

Sekolah Penggerak Management in Developing Islamic Character of Students at SMP IT Ad Durrah

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Abstract: This study aims to describe the implementation of the Sekolah Penggerak management in developing the Islamic character of students at SMP IT Ad Durrah. Strengthening Islamic character is considered an essential and comprehensive part of national education goals and aligns with the values of the Pancasila Student Profile, particularly in the aspects of faith in God Almighty and noble character. This research employed a descriptive qualitative approach with data collection techniques including interviews, observation, and documentation. The results show that the management process is carried out through three main stages: planning, implementation, and evaluation. In the planning stage, the school identifies needs, sets goals, and develops programs through the School Operational Curriculum (KOSP) document. Implementation includes human resource development, teacher training, and Islamic habituation activities such as the Bina Pribadi Islami program and Islamic-themed P5 Projects. Evaluation is conducted on two main aspects: the implementation process and the outcomes of character development, which are followed by program improvements. The study finds that the success of Islamic character development is strongly influenced by teacher collaboration, school leadership, parental involvement, and a religious school culture. These findings affirm that effective school management must integrate systematic and religious approaches in holistically shaping students' character.

Keywords: management, Sekolah Penggerak program, Islamic character, character education, SMP IT Ad Durrah

Islamic character education emphasizes the integration of Islamic values in the learning process to shape individuals with noble character. Values such as honesty, responsibility, discipline, and social concern are important foundations instilled from an early age (Maslani et al., 2023); (Walidin, 2024). Through this education, students are not only equipped with religious knowledge but are also directed to practice it in daily life. This effort certainly cannot run effectively without systemic support, including within national education policies (Dahirin & Rusmin, 2024).

The Sekolah Penggerak Program is an initiative of the Indonesian government aimed at improving the quality of learning holistically. This program focuses on achieving the Pancasila Student Profile, which includes literacy, numeracy, and character dimensions. The six prioritized character dimensions are: having faith and devotion to God Almighty, independence, critical reasoning, creativity, mutual cooperation, and

global diversity. These values have a strong correlation with the principles of Islamic education, especially in the aspects of piety and morality (Sholikhah & Suneki, 2023). This is what makes the Sekolah Penggerak Program relevant as a medium for developing Islamic character in Islamic-based schools. Principals and teachers from Sekolah Penggerak conduct dissemination to other educational units (Syafi'i, 2021).

SMP IT Ad Durrah is one of the schools that has implemented the Sekolah Penggerak Program. Since its establishment, this school has built a strong Islamic culture through various programs such as dhuha prayer, tahfidz, congregational prayer, and Islamic Character Development activities (Bina Pribadi Islami). In addition, the implementation of the Strengthening Pancasila Student Profile Project (P5) is also developed with an Islamic approach to strengthen student character. The curriculum transition toward the Merdeka Curriculum requires schools to adjust their approach without eliminating the essence of Islamic character that has become its hallmark.

This adjustment is both a challenge and an opportunity for the school to strengthen the integration of Islamic values. However, initial observations indicate that the implementation of Islamic character education at SMP IT Ad Durrah faces significant challenges. The shift in the learning paradigm from traditional models to active and collaborative models has not been fully accepted by teachers, students, or parents. Many of them are still accustomed to the old approach that is more focused on teaching rather than character formation. As a result, the transition toward value- and practice-based education requires time and the right strategy. This highlights the importance of adaptive and visionary educational management (Handoko, 2025); (Saepudin, 2023).

School management plays an important role in bridging this transformation so that programs to strengthen Islamic character can run effectively. The managerial process, which includes planning, implementation, and evaluation, must be carried out systematically and participatively. In the context of the Sekolah Penggerak Program, management must ensure that the integration of Islamic values aligns with the direction of the new curriculum. Principals and teachers as agents of change are required to be able to create innovations without neglecting the core values of Islam. Therefore, management that focuses on synergy between national policies and Islamic vision becomes a primary need.

According to (Sumarsih et al., 2022) the implementation of the Merdeka Curriculum in Sekolah Penggerak can improve students' learning outcomes in both cognitive and character aspects, through the active involvement of teachers and principals in running innovative programs. The study by (Inayah & Affrian, 2024) states that the implementation of the Sekolah Penggerak Program still faces obstacles, such as limited human resources, lack of training, and minimal support from policymakers, even though the program has a clear policy direction and goals. Meanwhile, (Harningsih et al., 2023) emphasize that the leadership of the school principal and the strengthening of school culture are key factors in the successful implementation of the program, especially in character formation and encouraging learning oriented to the values of the Pancasila Student Profile. Nevertheless, studies specifically examining the integration of Islamic values within this program are still limited, making this research important to examine the management of the Sekolah Penggerak at SMP IT Ad Durrah in shaping students' Islamic character in a

strategic and contextual manner.

METHOD

This study uses a descriptive qualitative approach with the aim of describing and deeply understanding the planning, implementation, and evaluation of the Sekolah Penggerak Program management in developing students' Islamic character at SMP IT Ad Durrah. This approach was chosen because it provides a comprehensive and contextual picture of the managerial process within the school environment. According to Sugiyono (2019) the descriptive qualitative approach is based on the post-positivist paradigm and is used to study natural objects, in which the researcher acts as the main instrument. The research was conducted at SMP IT Ad Durrah, located at Jl. Selamat II No. 7B, Rengas Pulau, Medan Marelan Subdistrict, Medan City. The location was selected based on the school's status as an implementer of the Sekolah Penggerak Program and its consistent commitment to fostering Islamic character. The data collection techniques used included semi-structured interviews, passive participant observation, and documentation. The main informants consisted of the principal, vice principal for curriculum affairs, and teachers directly involved in the implementation of the program. Data were analyzed using the Miles et al (2013), which consists of three stages: data reduction, data display, and conclusion drawing/verification. To ensure data validity, this study employed triangulation techniques, including source triangulation, technique triangulation, and theory triangulation.

RESULTS AND DISCUSSION

RESULTS

Planning of Sekolah Penggerak Management in Developing the Islamic Character of Students at SMP IT Ad Durrah

SMP IT Ad Durrah is one of the educational institutions designated as an implementer of the Sekolah Penggerak Program. The main focus of this program's implementation is strengthening the Islamic character of students in line with national education goals and the values of the Pancasila Student Profile. Based on interview results, it was found that the school applies a structured management planning process, which includes three main principles: needs identification, target setting, and activity planning. These three stages are carried out systematically to ensure that the Islamic character development program can be implemented optimally, purposefully, and sustainably. The initial planning stage begins with needs identification conducted through evaluation of the previous year's program and analysis of students' character needs based on social context and current developments. The Principal explained that this process is not separated from the Merdeka Curriculum but becomes part of the school's annual evaluation routine.

"We don't create a separate special program, because the Sekolah Penggerak or the Merdeka Curriculum must already be integrated into the school routine. So, evaluation and needs identification are carried out at the beginning of the academic year through the annual work meeting," explained the Principal.

The identification results showed the need for a new approach in shaping Islamic character. Activities such as Islamic Character Building (Bina Pribadi Islami), which previously only consisted of one-way lectures, were then developed into more active activities.

"For example, the Bina Pribadi Islami program, which used to be just a lecture circle, has now developed with activities like visits to community figures, collaborations with mosque youth, and so on. This was born out of the need for a more engaging approach," he added.

After identifying needs, the next step is setting program targets. The Principal emphasized that the main target is to shape students with a strong Islamic character. This target is formulated based on the school's vision and aligned with national policy directions, particularly the dimensions in the Pancasila Student Profile.

"Our vision is 'To create a generation strong in faith, knowledge, and noble character.' This is then collaborated with national goals through the Pancasila Student Profile. So, one of our twelve missions is to shape student character in accordance with the Pancasila Student Profile," he asserted.

The Vice Principal for Curriculum reinforced this statement by explaining that one important dimension of the Merdeka Curriculum, namely devotion to God Almighty, becomes the basis in formulating the targets for strengthening Islamic character.

"One of the dimensions in the Merdeka Curriculum is devotion to God Almighty. From this, we made it our target, namely to shape Islamic personal character through the integration of school activities with religious teachings," she stated.

After setting the targets, the school prepares an annual activity plan outlined in the KOSP document (Kurikulum Operasional Satuan Pendidikan). This document serves as the basis for implementing learning and Islamic character development throughout the academic year.

"The first step is drafting the KOSP at the beginning of the academic year. In it, we determine the teaching instruments, vision-mission, teacher data, and all programs for the year. From the KOSP, we then break it down into learning instruments," explained the Vice Principal for Curriculum.

In preparing the program, all school components are actively involved, including the principal, vice principal for curriculum, division coordinators, treasurer, teachers, and the school committee.

"The program drafting involves the principal, vice principal for curriculum, division coordinators, treasurer, and teachers. We start from a small meeting, then it's socialized in a big meeting involving all teachers and staff. Everyone is given space to provide input," said the Principal.

The forms of activities designed include routine programs such as Bina Pribadi Islami, P5 activities (Projek Penguatan Profil Pelajar Pancasila), and project-based learning innovations. One example is a project themed "My Dhuha, My Fortune" and a waste recycling project.

"We once carried out a P5 Project themed 'My Dhuha, My Fortune' which started with the habit of performing dhuha prayer as a form of worship discipline, and we also carried out waste recycling activities into compost and crafts. Through these activities, students were taught religious values such as discipline, gratitude, and the prohibition of wastefulness (tabdzir), as well as values from the

Pancasila Student Profile such as faith, independence, and environmental care," explained the Vice Principal for Curriculum.

The Principal also emphasized the importance of direct practice and mentoring in shaping students' Islamic character.

"Character is not theory, but habituation. Teachers must accompany the children every day. When students talk in class, when they buy snacks in the canteen, we supervise and instill values. We hold firmly to the principle: taught – guided – become a habit – become accustomed – become extraordinary," he said.

Overall, the management planning at SMP IT Ad Durrah as a Sekolah Penggerak is carried out in a structured manner and integrated with school routines. The planning process begins with needs identification through annual evaluation, target setting aligned with the school's vision and the Pancasila Student Profile, and the preparation of integrative activities based on Islamic values. The involvement of various stakeholders and the habituation approach make this planning not only administrative in nature but also have a real impact on the formation of students' Islamic character.

Implementation of Sekolah Penggerak Management in Developing the Islamic Character of Students at SMP IT Ad Durrah

SMP IT Ad Durrah, as one of the implementers of the Sekolah Penggerak Program, continues to strive to integrate Islamic character values into the entire learning process and school life. The implementation of management in this program does not only focus on curriculum, but also involves strengthening human resources (HR), teacher training, and the implementation of habituation programs that support the formation of Islamic personality. All school elements, including the principal, teachers, homeroom teachers, and parents, are actively involved in the process of shaping student character. In supporting learning transformation through the Merdeka Curriculum, SMP IT Ad Durrah pays great attention to teacher readiness. The principal explained that since becoming a Sekolah Penggerak in 2022, various strategies have been carried out to improve teacher capacity, especially in understanding the new educational paradigm.

"This Merdeka Curriculum is a transition process from old habits to new ones. Therefore, the school has prepared various agendas to upgrade teachers, such as training, workshops, and directly mentored implementation," explained the Principal.

The training is not only formal such as workshops and intensive training, but also through a mentored implementation system, namely direct mentoring by five core teachers who were previously trained by the central government.

"These five core teachers mentor other teachers in implementing the Merdeka Curriculum. They are trained first, then during implementation they assist teachers in the field," he added.

In line with that, one teacher added that in implementing the curriculum, teachers do not only receive training materials but also actively develop learning strategies that integrate Islamic values.

"We don't just adjust the lesson plans to government requirements, but we also make sure that every material includes Islamic values, for example, Qur'anic verses or hadith relevant to the lesson topic," he explained.

To strengthen Islamic character, the school designs a focused and systematic flagship program, namely Bina Pribadi Islami. This program is held every Friday in small groups guided by a mentor teacher.

"Bina Pribadi Islami is every Friday, students are divided into groups of a maximum of 15 people, guided by a teacher. There, Islamic character is taught through theory, practice, and tutorials," explained the Principal.

One teacher added that this kind of approach is important because in class, teachers' time is already divided with the demands of material delivery. Therefore, a special forum is needed to ensure character can truly be instilled.

"Teachers are limited in class time, while character needs guidance. That's why activities like this are important, like counseling sessions but based on Islamic values," he explained.

In addition, there is also special mentoring by homeroom teachers who guide students in Islamic activities such as dhuha prayer, tahfidz, and moral development. The Vice Principal of the Islamic School explained that the habituation of Islamic values is carried out every morning through daily thematic activity programs:

Monday: Literacy and flag ceremony

Tuesday: Tahfidz Day

Wednesday: Recitation of Al-Ma'tsurat

Thursday: Charity activity (infak)

Friday: Recitation of Surah Al-Kahfi

After the morning activities, students perform dhuha prayer and tahfidz activities until 09.15 before starting academic lessons.

"With this full range of activities, the hope is that Islamic character is formed from daily habits," said one of the teachers.

Based on observations of morning activities at SMP IT Ad Durrah, students are seen regularly participating in Islamic habituation activities. On Mondays, students participate in the flag ceremony and literacy activities. Tuesdays to Fridays are filled with tahfidz, recitation of Al-Ma'tsurat, infak, and reading of Al-Kahfi. These activities begin at 07.00 and end at 07.30. After that, students perform congregational dhuha prayer and continue with Qur'an memorization. During these activities, teachers and homeroom teachers appear actively involved in guiding. Students appear orderly and enthusiastic in following the entire series of activities. On several occasions, teachers provide reinforcement of Islamic values directly, such as delivering moral messages before the lesson begins. Teachers are not only instructors but also role models emulated by students. The principal emphasized the importance of teachers being admired figures.

"Children learn from people they admire. So, teachers must be real examples of good character," said the Principal.

The implementation of activities also involves many parties: homeroom teachers, tahfidz teachers, duty teachers, vice principals, and even the principal himself is actively present in the field. Meanwhile, parents also play an important role in continuing character habituation at home.

"If only teachers guide, but parents at home don't support, children can get confused. At school they're guided Islamically, at home they're not. There must be continuity so that character can really be formed," said a teacher.

The implementation of the Sekolah Penggerak management at SMP IT Ad Durrah in shaping students' Islamic character is carried out in an integrated, participatory, and consistent manner. Human resource strengthening is done through systematic training and mentoring, while the implementation of Islamic character programs is carried out through daily thematic activities and mentoring programs. The active role of the entire school community, including parents, is the key to the success of this implementation, so that the formation of Islamic character is not just a slogan, but becomes a real culture in everyday school life.

Evaluation of Sekolah Penggerak Management in Developing the Islamic Character of Students at SMP IT Ad Durrah

In an effort to evaluate the implementation of the Islamic character development program as part of the Sekolah Penggerak initiative, SMP IT Ad Durrah carries out regular and comprehensive evaluation processes. This evaluation targets two main aspects: the process of program implementation and the achievement of student character development outcomes. The principal explained that the evaluation is conducted by measuring the extent to which the planned stages have been carried out according to the initial agreement, and the extent to which character outcomes have been achieved in line with the targeted indicators.

"We evaluate two things: first, whether the process has been carried out as agreed. Second, whether the results have been achieved. For example, we want the students to have clean habits, but if many still litter, then that becomes part of our evaluation," explained the Principal.

In this evaluation process, not only the principal plays a role, but also the vice principal, program coordinators, and the teachers.

"This evaluation is done together: myself, the vice principal, the teachers, and the whole team. We discuss it during weekly and monthly meetings to identify obstacles and make improvements," he added.

The Vice Principal of the Islamic School added that evaluations are routinely conducted through monthly meetings, especially at the beginning of the month. In these meetings, all school activities, including Islamic character development programs, become part of the evaluation agenda.

"We usually discuss which programs lack supervision, which need improvement, or if there are reports from parents. All problems are solved together," he said.

Furthermore, a teacher explained that the evaluation also refers to success indicators derived from

the school's mission, which are then detailed in the form of thematic programs and activities such as Bina Pribadi Islami (BPI), where students are guided in small groups to understand and practice Islamic values. In the curriculum aspect, evaluation is carried out by adjusting the Merdeka Curriculum teaching materials to align with Islamic character values.

“Our focus is on the teaching materials. In the past, we used lesson plans (RPP), now we use teaching modules. In those, we make sure there's integration between subject matter and religious references,” said one of the teachers.

Regarding follow-up actions from the evaluation results, the school not only makes internal improvements but also participates in external activities such as seminars or joint evaluation forums with other schools also implementing the Merdeka Curriculum.

“We attend activities held by the education office, like seminars and outreach programs, to discuss emerging issues. After that, we apply the solutions at our school,” explained the Vice Principal of the Islamic School.

Based on the evaluation results, the school makes program adjustments, both in terms of activities and mentoring strategies. For example, when evaluating the P5 Project activities, some technical challenges were found, which were then used as reflection material for improving future programs.

DISCUSSION

Planning of Sekolah Penggerak Management in Developing the Islamic Character of Students at SMP IT Ad Durrah

Management planning at SMP IT Ad Durrah is carried out systematically through three main stages, namely needs identification, target setting, and activity planning. The first stage begins with an annual evaluation conducted in the school's work meeting forum, where various educational programs, including Islamic character strengthening, are reviewed for their effectiveness. This evaluation becomes the basis for identifying new needs arising in response to social challenges and changing times. By adopting a data-based management principle, the school has demonstrated reflective practices aligned with the characteristics of a Sekolah Penggerak. As explained by Lestari et al., (2024); Surmana & Lestari (2022) data- and national assessment-based approaches are essential in designing relevant and contextual learning strategies. The needs identification process at SMP IT Ad Durrah reflects a collective awareness of the importance of planning based on students' actual needs.

The second stage is setting program goals that integrate the school's Islamic vision with the values of the Pancasila Student Profile. The school's vision to shape a generation with faith, knowledge, and noble character serves as the foundation for formulating the strategic direction of character development. This goal is not only internal but also aligned with national dimensions, particularly "faith in God Almighty and noble character." This alignment shows that SMP IT Ad Durrah does not merely implement central policy mechanically, but adapts it to its institutional identity and values. According to Arassy & Fernandes (2023) an effective Sekolah Penggerak is one that can harmonize the school's internal values with the direction of

national policy. This approach is also supported by Zulkarnen et al (2024) who emphasize the importance of integrating Pancasila values into the vision of educational institutions.

The established goals are then concretized in the form of an annual activity plan outlined in the School Operational Curriculum document (KOSP). The drafting of KOSP is conducted participatively, involving all school elements such as the principal, vice principal for curriculum, teachers, and the school committee. The designed activities reflect practical Islamic character reinforcement, such as through the Bina Pribadi Islami program, worship habituation, and Islamic-themed P5 projects. For example, the “My Dhuha, My Fortune” program is designed not only to habituate dhuha prayer but also to instill values of discipline, gratitude, and the prohibition of waste (tabdzir). This project-based activity aligns with the principles of active and contextual learning in the Merdeka Curriculum (Muhammad et al., 2022). Romdoniyah & Nugraha (2024) emphasize the importance of real practice approaches in character education to ensure the values taught truly shape behavior.

The habituation programs designed by the school do not stand alone but are integrated with learning activities and students' daily lives. Intensive mentoring from teachers becomes the key to shaping Islamic character, where students are not only taught values theoretically but are also supervised and guided in their daily practices. The Principal emphasized the principle of gradual habituation internalized through daily interactions, such as when students talk, buy snacks, or socialize at school. This strategy reinforces the view that character education is not the result of one major activity but the accumulation of consistent small habits.. Iskandar et al (2023) state that character formation is effective when schools create space for continuous practice and reflection on values. This forms the foundation of SMP IT Ad Durrah’s successful planning strategy in shaping students’ Islamic character.

In addition, program innovations are continuously made based on the results of annual needs identification. Programs that were initially one-way such as lectures are now developed into interactive activities such as visits to community figures and collaboration with mosque youth. This shows an adaptation to more contextual approaches and is suited to the learning styles of today’s generation. These changes not only add variety to activities but also increase student engagement in the character-building process. This concept aligns with the principle of “meaningful learning” in the Merdeka Curriculum, where students become active subjects in the learning process. Flexible yet value-based planning enables the school to remain relevant and adaptive in achieving its goals.

Overall, the management planning strategy applied by SMP IT Ad Durrah reflects an integrative model between Islamic values, national policy, and participatory approaches. The planning is not merely oriented toward the completeness of administrative documents, but is aimed at ensuring impactful implementation on student character development. The active involvement of the entire school community and the continuity between evaluation, goals, and activities become the main strengths of this approach. Thus, the school has demonstrated how systematic and contextual management planning can serve as a key instrument in developing Islamic character in the era of the Merdeka Curriculum. This discussion affirms that the success of the Sekolah Penggerak Program is highly determined by the accuracy of planning and

the alignment of the school's internal values with national educational goals.

Implementation of Sekolah Penggerak Management in Developing the Islamic Character of Students at SMP IT Ad Durrah

The implementation of Sekolah Penggerak management at SMP IT Ad Durrah is carried out comprehensively by emphasizing the integration of Islamic values into all school activities, both academic and non-academic. The implementation process is not only focused on the written curriculum but also targets the strengthening of human resource (HR) capacity, teacher training, and the habituation of values in students' daily lives. The involvement of all school components, from the principal, teachers, homeroom teachers, to parents, is a key characteristic of this participatory management approach. This collaborative principle enables Islamic character values to be consistently instilled and become part of the school culture (Arassy & Fernandes, 2023); (Solikhah, 2015). By developing an Islamic educational ecosystem, the school has created a character formation space that is alive, not merely formal. This shows that management implementation is not only administrative but also transformative.

Teacher readiness is the initial focus of implementation, especially during the transition to the Merdeka Curriculum, which demands a more flexible and value-based learning approach. Teacher training is not conducted in a one-way format but through a tiered mentoring strategy by five core teachers who have received training from the central government. Dahirin & Rusmin (2024) explain that this strategy shows the importance of systemic support so that teachers not only understand curriculum content but also have the ability to integrate Islamic values into the learning process. As explained by Muzakki et al (2023) teacher readiness in terms of pedagogy and spirituality is a fundamental foundation for the success of Islamic character education in schools based on national policy. This mentoring approach also strengthens the school's internal capacity as a center for sustainable professional development (Harningsih et al., 2023). Thus, program implementation becomes more adaptive to local needs.

In addition to training, the school also developed a direct character-building model through the Bina Pribadi Islami (BPI) program. This program is carried out in small groups, allowing for deep interaction between teachers and students. The program teaches Islamic character not only through the delivery of values but also through practice, discussion, and reflection. This approach is in line with the concept of experiential learning, which is considered effective in shaping character contextually. Harbianto et al (2023); Darlan & Pettalongi (2021) affirm that character education should be based on students' real-life experiences. Therefore, the BPI program is proof that the school not only provides a learning space but also a space for deep value cultivation. This implementation reinforces the message that character education is not enough through theoretical instruction alone.

Alongside BPI, daily Islamic habituation is systematically implemented every morning, such as dhuha prayer, tahfidz, recitation of Al-Ma'tsurat, almsgiving (infak), and recitation of Surah Al-Kahfi. This series of activities forms a religious school rhythm and supports the creation of a consistently Islamic atmosphere. These activities are not merely symbolic routines but serve as a means of internalizing spiritual,

social, and moral values. Indah et al (2024) mention that school culture shaped through daily activities greatly influences the identity and character development of students. At SMP IT Ad Durrah, the implementation of these activities is supervised and accompanied by teachers and homeroom teachers to ensure students' active participation. With this habituation, the school successfully shapes Islamic behavior patterns that extend beyond the classroom.

In addition to being facilitators, teachers at SMP IT Ad Durrah also serve as role models who consistently reflect Islamic values in their daily lives. Exemplary conduct becomes a powerful educational instrument because students tend to imitate the behavior of the adults they admire. Intensive interaction between teachers and students outside academic activities—such as in the canteen, during flag ceremonies, or other daily activities—becomes an effective moment for character formation. The principal emphasizes that the role of teachers as admired figures facilitates the instillation of moral and spiritual values. This finding aligns with Muzakki et al. (2023) who stress the importance of role modeling in the internalization process of character values. Therefore, teachers are not merely instructors but the main agents of character building.

Another aspect that supports the success of program implementation is the synergy between the school and parents in cultivating students' Islamic character. The habituation carried out at school is reinforced by similar practices at home so that students receive consistent messages from their two primary environments. Teachers emphasize the importance of this continuity so that character formation is not contradictory between school and home (Sumarsih et al., 2022); (Inayah & Affrian, 2024). As such school management involves parents in two-way communication and provides guidance on how habituation can be continued at home. Parental participation shows that management implementation is not only internal but also external, building a value network that strengthens one another. Through this approach, the formation of Islamic character becomes part of a collective culture, not merely the responsibility of the school institution alone.

Evaluation of Sekolah Penggerak Management in Developing the Islamic Character of Students at SMP IT Ad Durrah

The evaluation of management implementation at SMP IT Ad Durrah focuses on two main components: activity processes and the outcomes of Islamic character formation in students. Evaluation is conducted regularly, both weekly and monthly, through meeting forums involving the principal, vice principal, program coordinator, and teachers. This evaluation aims to assess the extent to which the program implementation aligns with the plan and whether the instilled Islamic values are reflected in students' daily behavior. The principal emphasized that success indicators are not solely based on administration, but also on visible behavioral changes. This approach underlines the importance of the linkage between planning, implementation, and reflection (Romdoniyah & Nugraha, 2024); (Iskandar et al., 2023). Evaluation becomes a shared learning space that helps schools dynamically adjust their programs.

Evaluation activities are not partial, but comprehensive and integrated into the school management

cycle. Teachers actively identify success indicators through programs such as Bina Pribadi Islami (BPI) and daily habituation activities. Evaluation is conducted not only at the structural level of activities but also in terms of attitudes and the character formed, such as cleanliness, discipline, or students' individual piety. This is in line with the views of Syafi'i & Ekowati (2023) who emphasize that the effectiveness of character programs greatly depends on the quality of reflective, not merely administrative, evaluations. If there is a gap between objectives and results, the school promptly formulates corrective steps collectively. Evaluation becomes an essential part of the institutional learning cycle.

A concrete example of this adaptive evaluation mechanism is the improvement of the P5 Project implementation, which initially did not fully promote Islamic character. The evaluation results prompted adjustments to activity approaches to be more contextual and spiritually profound. According to Sava et al (2024) the evaluation of character education programs should emphasize the process rather than just the outcomes and serve as a reflection tool for the pedagogical approaches used. SMP IT Ad Durrah has made the evaluation process not merely corrective but a way to improve the quality of interaction between values, activities, and expected outcomes. This shows the school's commitment to making evaluation-based management a pillar of character development. Evaluation becomes a functional and participatory quality control mechanism (Syafi'i & Ekowati, 2023).

Evaluation at SMP IT Ad Durrah also touches on curriculum aspects, particularly adjusting the Merdeka Curriculum teaching modules to align with Islamic character values. Teachers actively review learning content to ensure that academic materials remain integrated with religious references such as Qur'anic verses and hadith. This approach shows that evaluation also has a content dimension, not just methodological. In line with Wahyuni et al (2024) the success of character education cannot be seen only through academic scores but also through students' spiritual transformation and attitudes. SMP IT Ad Durrah successfully integrates curriculum and character into a unified evaluative process. This becomes a distinctive feature of the Sekolah Penggerak model that is adaptive to changes and field challenges.

Evaluation results are also utilized to open external collaboration opportunities. The school participates in seminars and forums with other Sekolah Penggerak to discuss challenges and solutions in implementing the Merdeka Curriculum, including in the character dimension. This shows that evaluation is not only used for internal improvements but also as a means of learning from collective experiences. By being open to external evaluation, the school broadens its sources of improvement inspiration. Thus, evaluation is not just a measurement tool but also a driver of innovation (Harbianto et al., 2023); (Indah et al., 2024). This step strengthens the principle of knowledge-based management in the management of Islamic character education.

Equally important, parental involvement also becomes an integral part of the character evaluation process. Input from parents regarding their children's behavior at home is used as reflection material to ensure consistency in character formation between school and home. This affirms the importance of continuity between the two main environments in students' lives for instilling Islamic values. According to Thahir (2024); (Wahyuni et al., 2024) parental participation in evaluation can strengthen the effectiveness

of character programs because it supports the continuation of values outside school. By making parents partners, SMP IT Ad Durrah builds a comprehensive evaluative network. Character evaluation in this school is not merely an institutional activity, but a collaborative practice that enlivens Islamic culture in a tangible way.

CONCLUSION AND SUGGESTIONS

CONCLUSION

Based on the research findings, it can be concluded that the implementation of Sekolah Penggerak Management at SMP IT Ad Durrah in developing students' Islamic character is carried out in a structured manner through three main stages: planning, implementation, and evaluation. Planning is conducted using a needs-based approach and the integration of Islamic values into the school's vision and the dimensions of the Pancasila Student Profile. Implementation focuses on strengthening teacher capacity, habituation of Islamic activities, and practice-based mentoring programs such as Bina Pribadi Islami. Evaluation is conducted in a participatory and reflective manner, targeting both the process and the outcomes of character formation, and serves as a basis for continuous program improvement. The involvement of all school components, including parents, ensures that efforts to strengthen Islamic character are not merely programmatic, but genuinely internalized into the school culture.

SUGGESTIONS

Based on the results of this study, the author suggests that the school continues to develop Islamic character strengthening management consistently and sustainably. Teachers need to continuously improve their competencies and become good role models for students, particularly in shaping Islamic character through daily habituation. The role of parents is also very important to support such habituation within the family environment, in order to create continuity between school and home. Considering that this research was only conducted at one integrated Islamic school, the author also recommends that further studies be carried out in various types of schools such as public, general private, and Islamic boarding schools (pesantren). This is important to observe differences in managerial approaches and challenges faced in developing students' Islamic character in various educational contexts.

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