

Management of Strengthening Character Education at Pondok Pesantren Nurul Ikhlas Tulang Bawang

Helvi Mawarni¹, Irawan Suntoro¹, Sowiyah²

^{1,2}Master of Education Administration, Universitas Lampung, Indonesia

Abstract: ***Purpose:** This study aims to determine the planning, organizing, implementation, and assessment of strengthening the character education of students at Pondok Pesantren Nurul Ikhlas Tulang Bawang. **Research Methodology:** This study uses a qualitative method with a phenomenological model. Data collection techniques used observation, interviews, and document study. The data analysis techniques used were data reduction, data presentation, and conclusion. **Results:** Planning to strengthen character education starts from determining the vision, mission and objectives of the Islamic boarding school. Organizing the strengthening of character education in the formation and division of tasks. The implementation of strengthening character education is carried out by means of boarding school caretakers. Assessment of strengthening character education was done by evaluating to find out that students and female students already have character education according to the objectives of the Islamic boarding school. **Limitations:** The limitations of this research are the lack of document studies and the process of obtaining the data due to the COVID-19 pandemic. **Contribution:** Theoretically, result of this study can develop theoretical concepts about education administration. Practically, the results can serve as a guideline for Islamic boarding schools in developing character education.*

Keywords: management, value, character, pondok pesantren

1. Introduction

Pondok Pesantren is an educational institution that is still consistent with the character of the Indonesian nation, when the nation's character begins to be neglected by education, only pesantren and certain areas still maintain the value of the nation's character (Mulyasa, 2011). Pondok Pesantren is also an institution that has received a positive stigma from the community. The positive stigma that has been carried by pesantren is that pesantren is an institution that has characters such as sincere, independent, full of struggle and heroic, steadfast and always prioritizing the interests of the surrounding community (Umiarso, 2011).

Educational management can be defined as the overall process of joint activities in the field of education which includes planning, organizing, directing, reporting, coordinating, monitoring and evaluating using available infrastructure, both personnel, material and spiritual to achieve educational goals effectively and efficiently (Nata, 2012). Furthermore, educational management is defined as a process or management system that aims to carry out a good teaching and learning process which includes curriculum programs, workforce, procurement and maintenance of facilities, financing and community relations programs (Hamalik, 2010).

Referring to the explanation above, pesantren is required to survive in response to the changing times that are increasingly modern, demanding management of Islamic boarding schools to continue to improve the negative stigma of contemporary society (Umiarso, 2011). Continuous improvement of pesantren is required to implement management that uses an approach based on quality, with the aim of the product. In this case, the students can meet the people's expectations served in carrying out public service tasks (available service) and community development (Umiarso, 2011).

The need for management of education in Islamic boarding schools is seen as a necessity to survive during competition and globalization and as a basis for future developments. Educational administration has a vital role so that Islamic boarding schools can run effectively and efficiently following predetermined goals (Syafi'i, 2018).

Character education can be interpreted as a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, suitable for individuals, and good for society (Zubaedi, 2011). Character education can be interpreted as a conscious and planned effort in internalizing character values so that these characters can be understood, lived, and implemented in everyday life by students. Referring to the many meanings above, character education, according to researchers, is the efforts made to form good character according to religion, law, and culture to create humans who have better personalities.

Strengthening character education is a continuous program of the National Government movement in 2010. The Government of Indonesia has launched and implemented policies of the National Education Movement. Character-based on the National Action Plan (RAN) as the implementation of Indonesian national education. It needs to be continued, optimized, deepened, and expanded so that it is necessary to strengthen character education for the nation.

Therefore, from now on, it is necessary to implement the Character Education Strengthening Movement (PPK) that obeys the principles of sustainability and sustainability (Kemendikbud, 2017). Strengthening Character Education encourages national education to pay attention to heart (ethics and spiritual), sports (aesthetics), and also sports (kinaesthetic). These four dimensions of knowledge should be carried out thoroughly, comprehensively, and simultaneously. The integration of this educational process can be carried out in school culture, learning in the classroom, and in the community, which are mutually

sustainable. The importance of the Character Education Strengthening Program (PPK) is that Human Resources Development is the foundation of national development, 21st-century skills students need Character Quality, Basic Literacy, and 4C Competence, to realize the competitive advantage the Golden Generation 2045. And the tendency of conditions for degradation of morality, ethics, and character (Khotimah, 2019).

Several parties have researched character education management. Research conducted by (Muzayanah, 2014) entitled Madrasah Management as Strategic Media for Character Education (Case Study at MTs Muhammadiyah 01 Purbalingga). This study aims to describe the integration of character education through madrasah management at MTs. Muhammadiyah 01 Purbalingga. The results showed that character education in madrasah management was integrated into organizing, implementing, and controlling. The implementation of management in character building is based on six character management principles.

The results of research by (Saputra, 2009) in a thesis entitled Educational Management of Darul Hikmah Kutoarjo Islamic Boarding School, Central Java obtain an overview implementation of Darul Hikmah Kutoarjo Islamic boarding school education and education management development model for Darul Hikmah Kutoarjo pesantren. The result of this research is that the Darul Hikmah education model is a boarding school education under the auspices of the Darul Hikmah Kutoarjo foundation, and the education pattern uses a modern dormitory-based education model. The management system of the Darul Hikmah Islamic boarding school uses the Management by Objective (MBO) development model.

The results of (Rahmanto, 2017) research shows that (1) the management of character education that takes place at SD Muhammadiyah Wirobrajan 3 Yogyakarta through optimization of management functions, namely planning, organizing, mobilizing, monitoring, and not continuing; (2) Implementation of character education at SD Muhammadiyah Wirobrajan is integrated into all subjects, through moral messages, and mentoring; (3) The implementation of character education at SD Muhammadiyah Wirobrajan experiences obstacles such as a lack of commitment from teachers and employees in the performance of character education, there are obstacles in facilities and infrastructure related to character development and lack of parental participation in child assistance. This research's relevance lies in optimizing management functions in planning, organizing, mobilizing, and supervising character education. At the same time, the difference lies in one problem formulation.

Based on the observations, Pondok Pesantren Nurul Ikhlas Tulang Bawang is a boarding school that provides formal and non-formal education that upholds *aqidah*, *akhlaqul kharimah*. It is committed to strengthening two sides, specifically religious education in Islamic boarding schools combined with general knowledge in schools often referred to as the *Khalaf* (modern) Islamic Boarding School.

Pondok Pesantren Nurul Ikhlas Tulang Bawang has only been established for eight years. The facilities and infrastructure have not been adequately fulfilled but despite the limited facilities and infrastructure. Nurul Ikhlas Islamic Boarding School is one of the seven best cottages in Tulang Bawang district, the students at Nurul Ikhlas Islamic Boarding School are very polite. However, preliminary observations are that character values have begun to be developed at the Nurul Ikhlas Islamic boarding school, including religious, integrity, nationalism, cooperation, and independence.

It is strengthening the character education implemented at the Nurul Ikhlas Islamic Boarding School to develop religious values. Including the seven-minute cult program before starting lessons with the theme of hadiths about goodness and *dhuha* and *dhuhur* prayer in congregation, *istighosah*, *tadarus Al-Quran*, praying before and after studying.

The implementation of the development of nationalist values is carried out with flag ceremony activities, training to be active in various organizations in the Pondok, scouting activities, studying hard, introducing different national hero figures, speaking Indonesian well, and love the homeland. The implementation of independent value development is carried out by providing students with options or choices, both related to academic and non-academic assignments and programs in dormitories. The story of the value of cooperation is carried out by moving students to participate in cooperation activities held by Islamic boarding schools. The implementation of integrity values is carried out through daily picket activities, students' accuracy in collecting school assignments, and permits to enter and exit the Pondok. However, information related to strengthening character education in Islamic boarding schools is still challenging to obtain. This study aims to determine planning, organizing, implementing, and assessing the strengthening of character education for students at Pondok Pesantren Nurul Ikhlas Tulang Bawang.

2. Research Methodology

2.1 Research Design

This study's research approach is qualitative with the type of phenomenological research (Moleong, 2017). Qualitative research is research that aims to understand the phenomena experienced by research subjects.

2.2 Data Collecting Technique

The data collection techniques used in this study were interviews, observations, and documents. In general, qualitative research consists of four data collection techniques, including (1) observation or observation, (2) interviews, (3) documents, and (4) focus discussion (Indrawan & Yaniawati, 2016).

Table 1: Researcher's Informan

Number	Data Source	Amount
1	Islamic boarding school caregiver	1
2	Principal	1
3	Curriculum vice-principal	1
4	Ustadz and Ustadzah (Male and female teachers)	2
5	Santri and santriwati (Male and female students)	2
6	Parents	2
	Total	9

The researchers conducted observations in the boarding school environment on February 25, 2020. To determine the environmental conditions of the Islamic boarding school the teaching and learning activities carried out by students and teachers (ustadz/ustadzah), the researchers conducted observations accompanied by teachers (ustadz) and boarding school administrators. On May 4, 2020, researchers interviewed boarding school administrators, ustadz and ustadzah, and students to obtain accurate data regarding strengthening character education in Nurul Ikhlas Tulang Bawang. The researchers interviewed the deputy head of the curriculum on May 6, 2020. Furthermore, the researcher interviewed Ustadz and ustadzah as teachers and students and students on May 7, 2020.

2.3 Data Analysis Technique

Data analysis techniques were carried out through the data collection process, data reduction, data display, and conclusions drawing/verifying. The interview transcripts were read repeatedly to be selected for the research focus and coded based on the research sub-focus and source. Giving code is necessary to make it easier to track data back and forth. The coding is based on data and information collection techniques (Miles Matthew & Huberman, 2014). In this study, the researchers only focused on the confirmability test because to check the creativity is done with activities, (1) peer discussion, (2) triangulation of data and methods.

3. Results and Discussions

3.1 The planning for strengthening character education at Pondok Pesantren Nurul Ikhlas Tulang Bawang

Planning for strengthening character education at Pondok Pesantren Nurul Ikhlas Tulang Bawang is integrated through three main activities: integrated through learning activities, combined with extracurricular activities, and integrated with activities habituation and culture as well. Based on the research findings, the researchers can explain that the planning to strengthen character education in habituation and cultural activities at the Nurul Ikhlas Tulang Bawang Islamic boarding school is designed at the beginning of the school year. As for the types of activities planned for self-development activities, namely: routine activities, programmed activities, spontaneous and exemplary. The regular activities held are shaking hands, cultivating various themes every day, flag ceremony, clean Friday, green Friday, healthy Friday, and charity Friday.

Planning to strengthen character education is an initial process based on shaping the students' character. Planning cannot be separated from the vision and mission. Planning requires support from both social and budgetary resources as well as human resources. The planning subsystem itself is integrated into the management system for the continuous strengthening of character education. The main problem in planning is the low moral value of students in the era of globalization. There are three essential aspects in planning, namely conditions in the field, movement and discipline, as explained that: "we distinguish planning theory ideas into three arenas formed between each of three spatial planning domains: 'field,' 'movement' and 'discipline'(Hoch, 2011). Some activities must be carried out, namely, forecasting (planning), organizational activities, and budgeting (budgeting). Forecast serves to determine the plan of activities implemented in the organization's future to achieve organizational goals. In making forecasts, one must always pay attention to organizational goals, corporate resources, and organizational analysis to know internal and external potential (Sukarna, 2011).

Planning of PPK in Pondok Pesantren Nurul Ikhlas Tulang Bawang is carried out by determining an Islamic-based vision and mission with an Islamic vision and mission. Islamic boarding schools have experienced good development from the character level that has been named by the students. The vision and mission are implemented by prioritizing adab. Furthermore, determining the objectives are integrated with learning, extracurricular activities, habituation and culturalization, resource utilization, and budget forecasts used for activities and solutions if there are obstacles. Planning to strengthen character education at the Nurul Ikhlas Islamic boarding school identified through the types of activities, including:

a) Planning for strengthening integrated character education in learning

Preparation for learning regarding PPK is to make a lesson plan or what is known as RPP and provide media if needed. Planning is done at the beginning of the school year in an early-year coordination meeting to discuss the next year's pesantren program. In preparing the pesantren program, many parties are involved because the value of character education is contained in a document that includes the curriculum.

b) Planning for strengthening integrated character education in extracurricular activities

Planning an extracurricular activity is adjusted to the needs and potentials of the boarding school. Extracurricular activity planning includes needing analysis, planning funds and facilities, benefits for students, and Islamic boarding schools, and set a strategy. The boarding school designs the system on a priority scale according to ability. Islamic boarding schools, namely by maximizing the use of available facilities, looking for trainers from the boarding school environment, and adjusting for facilities.

c) Planning for strengthening character education in habituation and cultural activities

Several planning activities strengthen character education in habituation and civilizing activities, including routine,

spontaneous, programmed, and exemplary. In its implementation, it does not feel that the action is inserted with character values.

3.2 Organizing analysis for strengthening character education at Pondok Pesantren Nurul Ikhlas Tulang Bawang

Organizing is an activity of arranging and forming work relationships between people so that a united effort can be realized to achieve the goals set. People organize character education by dividing tasks to carry out activities, regulating work relationships in activities, and building cooperation between individuals.

The activity of distributing tasks involved in organizational activities following the competence of human resources. Thus, this activity selects people and allocates facilities and infrastructure to support those people's jobs and arrange their working mechanisms to ensure program objectives and organizational goals. They are organizing character education by distributing the charge of carrying out activities, regulating work relations in activities, and building interpersonal cooperation.

The description of the management of the character education strengthening program is as follows: (1) pondok pesantren caretakers, as the person in charge of activities and policies for the boarding school, (2) the cottage development team consisting of curriculum coordinators and quality developers, namely assisting the principal in supervising, creating programs work, and helping the running of the plan of activities, (3) the coordinator helps assist the cottage development team and for the organization or division of tasks for teachers and education personnel in the PKK program set at Pondok Pesantren Nurul Ikhlas Tulang Bawang divided into three parts: the division of teachers' functions in learning, the division of tasks for teachers and education personnel in extracurricular activities, the division of teacher duties in habituation activities and civilization.

a) The division of tasks of ustadz and ustadzah as teachers in learning

Based on the findings, the researchers can explain that the division of teacher duties in learning activities at the Nurul Ikhlas Tulang Bawang Islamic boarding school follows the guidebook for implementing teacher and supervisor duties. It includes the scope of teacher work, working hours, job descriptions per type of teacher, and fulfillment of obligations hours of face to face teachers.

b) The division of duties of ustadz and ustadzah as teachers and education personnel in extracurricular activities

Based on the findings, the researchers explained that the division of responsibilities of teachers in extracurricular activities is following the guidelines for extracurricular activities of the Ministry of Education and Culture, namely the Regulation of the Minister of Education and Culture, which states that the implementation of extracurricular activities must be supported by builder availability. So in addition to the availability of a supervisor for each extracurricular activity, Pondok Pesantren Nurul Ikhlas

Tulang Bawang considers the existence of supporting facilities and infrastructure and what is no less important is that it is adjusted to the talents and interests of the students.

c) The division of ustadz/ustadzah as teachers and education personnel in habituation and cultural activities.

Based on the findings, ustadz/ustadzah, as teachers and education personnel, are divided according to their work scope. For example, homeroom means getting a share to guide students in their class and the dormitory and for a broader range, such as the school's head bringing a more comprehensive section to teach the students. There is the formation of a committee or person in charge of significant activities such as social services, sadaqah, compensation, and commemoration of Islamic holidays.

Organizing is developing effective behavioral relationships between personnel to work together efficiently and obtain personal decisions in carrying out tasks in environmental situations to achieve specific goals and objectives (Mulyono, 2011). Organizing according to 1) determining the resources and activities needed to achieve organizational goals, 2) the planning and development process of an organization that will be able to bring these things towards goals, 3) assignment of certain responsibilities, 4) how managers divide tasks must be implemented within the department and delegate authority to carry out these tasks (Usman, 2012).

By placing the right people in the organization's proper place, the organization's activities' continuity will be guaranteed. The leader's function here is to identify the right man in the right place (Terry & Rue, 2010). PPK's organizing at the Nurul Ikhlas Education Center, namely the division of tasks carried out at the beginning of the year meeting held by all teachers and employees, including the division of teacher duties in learning, determining the types of activities to be carried out, the person in charge of each activity, and the budget plan.

3.3 Implementation analysis for strengthening character education in Pondok Pesantren Nurul Ikhlas Tulang Bawang

Strengthening direction character education to achieve goals, motivating personalities to achieve goals, establishing communication between leaders and subordinates, and improving employee attitudes to be skilled to attain goals. Carrying out organizational activities with motivation can be done by making staff co-workers and providing rewards (awards) if the staff work well. The objectives are to create more efficient cooperation, develop staff abilities and skills, foster a sense of belonging and like work, cultivate an atmosphere in a work environment that increases staff motivation and performance, allowing the organization to develop dynamically.

Character education strengthening activities carried out at the Nurul Ikhlas Tulang Bawang Islamic boarding school to develop the main values of strengthening character education. It includes religion, nationality, independence, cooperation, and integrity integrated through learning, extracurricular activities, habituation, and cultural activities.

a) Implementation of strengthening integrated character education in learning

The researchers can explain the researchers' findings that strengthening character education in learning follows the guidelines for improving the Ministry of Education and Culture's character education. It states that learning activities consist of a preliminary core, closing activity stages selected and implemented to practice the targeted character values. Based on observations, the characteristics of learning at Pondok Pesantren Nurul Ikhlas Tulang Bawang were carried out effectively, efficiently, actively, creatively, innovatively, fun, and educating.

The stages of the learning process at Pondok Pesantren Nurul Ikhlas Tulang Bawang consist of a preliminary, core, and closing activities. The character values instilled in the primary activities include the ustadz and ustadzah as a teacher arriving on time. The amount invested is discipline. Ustadz and ustadzah, as the teacher, greeted the students in a friendly manner when entering the classroom. The values instilled are polite and caring. Pray before opening the lesson. The value instilled is religious. They are checking the attendance of the students. The value instilled is discipline and diligence. Pray for students who are absent due to illness. The values instilled are religious and caring. Ensure that every student arrives on time. The value instilled is discipline. Politely reprimand the late santri. The values instilled are discipline, courtesy, and care.

The core activities, among others, involve students looking for extensive and in-depth information about the topic/theme of the material being studied by applying the natural principle of Takambang to be a teacher and learning from various sources. They involved students actively in every learning activity. The value instilled is self-confidence and independence. Familiarize students with reading and writing a variety of specific, meaningful tasks. The values implanted are the love of knowledge, creativity, and logic. It provides opportunities to think, analyze, solve problems, and act without fear. The values instilled are creative, confident, and critical. Self-confidence, mutual respect, independence, and cooperation provide positive feedback and reinforcement in oral, written gestures, and prizes for the students' success. The values instilled are mutual respect, confidence, courtesy, criticality, and logic.

They facilitated students to broadly acquire knowledge, skills, and attitudes, Ustadz and ustadzah, as teachers act as resource persons and facilitators in answering questions of students who are facing difficulties, using standard and correct language. The values instilled are caring and polite. Ustadz and ustadzah help solve the problems. The value instilled is caring. It motivates students who are less or not actively participating. The value instilled is caring and self-confidence.

The closing activities for the character values instilled include, among others, the ustadz and ustadzah as teachers together with the students and themselves making lesson summaries or conclusions. The values implanted are independent, cooperative, critical, and logical; conduct an assessment and reflection on activities that have been implemented consistently. The value injected is honesty,

knowing the advantages and disadvantages; provide feedback on the learning process and results. They planned follow-up activities in remedial learning and assigned both individual and group assignments according to the students' learning outcomes in conveying lesson plans at the next meeting. Pray at the end of the lesson. The value instilled is religious.

b) Implementation of strengthening integrated character education in extracurricular activities extracurricular

Activities that includes in Islamic boarding schools outside of learning have a function to help develop students. Besides, extracurricular activities are also a forum for the implementation of strengthening character education. In extracurricular activities, there is self-introduction education and soft skill development of the students. It implies that extracurricular activities are designed to improve the quality of Islamic boarding schools, strengthening competency mastery and enriching students' learning experience through activities outside of class hours. It is such as social activities around the boarding school besides extracurricular activities consisting of scout extracurricular activities, Pencak silat, hafidz Qur'an, poetry, qiro'atul Qur'an, as well as learning international languages. These extracurricular activities are usually performed on santri days or independence celebrations. There are several character values such as religious, independent, cooperative, and nationalist in these activities, including

c) Implementation of strengthening character education in habitual and cultural activities and cultural

Based on the research findings, the researchers can explain that the implementation of habituation activities at the Nurul Ikhlas Tulang Bawang Islamic boarding school in learning activities is carried out through self-development activities, routine activities, spontaneous activities, modeling, and conditioning.

Routine activities at the Nurul Ikhlas Tulang Bawang Islamic boarding school include a religious ceremony before starting lessons, a flag ceremony, praying together, class pickets, and commemoration of national holidays commemoration of religious holidays, clean Fridays, Friday sadaqah. Healthy Friday, green Friday, midday prayers, and midday prayers in congregation, while incidental activities carried out at the Nurul Ikhlas Tulang Bawang Islamic boarding school are fundraising aimed at friends or family affected by the disaster, compensation for orphans. Furthermore, exemplary activities implemented Reporting at the time of entering and leaving the cottage environment. The ustadz and ustadzah and employees both provide concrete examples of good role models before instructing the students to carry out work programs that have been determined at the planning stage then implemented in implementation. Actuating is nothing but an effort to plan a reality by going through various directions and motivations to carry out activities optimally following their roles, duties, and responsibilities.

Implementation is an activity or effort to carry out all plans and policies formulated and determined, complete with all the needs, the necessary tools, implementing it, where the implementation starts, and how it should be carried out. A

series of actions continued after the program or policy has been established, which consists of decision-making, strategic and operational steps or guidelines become a reality to achieve the original set (Syukur, 2017).

Character education has a broad meaning than moral education because it teaches what is right and what is wrong, but more than that. Character education instills good things so that students understand the cognitive domain of what is right and what is wrong, can feel and live the affective part of acceptable values, and usually do so in the psychomotor domain (Gunawan, 2012).

Implementation of PPK at PonPes Nurul Ikhlas Tulang Bawang strongly emphasized the ustadz and ustadzah and employees at the Islamic boarding school to set a good example, only telling students but ustadz and ustadzah and employees to do it too, such as implementing habits. Habits, both in dormitories and in schools, always say politely. Before carrying out activities both in school and in lodgings, a cult is carried out about saying and hadiths about the prohibitions of committing crimes and various themes every day related to character values. It teaches the students to have an awareness of goodness, not just being smart in lessons. The existence of a green and clean Friday schedule every month can teach children to be clean and care for the environment.

Motivation is carried out by ustadz and ustadzah to achieve character education according to the cottage's objectives. Ustadz and ustadzah always motivates students ever to be disciplined both in worship and at school. Students always receive directions, to be honest in filling out the students' diaries, attendance for congregational prayers, and permission to enter the boarding school. Students who are proven to be honest and diligent in filling in the journal will be given awards in assessments and rewards.

3.4 Assessment Analysis of Strengthening Character Education in Pondok Pesantren Nurul Ikhlas Tulang Bawang

Assessment/evaluation is a process for supervising, assessing, or monitoring. Supervision is an effort to measure the achievement of an activity. It is related to determining whether the actions that have been carried out follow the plan and how far the organizational goals have been achieved. Management of character education uses efforts to measure activity achievement, determine standards and methods of measuring character education, measure work results, and take corrective action if it shows a deviation. Supervision aims to obtain input on whether the implementation and results that have been achieved are by the plan.

Evaluation is an attempt to measure the achievement of an activity. Evaluation is related to the process of assessing whether the actions that have been implemented are by the plan and to what extent the organizational goals have been achieved. Evaluation of strengthening character education using efforts to measure activity achievement, determine standards and methods of measuring the accomplishment of maintaining character education, measuring work results,

and taking corrective action if the measurements show irregularities. The evaluation aims to obtain input on whether the implementation and results that have been achieved are following the plan.

Conducting an evaluation must be comprehensive, including the achievement of the activity's objectives, the boarding school components' performance, staff knowledge, effectiveness, and efficiency of budgeting and activity processes. Meanwhile, reporting is the delivery of the progress of activities or providing information regarding all matters relating to duties and functions to higher leaders. Controlling will direct all potential organizations involved so as not to make deviations in achieving goals. For this reason, controlling must be carried out responsibly and with organizational standards so that the organization continues to work optimally and focuses on achieving organizational goals. Evaluation of activities to strengthen character education that is integrated into learning, extracurricular activities, and habituation and cultural activities.

a) Assessment of strengthening integrated character education in learning

Indirect learning is carried out by ustadz and ustadzah as subject teachers to assess strengthening integrated character education. ustadz and ustadzah plays a very strategic role, especially in overseeing students' relationship in classroom learning activities and during dormitories, shaping character, and developing students' potential.

b) Assessment of strengthening integrated character education in extracurricular activities

Evaluation of the strengthening of integrated character education in extracurricular activities by the Board of Pondok Pesantren is carried out in two ways, namely directly and indirectly. Direct evaluation by the boarding school board is carried out when the boarding school board monitors extracurricular activities, and indirect evaluation by the kiyai as the board of the boarding school by checking the monthly report. Besides, the kyai, the boarding school caretaker, is assisted by the principal to supervise the course of extracurricular activities to remain by the regulations, namely in terms of students' discipline and behavior. The ustadz and ustadzah extracurricular coach plays a very strategic role, especially in supervising extracurricular activities, shaping character, and developing students' potential. What is no less important is monitoring the development of students in their talents.

c) Assessment of Strengthening Character Education in Habitual and Cultural Activities and cultural

All components directly evaluate strengthening character education in habituation-activities in the cottage, especially the Ustadz and ustadzah as teachers and educational staff. The ustadz and ustadzah, as the person in charge of cultural and habituation activities, plays a very strategic role, especially in overseeing the course of activities so that they are according to what is planned.

Based on the findings in the field, the researchers can explain that the supervision of strengthening character education at the Nurul Ikhlas Tulang Bawang Islamic boarding school involves all components of the Islamic

boarding school. When the students behave defiantly, the ustadzah and ustadzah, who knows spontaneously, will reprimand/provide direct guidance. If the problem recurs and requires special handling, coaching is carried out in stages, starting from calling the students to get direction. If the issue cannot be resolved, it can be coordinated with the principal, but it can be determined by calling the students' parents if the resulting behavior cannot be resolved. Administratively, the school principal evaluates the activity implementation documents owned by the person in charge of implementing the activity. The evaluation results become a reference for the management of strengthening character education in the coming year so that this boarding school can continuously develop the strengthening of character education in various lines of social life in the Islamic boarding school.

Assessment/evaluation is a process for supervising, assessing, or monitoring in addition to that. It is also intended to determine whether there are deviations, misuses, deficiencies in carrying out tasks, and even at the same time knowing if there are weaknesses aspects. Thus, the supervision results can be input for the leadership to provide appropriate instructions by the original plan further. The function of assessment or control is to supervise, assess, monitor, and improve the existing management system (Hamalik, 2010).

Education is an essential process of inheriting philosophical values developed to meet life's needs and better or better life than the previous situation. Character education has a broad meaning than moral education because it teaches what is right and what is wrong, but more than that. Character education instills habits about good things so that students understand (cognitive domain) about what is right and what is wrong, can feel and live (affective domain) good values, and usually do it (psychomotor domain) (Gunawan, 2012).

Based on the above discussion, it can be emphasized that character is a way of thinking and behaving that characterizes each individual to live and work together, both within the sphere of family, society, nation, and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for the consequences of their choices of how to measure the results of character education for students at Pondok Pesantren Nurul Ikhlas Tulang Bawang. It is direct practical exams, for example, the practice of worship during the dormitory, how to know that students have character education according to the objectives of the santri can be seen from the santri's behavior already owned.

Pondok Pesantren Nurul Ikhlas Tulang Bawang takes action if there is a corrective action that deviates from the boarding school's objectives. The ustadz and ustadzah, as the teacher, will give direction to the students during activities in the dormitory, correct actions that deviate from the boarding school's objectives, and the students will be given sanctions. Corrections will be made to students to correct deviant acts taken. The values developed in the Indonesian nation's cultural education and character are specifically identified from four sources: Religion, Pancasila, Culture, and Educational Objectives.

Indonesian society is a religious society. Therefore the life of individuals, community, and the nation is always based on spiritual teachings. The Unitary State of the Republic of Indonesia is upheld on the principles of national and state life called Pancasila. Therefore, Pancasila is appropriate to be a source of value in living (Sudrajat, 2011). Evaluation of the implications of strengthening character education for students in curricular and extracurricular activities in the boarding school Nurul Ikhlas Onion bones, it is found that in the evaluation with the boarding program that has been implemented by students by filling in the student diaries, curricular activities are evaluated with the results of student learning activities in class, and extracurricular activities can be evaluated with boarding activities that have been carried out by students, then it can be seen in the character possessed by students in the attitude of students towards friends or with ustadz and ustadzah

There are at least three main routes in carrying out strengthening character education in madrasah schools and also Islamic boarding schools, namely 1) integrated through Learning activities, 2) integrated through Extracurricular activities, and 3) integrated through acculturation and habituation activities.

3.5 Hypothetical Model of Character Education

Model of character education uses a management function with steps of planning, organizing, implementing, and evaluating. Planning is the whole thought process of determining all activities that will be carried out in the future to achieve goals. Planning for the implementation of character education is carried out by selecting the vision/mission of implementing character education, determining the objectives of implementing character education, determining alternative ways of implementing character education, and the benefits of resources (human and infrastructure), and budgeting estimates.

Organizing is the activity of arranging and forming working relationships between people so that a united effort can be realized in achieving predetermined goals. They organize the implementation of character education by dividing tasks into carrying out activities, regulating work relationships in the implementation of activities, and building interpersonal cooperation.

Implementation is an action or execution of a plan that has been prepared carefully and in detail. Performance is usually carried out after the planning is considered ready. Implementation of directional character education to achieve goals, motivate personal to achieve goals, establish communication between leaders and subordinates, and improve employee attitudes to be skilled to attain goals.

Evaluation of the implementation of character education using efforts to measure an activity's achievement, determine standards and methods of measuring the attainment of character education, measuring work results, taking corrective action if the measurements show irregularities. Supervision aims to obtain input on whether the implementation and results that have been achieved are by the plan. The evaluation or monitoring process is

something that must exist and be implemented. This activity is intended to examine whether the implementation of all planning tasks has been carried out. Besides, it is also designed to determine whether there are deviations, abuse, deficiencies in carrying out tasks, and knowing at the same time if there are weaknesses. Thus, the supervision results can become input for the leadership to further provide appropriate instructions following the original plan.

The implementation of strengthening character education can be carried out in an integrated manner in every activity. Students' movement, both at school and in lodgings, can be used as a medium to instill character, develop communication, and facilitate students to behave according to applicable values.

4. Conclusion

Based on the results of the research and discussion above, it can be concluded as follows, (1) planning to strengthen character education starts from determining the vision, mission, and objectives of Islamic boarding schools, (2) organizing supporting character education in the formation and division of tasks, (3) implementation strengthening character education is carried out using boarding school caretakers, and (4) assessing the strengthening of character education by evaluating to find out that students and female students have character education according to the objectives of the boarding school.

5. Limitation and Study Forward

This research's limitations are the lack of document studies and the presence of the COVID-19 pandemic so that the data obtained cannot be maximized. Theoretically, research can develop theoretical concepts about education administration, especially regarding education quality management. Practically, it can serve as a guideline for Islamic boarding schools in developing character education.

6. Acknowledgement

Researchers would like to thank the magister of administration of education department so that the author can make a good research.

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