoughts, feelings, attitudes, words and actions.

Marsh and Willis emphasize that the curriculum is an "interrelated set of plans and experiences that students undertake under the guidance of the school". Curriculum planning includes learning plans, implementation, evaluation plans and learning outcomes. Planning in the context of character education functions to formulate indicators of students' basic competencies. This indicator is positioned as a measuring tool to determine whether the vision, mission and goals of character-based education have been achieved or not (Rahman & Wassalwa, 2019).

The cultural values of national character that the Ministry of National Education wants to realize and are written in the 2010 school guidelines are: (1) Religious; (2) Honest; (3) Tolerance; (4) Discipline; (5) Hard work; (6) Creative; (7) Independent; (8) Democratic; (9) Curiosity; (10) National spirit; (11) Love for the country; (12) Appreciate achievements; (13) Friendly/Communicative; (14) Love peace; (15) Likes to read; (16) Care for the environment; (17) Social care; (18) Responsibilities.

The curriculum contains the values mentioned above, because the curriculum is a series of plans and directions to achieve an educational goal (Achmad, 2021). In this way, schools are directed to bring out these values. Both in learning activities and in school culture through a series of habits. The process of integrating character values in curriculum development is one of the efforts to implement character values in the curriculum. An example of curriculum development at MA Subulussalam Jayanti Tangerang which contains character education values, for example in the motto Discipline, Commitment and Responsibility (DKT). Apart from that, the priority is to develop honesty, religion and discipline by integrating them into the Learning Implementation Plan (RPP) which is implemented in classroom learning. Another example is by compiling school rules and regulations which contain elements related to character education.

In organizing it, schools have goals (institutional goals). The principal as a manager, has the functions of: preparing plans, coordinating activities, carrying out supervision, evaluating

activities, holding meetings, making decisions, organizing the learning process, managing administration, and managing administration, students, personnel, facilities and infrastructure, finance (Fitrah, 2017).

Operational implementation of character education planning is also outlined in extracurricular activities. This can be seen from the existence of several organizations such as OSIS, Scouts, Rohis, Marching Band, and so on. This can be seen from the work programs outlined in each organization containing character values.

In forming students' character in practice, teachers must try to become ideal teachers and be idolized by students. Apart from that, teachers are examples of good morality, they are also expected to have broad scientific insight and knowledge so that the knowledge conveyed is in accordance with the various scientific disciplines needed in this era. Learning is not just learning about what can be done and what cannot be done (*halal* and *haram*), but they learn by choosing values that are appropriate to the student's development.

Implementation of character education management is a strategy applied in the development of character education which is carried out with the desire and intention to embody noble teachings and values to realize the social mission of the madrasah through management activities. The components involved in implementing character education management design in madrasahs include curriculum components, management components, financing components, and teacher and student components (Wiyani, 2012).

School management and character education should be carried out in an integrated and interconnected manner, in its implementation involving all components and all human resources, infrastructure and media as well as other stakeholders. The implementation of school management must be able to plan, coordinate, organize, supervise and manage finances as well as evaluate all activities within the school which include character values in an integrated or integrated manner in their activities, in accordance with each activity. This means that schools are able to plan education and programs and activities that instill character values and carry out school quality control with character (Rosad, 2019).

Character formation is the most important effort ever given to humans. Character development is the extraordinary goal of a correct education system. Character development is the main task of education, developing strong self-esteem, being intelligent, skilled, honest, knowing one's abilities and limits, having self-respect. Therefore, the implementation of character education is not only aimed at students but also at MA Subulussalam teachers.

Steps for character formation can be carried out by understanding the characteristics of students. By understanding the character of students, it will be easier for teachers to teach character education to students. If teachers can understand the steps that must be taken then

success in character education in schools can be achieved (Kusumaningrum, 2014).

There are several character controls that do not take the form of grades but take the form of supervision or observation carried out by teachers every day through reports or notes on student progress to compare initial conditions with achievements within a certain time. This control is carried out in various ways, namely (1) develop various assessment instruments; (2) 24 hour control of students; (3) character education assessment program for students and; (4) follow-up.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Based on the research results, it can be concluded that the implementation of character education management involves all school elements, including the principal, teachers, school guards and canteen guards, who play a role in creating conditions conducive to the development of students' character. Meanwhile, controlling the management of character education at MA Subulussalam takes the form of observation, meaning that all teachers are involved in assessing the character of students by making notes on student development through observations or assessment rubrics implemented in the Learning Implementation Plan. The control of character education management at MA Subulussalam is not in the form of grades but in the form of supervision or observation carried out by teachers every day. This control is carried out by (1) compiling assessment instruments, (2) c24-hour monitoring of students, (3) character education assessment program for students and, (4) carrying out follow-up actions.

SUGGESTIONS

For future researchers, the results of the research that the researcher wrote regarding the Implementation of Character Education Management in Coaching Students' Morals certainly cannot be said to be completed perfectly, because this research does not rule out the possibility of errors due to the researcher's lack of knowledge in analyzing and limited time, which allows errors to arise in this research. Therefore, the researcher hopes that there will be further researchers who can sharpen the analysis and even improve this research method so as to produce a more comprehensive scientific work.

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