



Optimizing Student Management In Instilling Good Morals In The Madrasah Environment

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Submission: 23-05-2024

Revised: 10-06-2025

Accepted: 20-07-2025

Published: 28-08-2025

Abstract

This study aims to examine the role of student management in optimizing superior programs to instill moral values in MTs N 2 Purworejo. The method used in this study is field research with a qualitative approach, which is carried out directly in the MTs N 2 Purworejo environment. Data collection is carried out through interviews, observations, and documentation to ensure the accuracy of this. Data analysis applies the Miles and Huberman model, which includes the stages of data reduction, data presentation, and conclusions drawn. The results of the study show that the optimization of student management in forming moral character in MTs N 2 Purworejo has run effectively through four main stages: planning, organizing, implementing, and evaluating. The planning stage begins with a meeting at the beginning of the year, while the organizing stage includes the preparation of a schedule and the formulation of SOPs regarding adab. The implementation of the program involves all elements of the madrasah through various activities, such as 3S culture (Smile, Salutation, Greeting), joint prayer, tadarus, congregational prayers, as well as literacy and hygiene programs. Evaluations are carried out periodically through monthly meetings, and attitude assessments are included in student report cards. This research has implications for education practitioners in both formal and non-formal education.

Keywords: Akhlaqul Karimah, Student Management, Learners

Abstrak

Penelitian ini bertujuan untuk mengkaji peran manajemen kesiswaan dalam mengoptimalkan program unggulan guna menanamkan nilai-nilai akhlakul karimah di MTs N 2 Purworejo. Metode yang digunakan dalam penelitian ini adalah penelitian lapangan (field research) dengan pendekatan kualitatif, yang dilakukan langsung di lingkungan MTs N 2 Purworejo. Pengumpulan data dilakukan melalui wawancara, observasi, serta dokumentasi untuk memastikan keakuratan informasi. Analisis data menerapkan model Miles dan Huberman, yang mencakup tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa optimalisasi manajemen kesiswaan dalam membentuk akhlakul karimah di MTs N 2 Purworejo telah berjalan secara efektif melalui empat tahapan utama: perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Tahap perencanaan diawali dengan rapat awal tahun, sedangkan tahap pengorganisasian meliputi penyusunan jadwal serta perumusan SOP mengenai adab. Pelaksanaan program melibatkan seluruh elemen madrasah melalui berbagai kegiatan, seperti budaya 3S (Senyum, Sapa, Salam), doa bersama, tadarus, sholat berjamaah, serta program literasi dan kebersihan. Evaluasi dilakukan secara berkala melalui rapat bulanan serta penilaian sikap yang dicantumkan dalam rapor siswa. Penelitian ini berimplikasi bagi praktisi pendidikan baik pendidikan formal maupun non formal.

Kata Kunci : Akhlakul Karimah, Manajemen Kesiswaan, Peserta Didik.



A. INTRODUCTION

Students are valuable assets for a nation because the country's future depends on the younger generation. Therefore, students need to be managed well in an educational environment. Educational institutions must pay special attention to each student's talents, interests, and potential (Sudirman Anwar, 2019). In relation to this, the application of management in educational institutions is very important for achieving educational goals effectively and efficiently.

Educational institutions consist of various components that support the learning process, such as curriculum, teaching and education personnel, students, facilities and infrastructure, and financing aspects. Each component is interrelated and must be managed well through a structured management process (Wahyudin & Zohriah, 2023). Among these components, student management has a significant role in managing students, from the admission process to their graduation from educational institutions.

Student management and noble character have a very close relationship because the noble character must be instilled early on in students (Muwatto & Thohri, 2024). Students' morals cannot be formed directly by themselves, but there is a process that is influenced by the school environment (Oviensy & Kurnia, 2024). Therefore, educational institutions must pay proper attention to educating their students to have noble character. If students have good morals, then they will have a strong foundation in facing the challenges of life and can play a role as someone responsible and devoted to others and society.

The formation of morals in students is a very important thing to realize immediately in order to create a better society. The current young generation not only has academic abilities that focus on cognitive abilities but also pays attention to affective and moral aspects (Aisyahrani, n.d.). In this way, the current young generation will become a young generation with noble morals, faith, and piety. Childhood is the most unstable period because what they do often follows what their friends do (Haidar & Apsari, 2020). This happens because they have not been able to filter what good things can be done and what nasty things should be avoided. In line with the objectives of national education as stated in the National Education System Law Number 20 of 2003 Article 1 Paragraph 1, which states that :

“Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for spiritual and religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state.” (Undang-Undang Sisdiknas, 2003)

The National Education System Law explains that education is a process in which individuals gain knowledge, develop skills, and form attitudes and behaviors to adapt to their surroundings. Thus, the purpose of education is to change students’ behavior, personal life, and community life in their environment (R. H. dan Abdillah, 2019).

One of the educational institutions in Purworejo pays excellent attention to the formation of students’ morals, namely MTs N 2 Purworejo. It is proven that MTs N 2 Purworejo has various excellent programs such as getting used to greeting when meeting teachers, friends, and madrasah staff, getting used to praying in congregation at the madrasah, role models from teachers and educators, strengthening Islamic values in learning and so on. However, after being observed, several things were found that needed to be considered in the excellent program, namely that there were still several students who did not attend congregational prayers and were lazy in getting used to reading the Qur’an.

All students should participate in every excellent program designed by the madrasah. This is in line with the practices implemented at SD Negeri 1 Sindang Pagar, Sumber Jaya District, West Lampung Regency, in forming noble character. The school instills discipline in students so that they are accustomed to doing good, greeting teachers, listening to exemplary stories, getting used to reading books before learning begins, reciting short surahs, and building a positive social environment with individuals with good character. Interestingly, these programs can run well even though they are implemented in non-madrasah institutions (Patimah, 2022). Because the madrasah is an educational institution that focuses on teaching the Islamic religion (Arman Paramansyah, Siti Masitho, Sri Yanih, Tri Sumarsih, Neni Yuningsih, 2023), So, there are many more religious subjects than in other state schools. This aims to ensure that students not only have broad general knowledge but also a good understanding of Islamic values. Seeing this, then the madrasah should be more successful in forming its morals, which are supported by the existence of many programs for forming noble morals.

According to research conducted by M. Arinalhaq and his colleagues, the implementation of structured and sustainable student management can create an environment that supports the development of positive character and optimizes students' potential. Various factors, such as the school environment, support from teachers, and extracurricular activities, play a significant role in this process. Therefore, the habituation of positive behavior and the creation of a conducive environment are effective strategies for forming good student character and maximizing the development of their potential (Arinalhaq et al., 2025). According to Angga Dwi Kurniawan's research, Islamic religious education teachers at SMAN 1 Pagak, Malang Regency, use various methods to instill noble morals in class X students. In addition to formal learning in the classroom, teachers also implement coaching through non-formal activities (Kurniawan, 2013).

The habit of good morals taught in madrasas plays a vital role, although the basis of moral education starts with the family (Nurphi et al., 2024). If a child gets good moral education in his family environment, then he tends to have good morals at the next level of education (Maulida, 2013). However, many parents focus more on developing intellectual intelligence than on forming morals. In addition, many parents failed in educating their children's character, either because of time-consuming activities or because they place too much emphasis on the child's cognitive aspects.

This study raises a problem that occurs in MTs N 2 Purworejo. The implementation of the habituation program at MTs N 2 Purworejo still has some students who do not attend congregational prayers, are lazy in the habit of reading the Qur'an, do not say hello when entering class, chat while praying, do not memorize short verses, say dirty words, behave impolitely, and so on. The formation of good morals at MTs N 2 Purworejo needs to be studied because the phenomenon that occurs is not in line with the vision and mission of the madrasah, namely "the realization of students who have good morals, excel in achievement, and love the environment." The phenomenon above shows how urgent student management is in managing students in order to form good morals in students who are influenced by the environment and the current era of development. So, this study aims to analyze the role of student management in optimizing superior programs to instill good morals in the MTs N 2 Purworejo environment and

become a reference for other educational institutions, both formal and non-formal, in instilling a moral attitude through proper management.

B. RESEARCH METHODOLOGY

This research is a field study conducted at MTs N 2 Purworejo with a qualitative approach. This method was chosen because it is in accordance with the observed phenomena, thus producing descriptive data in oral and written form (Burhan Bungin, 2007). In qualitative research, individuals who are sources of information are called informants. (Wahyudin, 2017). Therefore, this study's subjects include the Principal of MTs N 2 Purworejo Madrasah, the Deputy Principal for Student Affairs, the Coordinator of Moral Development, and students at MTs N 2 Purworejo. Meanwhile, the object of the study refers to the aspects studied or the focus of the study. (Madum, 2021). In this case, the study focuses on student management in forming good morals at MTs N 2 Purworejo. To obtain accurate and maximum data, this study uses several data collection techniques, namely interviews, using prepared interview guidelines observation by recording through observation sheets and documentation through data that can be used to support this research which is expected to provide data as much as possible and as accurate as possible (Adi Wibowo, Mohamad Madum, Ita Nurmallasari, 2021). The interview technique involved the Principal of MTs N 2 Purworejo, the Deputy Principal for Student Affairs, the Coordinator of Moral Development, and students. Observations were conducted by recording various activities related to the implementation of student management in forming noble morals. In analyzing the data, this study refers to the theory of Miles and Huberman, which states that qualitative data analysis is carried out interactively and continues until the data reaches a level of saturation. The data analysis process includes several stages, which consist of data collection, data reduction, data presentation, and conclusion drawing/verification (Simamora & Suwarjo, 2013).

C. RESULT AND DISCUSSION

Student management and noble character have a significant relationship, that is to say the noble character must be instilled early on in students (Yuliana et al., 2023). Given the increasingly developing era and information that is easily accessible through

all media and locations, it is undeniable that the morals of students in this era are easily damaged by technology (Faliyandra, 2019). This makes it difficult to instill noble character in students because they are more engrossed in the world of gadgets. To overcome this, morals can be instilled in the school environment through proper student management because, in general, students are at school from 07.00-14.30. As in MTs N 2 Purworejo, student management is implemented, which includes planning, organizing, implementing, and evaluating. This is in line with the theory that the author uses, which states that in student management, there must be four specific student management functions, namely planning, organizing, implementing, and supervising (Nudin, 2022).

1. Student Planning in the Formation of Good Morals at MTs N 2 Purworejo

MTs N 2 Purworejo establishes a vision, mission, and objectives as guidelines for implementing educational programs to achieve the expected results. The vision of this madrasah is to create students who have noble character, excel in achievement, and care about the environment. From this vision, it can be seen that MTs N 2 Purworejo dramatically emphasizes the importance of forming a noble character for students. Therefore, efforts are needed to build positive habits in order to realize the hopes stated in the madrasah's vision.

Student management at MTs N 2 Purworejo has a planning process to achieve the vision and mission of the madrasah. In the student planning process of forming noble character, there are several activities, including holding meetings attended by stakeholders. (Mutiani, 2021). The meeting was held at the beginning of the school year to plan various programs for the formation of noble character. In addition, a special team that handled the formation of student morals was formed. The team formed was called the moral team or religious team.

There are two types of activity programs planned to form student morals, namely planned programs and incidental programs. (Musnandar, 2022). A planned program is a program that has been scheduled, and its implementation is routine (Novianti, 2015). In addition, students know when the program will be implemented. Such as praying together by all students and teachers before and after lessons end, the habit of reading Asmaul Husna before lessons start, praying Dhuha and Dzuhur in the congregation, commemorating Islamic holidays, 3S (smile, salutation, greeting), reading Yasin, Friday

donations, literacy, and extracurricular activities followed by students in grades 7 and 8. Incidental programs are programs that are not explicitly designed. Then, in terms of their implementation, they are based on the situation and conditions of the institution, such as raids on cell phones. The entire program planning at MTs N 2 Purworejo is in accordance with the objectives of education, namely as a process of organizing an activity to achieve goals where the activity is related to students. (Isnaini, 2019).

The findings are in line with Burhan Nudin's theory, which states that planning is the main basis of the entire management process (Nudin, 2022). Every organization requires cooperation between individuals to achieve predetermined goals (Maisaro et al., 2018). In the planning stage, the activities carried out include determining the vision, mission, goals, and strategies to achieve them. Careful planning will produce optimal output, while less cautious planning tends to make less than optimal output (Widiasa et al., 2023).

Based on the findings and theories above, it can be concluded that in the process of planning student programs, the formation of noble character at MTs N 2 Purworejo should be in accordance with the vision and mission of the madrasah. The plan is to hold a meeting at the beginning of the year involving the relevant human resources. In this case, the Head of Madrasah is the main person in charge of supervising, directing, and also evaluating. In addition, the meeting discussed work programs that can form the noble character of students. Mainly, there are two work programs. The planned work programs, and incidental work programs.

2. Student Organization in the Formation of Good Morals at MTs N 2 Purworejo

Organizing is one of the management functions that has a crucial role in running a business or organization (Widya Kurniati Mohi, Ramlah Alkatiri, Muh. Firyal Akbar, 2020). This means that every part of the organization must work continuously and support each other. In management, the organizing function includes the process of coordinating the authority, duties, and responsibilities of each individual involved in the company or organization so that the goals that have been set can be achieved effectively (Batlajery, 2016). They become a unified force that helps the organization achieve its desired plans and goals. An organization's function is to regulate not only humans but

also all its resources and other resources owned by the organization (Anika Amelia, Khoirul Ardani Manurung, 2022).

The division of tasks in an organization is essential so that there is no accumulation of work, facilitates the work of the members of the organization, and enables them to complete their work quickly (F. Abdillah, 2020). The division of tasks at MTs N 2 Purworejo in the formation of students' noble character is through the Decree of the Head of Madrasah MTs N 2 Purworejo. In addition, other teachers also help in the formation of noble characters even though there is a separate team for the formation of noble characters of MTs N 2 Purworejo students. In the organization, there is also a division of teacher duty schedules, such as in the 3S program, where each teacher takes turns according to the duty schedule, and in other superior programs according to the SOP used, such as the SOP for social etiquette, eating, and drinking etiquette, etiquette towards teachers, etiquette for praying, etiquette for studying, etiquette for praying, etiquette for dressing, etiquette for entering the classroom, etiquette for finishing lessons, and etiquette for environmental cleanliness.

This explanation is in line with the theory put forward by Wiyati, which states that the organizing function includes determining the resources and activities needed to achieve goals. In addition, this function also includes assigning specific responsibilities and delegating authority from superiors to subordinates to ensure effectiveness in carrying out tasks (Abd. Rohman, 2018). The division of functions in the moral formation program at MTs N 2 Purworejo is proven by the existence of a separate moral team, and there is a teacher's picket schedule to make the program that has been created a success. In addition, there are separate SOPs for various types of manners.

3. Implementation of Student Affairs in the Formation of Good Morals at MTs N 2 Purworejo

Implementation is a concrete manifestation of a previously designed program (Hakim, 2017). Furthermore, implementation is also a crucial factor in determining the success of achieving the goals expected by an educational institution. In the process, implementation is carried out by utilizing various available resources and facilities that have been provided at the madrasah so that they can be used optimally. Meanwhile, the

implementation of student activities at MTs N 2 Purworejo aims to supervise and guide students in order to realize the vision, mission, and goals that have been set.

The implementation of student management in the formation of students' morals at MTs N 2 Purworejo is by realizing or implementing programs that have been prepared previously, specifically at the planning stage. The implementation includes the implementation of the 3S program, which is carried out before students enter the madrasah, praying before and after lessons, Tadarus Al-Qur'an every 15 minutes before learning, Dhuha Prayer in Congregation at 09.00-09.45, Dhuhur Prayer in Congregation, reading Surah Yasin every Friday, Friday Infaq, reading Asmaul Husna every Saturday, literacy every Wednesday morning, clean Friday and commemoration of Islamic holidays every year. There is also the implementation of student affairs at MTs N 2 Purworejo, which has several stages.

First, the implementation of new student admissions (PPDB) will be done by creating a committee, disseminating information through PPDB socialization to schools in the Bener District, or distributing brochures or banners online or offline. PPDB at MTs N 2 Purworejo is carried out using the blended public service technique (online and offline) (Deni Permana, Idis Kudsi, Maftuh Salam Yosial Iriantara, 2021). The public can register their children by coming directly to the school or at home online. There are two PPDB pathways at MTs N 2 Purworejo, the regular and talent-interest pathways. The selection system implemented is a written test and interview. Students who have been accepted at MTs N 2 Purworejo will be directed to submit SD/MI graduation files and re-register. After that, there is a division of classes for new students who pass the selection.

Second, orientation, which in MTs N 2 Purworejo is called Matsama (Masa Ta'aruf Siswa Madrasah). This Matsama is held for three days and includes various activities and materials such as national defense education, gender equality, anti-discrimination, marching education, habituation, dhuha prayer, tadarus and memorization of short letters, karakul Karima, parenting activities with parents/guardians of students, socialization of the MTs N 2 tagline "SMART," religious moderation and the vision of rahmatan lil alamin, as well as rules and regulations in collaboration with the Bener District Koramil.

Third, the placement of students. The placement of students at MTs N 2 Purwoejo is by dividing new students into several classes. The congregational dhuha prayer activity is divided according to the predetermined schedule, every day, two classes follow the congregation of dhuha prayers. As for the congregation of dhuhr prayers, all students follow it; the male congregation is in the prayer room, while the female congregation is in the hall.

Fourth, the development program and development of students through several excellent programs, including 3S, praying together, getting used to reading tiny human, getting used to praying dhuhr and praying dhuhr in the congregation, reading Yasin, Friday infaq, clean Friday, literacy, tadarus al-Qur'an, the commemoration of Islamic holidays. In addition, there are also activities to socialize manners and rules and hair regulation to foster good morals for students. The material presented in the socialization was social etiquette, eating, and drinking etiquette, etiquette towards teachers, etiquette of praying, etiquette of studying, etiquette of praying, etiquette of dressing, etiquette of entering the classroom, etiquette of finishing lessons, and etiquette of environmental cleanliness.

Fifth, namely recording and reporting. MTs N 2 Purworejo carries out discipline by using attendance, as there is attendance in the program of congregational dhuhr prayer, dhuha prayer, tadarus al-Qur'an, and so on. There is also a record of students who commit violations along with their points, and there is also a book that lists the levels.

Table 1. Implementation Stage of the Formation of Noble Character

No	Stages of Student Affairs Implementation	Summary
1	Stage 1: New Student Admission (PPDB)	<ul style="list-style-type: none"> • Forming a committee • Promotion via online and offline media • Two admission tracks: regular and specialized • Selection through written tests and interviews • Registration available both online and offline

		<ul style="list-style-type: none"> • Submission of graduation documents and re-registration
2	Stage 2: Orientation (MATSAMA)	A 3-day orientation introducing students to national defense education, gender equality, anti-discrimination, Dhuha prayer, Qur'an recitation, memorization of short surahs, noble character building, parenting sessions with parents, the "CERDAS" school tagline, religious moderation, and school rules (in collaboration with local military authorities).
3	Stage 3: Student Placement	Students are grouped into class units. Dhuha prayer is scheduled for two classes per day, while Dhuhr prayer is attended by all students—boys in the mosque, girls in the hall
4	Stage 4: Student Development and Coaching	Character development programs include 3S, collective prayer, Asmaul Husna recitation, regular congregational prayers, Yasin recitation, Friday charity, Friday clean-up, Qur'an recitation, Islamic holiday celebrations, and etiquette/socialization training on topics such as behavior, manners, praying, dressing, cleanliness, and discipline.
5	Stage 5: Record-Keeping and Reporting	Attendance is recorded for religious and character-building activities Violations are also documented, with a points system and categorized logs based on severity.

Based on the findings at MTs N 2, Purworejo aligns with the theory put forward by Suharto. The theory states that implementation is a process of mobilization that allows all group members to work sincerely to achieve goals according to the predetermined

plan (Setiawan, 2021). In the implementation stage of student management to form good morals in students, all parties involved carry out various programs that have been previously designed, such as the implementation of 3S, joint prayers, the habit of reading Asmaul Husana, and the implementation of Dhuha and Dzuhur prayers in congregation. It is hoped that through this habituation program, a generation that has a good level of spiritual intelligence (SQ) can be formed, thus producing individuals who uphold ethics, morals, and religious values.

4. Student Evaluation in the Formation of Good Morals at MTs N 2 Purworejo

Evaluation is the last stage in management. Evaluation is a stage of assessment or determination of an activity, whether the activity that has been implemented is successful or failed. Evaluation activities can also be used to improve subsequent activities (Sarwoto, 2018). Evaluation is essential to find out whether the program that has been implemented has achieved its goals or not (Rahayu, 2019). MTs N 2 Purworejo has a good evaluation program that makes it easy to minimize errors that occur in the future. The evaluation program that is implemented has been determined every month. In addition to students, teachers are the leading actors in carrying out activities. The teacher is a role model in an educational institution, so at MTs N 2 Purworejo, not only students are evaluated, but teachers are also evaluated, as well as facilities and infrastructure, and so on.

The evaluation of student management in the formation of good morals at MTs N 2 Purworejo is conducted by conducting an evaluation meeting held once a month. Through the evaluation meeting, it can be seen how successful a program is. If there is a program whose implementation is not in accordance with the objectives that have been set, a solution will be sought together through the meeting. There is an evaluation to determine the learning achievements of students through the provision of daily tests, Mid-Semester Exams, and Final Semester Exams. MTs N 2 Purworejo also applies a point system for students who commit violations. There is also an attitude assessment listed in the report card.

The obstacle in implementing the program of forming noble character in MTs N 2 Purworejo is the lack of participation of parents in guiding their children. So, in the madrasah, various activity programs form noble character, such as Dhuhur

congregational prayer. The students in the madrasah participate in it, but after returning home, they do not do it, and some parents do not remind them or reprimand them. Other obstacles include the lack of an adequate workforce and the fact that some students do not obey the rules.

The above findings are in line with the theory presented by Anang Firmansyah. The theory explains that the existence of evaluation in management is to conduct inspections and verifications and ensure that the activities carried out are in accordance with the plans that have been set and the goals to be achieved (Firmansyah, 2018). So that with the evaluation, it can be known to what extent the success of the program activities that have been implemented.

Based on the findings and theories, it can be concluded that the evaluation of student management in the formation of students' morals at MTs N 2 Purworejo is by holding monthly evaluation meetings to determine the extent of the success of a program so that improvements can be made to the program. In addition, there are daily tests, mid-semester exams, and final-semester exams to determine the academic abilities of each student. There is also an assessment of students' attitudes while they are at the madrasah, which is stated on the report card.

D. CONCLUSION

Based on the results of the study above, it can be concluded that the optimization of student management in instilling good morals in the environment of the MTs N 2 Purworejo madrasah has been running well. There are four stages of management: planning, organizing, implementing, and evaluating. At the student planning stage in the formation of good morals, there is a meeting held at the beginning of the year. The second stage of student management, which is the formation of good morals at MTs N Purworejo, is organizing. In this case, there is a division of prayer schedules and duty schedules, and there are SOPs for various manners. The results of the program activities are expected to form good morals in students. The implementation of student management in the formation of good morals at MTs N 2 Purworejo is by implementing the planned work program. Not only students who carry out the planned work programs but involving all school residents to participate in implementing all work programs. As with 3S, praying

together, tadarus al-Qur`an, praying dhuhur and dhuha prayers in congregation, reading Surah Yasin every Friday, Friday Infaq, and reading Asmaul Husna every Saturday, literacy every Wednesday morning, clean Friday and commemoration of Islamic holidays every year. The last stage of student management in the formation of noble character is evaluation. Teachers and other stakeholders hold evaluation meetings once a month. At this stage, not only students are evaluated, but teachers and their resources are also evaluated. There are also points given to students who have violated. In order to find out the learning abilities of students, daily tests, Mid-Semester Exams, Final Semester Exams, and so on are held. In addition, on the report card, there are student attitude scores for one semester, according to teacher observations and notes. Given the limitations of researchers, we hope that future research can expand the research objects, deepen the methodology, focus on new variables, use more varied instruments, and more critical theoretical analysis.

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