

## Transformation of Character Education in Madrasahs: Implementing Value-Based Islamic Education Management

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### Abstract

*Character education in madrasahs plays a crucial role in shaping the morals and personalities of students, grounded in the values of Islam as reflected in the Qur'an and Hadith. Despite the challenges posed by globalization and technological advancements that influence students' mindsets, character education in madrasahs must continue to emphasize moral and spiritual values. Value-based Islamic education management is an effective approach to managing character education, involving all stakeholders, from madrasah administrators and educators to parents. This research employs a qualitative method with a literature study. The findings of this study indicate that character education in madrasahs has a strong foundation in Islamic teachings that emphasize the development of noble character as an integral part of education. Despite facing challenges such as external cultural influences and value mismatches between school and family, character education in madrasahs can still thrive through collaboration between madrasahs, parents, and the community. Value-based Islamic education management plays a vital role in organizing education with Islamic principles that prioritize the development of students' spiritual and social values. The transformation of character education through an effective managerial approach, including visionary leadership, careful planning, and continuous evaluation, will create an environment conducive to the development of students' character. With proper management and cooperation from all parties, character education in madrasahs can produce students who are not only intelligent but also virtuous, ready to face life's challenges with strong integrity.*

**Keywords:** Character Education; Madrasah; Islamic Education Management; Values

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### Introduction

Character education is an essential element of the educational system in Indonesia, particularly in madrasahs (Daud et al., 2023). As an Islamic educational institution, madrasahs play a strategic role in shaping the personality and character of students (Aminah et al., 2022). Amid the challenges of globalization and the rapid development of information technology, strengthening character education in madrasahs remains highly relevant. Character education focuses not only on academic knowledge but also on the development of morals, moral values, and behaviors that align with the teachings of Islam.

Character education in madrasahs has its own uniqueness compared to other educational institutions. As an Islamic educational institution, madrasahs are founded on strong values rooted in Islamic teachings reflected in the Qur'an and Hadith (Ainiyah & Wibawa, 2013). Therefore, character education in madrasahs aims not only to form students' moral and social character but also their spiritual aspects related to religion. Thus, character education in madrasahs encompasses not only ethics and behavior but also religious values that should be applied in everyday life.

Despite the implementation of character education in madrasahs, significant challenges remain. Globalization has a major influence on the thinking and behavior of the

younger generation, often contradicting Islamic values. The rapid social changes, coupled with technological advancements that facilitate access to information, affect students' mindsets in facing life (Tohet & Mauliza, 2021). In this context, character education in madrasahs must be able to adapt to these changes without neglecting the religious values that form the foundation of the education system.

To achieve optimal character education outcomes, effective educational management systems are required in madrasahs. Value-based Islamic education management is an approach that can help madrasahs manage character education systematically and purposefully (Faiziyah, 2017). This value-based management integrates managerial principles in educational management with Islamic values as the primary foundation for teaching and learning activities. Thus, character education implemented in madrasahs focuses not only on moral aspects but also on developing an Islamic personality.

Value-based Islamic education management involves not only planning and implementing learning but also managing human resources, facilities, and evaluating the outcomes of character education (Puldri, 2017). The implementation of this value-based management requires the involvement of all stakeholders, including madrasah administrators, educators, students, and parents. Effective character education cannot rely on one party alone; it requires collaboration among various stakeholders in the educational ecosystem.

A key aspect of value-based Islamic education management is having a clear vision and mission for implementing character education. This vision and mission should align with the national education goals and Islamic principles. The vision for character education in madrasahs should not only focus on achieving academic success but also on shaping good morals and personalities in students (Ningrat, 2018). Therefore, madrasahs need a holistic approach to education that includes not only cognitive aspects but also affective and psychomotor aspects.

The importance of value-based Islamic education management in character education in madrasahs is also reflected in the need for parental involvement in the educational process. Effective character education is not solely determined by what is taught in schools but also by the home environment that supports it (Ariani & Ritonga, 2024). Parents play a significant role in supporting the values taught in madrasahs to ensure they are properly applied in students' daily lives. Therefore, value-based Islamic education management must also include efforts to improve communication and collaboration between madrasahs and parents.

The implementation of value-based Islamic education management in madrasahs also requires the development of a curriculum relevant to the needs of the times. The character education curriculum must be able to accommodate challenges and social dynamics while maintaining religious values as the foundation of education. This curriculum should be designed to foster good moral attitudes and a deep understanding of Islamic teachings in daily life.

Character education in madrasahs also requires an approach based on strengthening spiritual values. Students must be taught to understand and live the teachings of Islam well, not just as ritual obligations but also as guidelines for acting and behaving in society (Ningrat, 2018). Strengthening these spiritual values can be achieved through various learning activities, both formal and informal, involving religious activities such as group prayers, reading the Qur'an, and social activities based on Islam.

Another challenge faced in character education in madrasahs is the limited resources available to madrasahs. Many madrasahs in Indonesia still face limitations in terms of funding, facilities, and the quality of educators. This can impact the effectiveness of

character education implemented in madrasahs. Therefore, better management of available resources is necessary to ensure that character education is optimized.

Value-based Islamic education management must also pay attention to continuous evaluation of character education outcomes (Putra et al., 2020). This evaluation should not only measure how well students have mastered the subject matter but also how successfully they have internalized the character values taught. The evaluation should be holistic, assessing students' attitudes, behaviors, and personalities in their daily lives. Thus, the results of this evaluation can serve as the basis for improving and developing character education in madrasahs in the future.

The importance of transforming character education in madrasahs is also supported by the roles of the government and society. The government has the responsibility to provide policies that support the development of character education in madrasahs, while society must also participate in creating an environment conducive to students' character development. Collaboration between madrasahs, the government, and society is essential for character education to be successful and achieve its goals. Additionally, in the digital age, character education in madrasahs faces new challenges, namely the negative influences of information technology. Social media and the internet have a significant impact on students' behavior and mindset. Therefore, madrasahs must be able to manage the use of information technology wisely and teach students about the positive and negative effects of technology in daily life. Character education in madrasahs must provide clear guidance to students on how to use technology for positive purposes.

As part of value-based Islamic education management, creating a school culture that supports character education is essential. A good school culture creates an environment conducive to developing students' character. In this case, madrasahs must create an atmosphere that helps students develop good attitudes and behaviors (Ariani & Ritonga, 2024). This school culture encompasses various aspects, from rules and norms to the relationships between teachers, students, and parents.

Through the implementation of value-based Islamic education management, madrasahs can produce graduates who are not only academically intelligent but also have good character, enabling them to face life's challenges with wisdom. Graduates of madrasahs with strong character will be individuals who contribute positively to society and the nation, helping to build a better civilization. The transformation of character education in madrasahs is vital for creating a generation that excels not only academically but also possesses noble character. Good character education will help students maximize their development in personal, social, and spiritual aspects (Banna, 2019). Therefore, value-based Islamic education management is the key to realizing the goals of character education in madrasahs.

However, to succeed in transforming character education in madrasahs, strong commitment from all parties involved in the educational process is needed. Madrasah administrators, teachers, students, parents, and society must unite to achieve the desired vision and mission of character education. Without solid cooperation, character education in madrasahs will not have an optimal impact on students' character development. This study aims to explore how the implementation of value-based Islamic education management can enhance the effectiveness of character education in madrasahs. By understanding the challenges and opportunities present, this research is expected to contribute to the development of better character education in madrasahs in the future.

## **Literature Review**

### **Character Education in Madrasahs**

Character education in madrasahs is seen as a holistic approach that integrates moral, social, and spiritual development (Daud et al., 2023). Unlike general educational institutions, madrasahs provide an education grounded in Islamic teachings, which are derived from the Quran and Hadith (Ainiyah & Wibawa, 2013). The aim is not only to develop academic skills but also to instill values such as honesty, compassion, and discipline, which are integral to shaping an individual's personality in accordance with Islamic teachings (Aminah et al., 2022). In the context of character education, madrasahs face several challenges, including the influence of globalization and rapid technological advancements. The shift in youth behavior and the exposure to various global cultures and values often conflict with Islamic principles (Tohet & Mauliza, 2021). This influence necessitates a balanced approach in the character education curriculum to ensure that students are not swayed by external factors but remain grounded in their Islamic values.

### **The Role of Islamic Education Management Based on Values**

The management of Islamic education plays a significant role in ensuring that character education is implemented effectively. According to Faiziyah (2017), Islamic education management based on values is an approach that integrates managerial principles with the spiritual and moral guidance of Islam. This approach emphasizes the importance of a structured educational environment that fosters the development of values in both students and educators. It involves the active participation of stakeholders, including school administrators, teachers, students, and parents, to create a holistic system of education that supports character development (Puldri, 2017). A key aspect of this management model is the alignment of educational goals with Islamic values. The curriculum in madrasahs should not only focus on academic achievement but also the development of good character traits, such as piety, respect, and compassion, which are central to Islamic teachings (Ningrat, 2018). Furthermore, this model stresses the importance of continuous evaluation and feedback to ensure that character education objectives are being met effectively.

### **Involvement of Parents and the Community**

Effective character education in madrasahs is not only the responsibility of educators but also requires the active involvement of parents and the community. According to Ariani and Ritonga (2024), parental involvement is crucial in reinforcing the values taught in madrasahs and in ensuring that students apply these values in their daily lives. This collaborative effort between educators and parents creates a conducive learning environment that extends beyond the classroom and into the home, where students are encouraged to practice the values they have learned. Moreover, the role of the community is also significant. Madrasahs, through community engagement, can create a supportive network that enhances students' character development. This can be achieved through community-based activities that align with the school's educational goals and reflect Islamic values.

### **Challenges in Implementing Character Education**

One of the main challenges in implementing character education in madrasahs is the limited resources available, particularly in remote areas. Many madrasahs struggle with inadequate funding, lack of proper facilities, and insufficient training for educators (Putra et al., 2020). These limitations can hinder the effectiveness of character education programs, making it essential for schools to adopt a more efficient and resource-conscious

management approach. Additionally, the rapid growth of digital technology, including the widespread use of social media, has introduced new challenges in maintaining students' character development. The influence of technology on students' behavior, often exposing them to negative content, requires madrasahs to teach students how to navigate the digital world responsibly. In this context, character education should also include media literacy and guidance on the ethical use of technology (Banna, 2019).

### **Methodology**

This research employed a qualitative research design using a literature study approach. The study focused on understanding the implementation of value-based Islamic education management in character education in madrasahs. Data were collected through the review of books, academic articles, journals, research reports, and other relevant documents related to character education, Islamic education management, and the theories supporting both topics. The procedure involved gathering comprehensive sources of information to gain a deep understanding of the key concepts and practices in the field. Data analysis was conducted through thematic analysis, where key concepts and practices identified in the literature were coded and categorized to identify the main themes related to the implementation of value-based Islamic education management in madrasah character education. The findings offered valuable insights into how value-based management principles can enhance character education in madrasahs.

### **Result**

#### *Character Education in Madrasahs: Foundations and Challenges*

Character education in madrasahs plays a vital role in shaping students to be not only academically capable but also morally upright. This education is grounded in the principles of Islam, focusing on moral values and behavior that align with the teachings of the Qur'an and Sunnah. Madrasahs integrate Islamic values in their teaching, guiding students to develop positive character traits such as good manners, responsibility, and a strong relationship with Allah SWT.

The foundation of character education in madrasahs is built on Islamic teachings that emphasize the development of noble traits, with the Qur'an being a primary source of guidance. The Qur'an and the teachings of the Prophet Muhammad SAW provide examples of good conduct and moral behavior. In Surah Al-Ahzab (33:21), Allah SWT says, "Indeed, in the Messenger of Allah, you have an excellent example to follow."

Character education is implemented in a comprehensive manner, addressing cognitive, affective, and psychomotor aspects. It is not limited to academic performance but also focuses on the holistic development of students' personalities. The goal is for students to carry these values into their lives in society, contributing positively as individuals and members of the community.

However, challenges to implementing character education in madrasahs include the influence of globalizing social values such as consumerism, individualism, and hedonism, which can clash with Islamic values. Additionally, the pressure for academic achievement often diverts attention from character education, leading some madrasahs to prioritize exam results over moral development.

Other challenges stem from limited resources and curriculum integration issues. Not all madrasah teachers have a thorough understanding of the importance of character education in the Islamic context. Furthermore, madrasahs may lack the infrastructure to

support extracurricular activities that nurture character development, such as social skills training or community engagement. The role of families is also crucial in supporting character education. Without a collaborative effort between madrasahs and families, the development of students' character may be hindered. Effective character education requires the active involvement of both school and home environments to ensure that students receive consistent guidance.

#### *Islamic Education Management Based on Values: Concepts and Implementation*

Islamic education management based on values combines managerial principles with Islamic teachings to create an educational environment that supports both academic achievement and the development of moral and spiritual values. In madrasahs, this approach emphasizes the management of human resources, curriculum, and facilities aligned with Islamic principles to produce students who are not only intelligent but also of good character. This management model integrates Islamic norms into all operational aspects, from school policies to curriculum development, teacher roles, and school-community relationships. All decisions must reflect values such as justice, honesty, and responsibility. For instance, financial management in madrasahs must prioritize trust and transparency to ensure accountability and alignment with educational goals.

The curriculum serves as a core component, designed not only to convey academic knowledge but also to embed Islamic moral values. Both religious and general subjects are integrated with character education, promoting the use of knowledge for the benefit of society. Character-building activities such as social services, visits to orphanages, and fundraising for disaster victims are also included to cultivate empathy and cooperation. Teachers play a pivotal role as both educators and moral role models. They are expected to possess exemplary character and deliver value-based education. Therefore, professional and spiritual development for teachers is essential to ensure effective value integration in teaching.

Effective value-based management also involves strong human resource practices, including training and a supportive environment for educators' personal and spiritual growth. Collaboration with parents is vital, with regular meetings and communication to ensure alignment in character education both at school and at home. The surrounding community is also engaged through joint religious events and social activities, fostering real-life applications of Islamic values and strengthening school-community bonds. Assessment of value-based education includes cognitive, affective, and psychomotor domains, using observations and student participation in social and religious practices.

Integrity is a core principle, ensuring honesty and trust across all management processes. Leadership from the school principal is key in maintaining the vision and coherence of value-based education policies. Modern challenges such as globalization, technological change, limited resources, and student diversity require innovative and flexible management strategies. Regular evaluation of character development outcomes is necessary to monitor progress and identify areas for improvement. The success of Islamic education management based on values depends on the collective efforts of teachers, school leaders, parents, and the broader community. When implemented effectively, this model fosters a generation that is intellectually capable, morally grounded, and resilient in upholding Islamic principles.

#### *Transformation of Character Education through an Effective Managerial Approach*

The transformation of character education in madrasahs is a process that requires a comprehensive and effective approach. This transformation not only involves changes in

curriculum and teaching but also touches on managerial aspects that play a crucial role in creating an environment that supports character development in students. Therefore, an effective managerial approach in character education is essential to ensure that the moral and spiritual values intended to be instilled in students are truly achieved. Good and integrated management will create an educational environment conducive to students' character development in madrasahs. One important element in the transformation of character education through a managerial approach is visionary leadership from the head of the madrasah. A madrasah leader must be able to see the need for character education aligned with Islamic values and strive to direct all components of the madrasah toward that goal. Visionary leadership will bring about significant changes in madrasah management, both in academic and non-academic aspects. With a clear vision of character education, the madrasah head can implement policies that support the formation of good student character.

Effective leadership also includes the ability to manage human resources, especially teachers and educational staff. Teachers, as the spearhead of character education, must be involved in every process of change. Therefore, the madrasah leader needs to conduct training and coaching for teachers to strengthen their understanding of the importance of character education. This training should not only cover academic aspects but also teach moral values to be applied in daily life. Teachers with a strong understanding of character education will be better able to instill these values in students in appropriate and enjoyable ways. In character education transformation, collaboration between the madrasah and students' parents is also very important. Parents play an equally important role in supporting their children's character education. Therefore, madrasahs need to establish effective communication channels with parents to ensure that the character education taught at school is also applied at home. Through good communication between madrasahs and parents, character education will be more easily understood and accepted by students, so that the formation of good character can be more optimally achieved.

In addition, value-based management must also involve active student participation in various character education-related activities. Extracurricular activities aimed at fostering social values, empathy, and care for others are very important in this transformation process. Madrasahs must provide various activities that allow students to develop their social skills and learn to work together in groups. These activities not only enrich students' experiences but also give them the opportunity to internalize character values in real life. The process of character education transformation also requires ongoing evaluation. This evaluation aims to measure the extent to which character education has been implemented and how far students have internalized the values taught. Evaluation is not limited to academic assessment but also includes assessment of students' attitudes, behavior, and personality. Continuous character assessment will provide a clear picture of students' character development and serve as evaluation material for all parties involved in education at the madrasah.

The importance of evaluation in the transformation of character education also includes the assessment of the managerial processes carried out by the madrasah head and teachers. An effective madrasah in managing character education must be able to determine whether the policies and programs implemented are in accordance with the intended character education goals. Evaluation of value-based Islamic education management will help madrasahs continuously improve the quality of education management, both in teaching and resource management. In this context, a managerial approach based on Islamic values must also include thorough and systematic planning. Without clear planning, the

transformation of character education will not run effectively. This planning includes the preparation of a curriculum that integrates character education comprehensively, efficient time management, and the establishment of clear goals and targets. Good planning will facilitate the madrasah in monitoring and evaluating the character education transformation process in a structured and measurable manner.

Education managers in madrasahs also need to ensure that the available facilities and infrastructure support the desired character education. Madrasahs with adequate facilities—such as comfortable classrooms, sports infrastructure, and extracurricular activity spaces—are better able to create a conducive atmosphere for character formation. Good facilities also create a sense of comfort and safety for students, which is essential in building positive character. Therefore, education managers must wisely manage budgets and other resources to provide facilities that support character education goals. The success of character education transformation is also strongly influenced by the school culture built within the madrasah. Madrasahs must create a culture that supports Islamic values and good character. This school culture can be realized through various policies, such as high discipline, rewards for students who exhibit noble behavior, and role modeling by teachers and staff. A strong school culture will reinforce character education because students will learn to emulate the good attitudes and behaviors present in their environment.

However, character education transformation does not always go smoothly. Several challenges and obstacles often arise, both from within the madrasah and from external environments. One of the main challenges is differing perspectives between madrasahs, parents, and the community regarding the values that need to be taught. Therefore, it is important for madrasahs to have open communication and constructive dialogue with parents and the community to align their vision and mission in character education. Another challenge is the negative influence of technological developments and global culture, which often contradict moral and religious values. Madrasahs need to actively teach students how to filter the information they receive through social media and the internet. An effective managerial approach must be able to provide guidance and direction to students so that they can use technology wisely without being influenced by negative elements that could damage their character.

Along with the times, character education in madrasahs must continue to adapt to remain relevant to contemporary challenges. Therefore, madrasahs must be capable of innovating in managing character education. This innovation can take the form of updates in teaching methods, the use of technology in learning, or the development of more engaging extracurricular activities for students. With appropriate innovation, madrasahs will be able to overcome existing challenges and continue to provide quality character education. Furthermore, the transformation of character education through an effective managerial approach must also involve the active role of higher education institutions, such as universities and Islamic colleges. Cooperation between madrasahs and higher education institutions can result in research related to character education that can be applied in madrasah management. This research will provide a scientific basis for the policies implemented in the transformation of character education in madrasahs.

As part of a continuous transformation, madrasahs also need to make efforts to establish cooperation with various external parties, such as government institutions, NGOs, and companies that share the same vision and mission in character education. This collaboration can enrich the resources of the madrasah and open opportunities to support broader character education programs. By involving various parties, the transformation of

character education will be easier to implement and have a wider impact. In carrying out character education transformation, it is important to remember that each student has a different background, ability, and potential. Therefore, an effective managerial approach must be able to understand the needs of each individual and give special attention to those who need more guidance. Students with character or behavioral issues must receive more intensive support so they can be corrected and guided appropriately. Effective character education in madrasahs will shape students into responsible individuals with noble character and social concern. Therefore, the transformation of character education in madrasahs must continue to be encouraged with a comprehensive approach and the involvement of all parties. Through value-based management, character education in madrasahs can be well implemented and produce generations ready to face life's challenges with integrity and strong morals.

### **Discussion**

The findings of this study affirm the vital role of madrasahs (Islamic schools) in shaping students' character through the integration of Islamic values into educational management practices. This is consistent with Ainiyah & Wibawa (2013), who argue that good character is formed through early understanding and practice of religious teachings. Character education in madrasahs is strengthened by its foundation in the Qur'an and Hadith, which serve as the primary sources of spiritual and moral values.

The challenges faced by madrasahs in implementing character education stem not only from globalization and technological advancement (Tohet & Mauliza, 2021) but also from value discrepancies between school and family environments (Ariani & Ritonga, 2024). In this context, the involvement of parents becomes critical. Ariani & Ritonga (2024) emphasize that the ideal human character (*insan kamil*) cannot be achieved without active family engagement in children's education. On the other hand, value-based Islamic educational management emerges as a strategic solution for integrating Islamic teachings into educational governance (Faiziyah, 2017; Sagala et al., 2019). Principles such as trust (*amanah*), justice, and honesty underpin the decision-making processes in such a system. Alfarisi (2020) also highlights the importance of curriculum development based on Islamic values in religious institutions.

Another significant finding indicates that visionary leadership from the school principal is essential for effective character education (Imron et al., 2021; Muhaimin, 2012). A madrasah principal not only formulates policies but also models the Islamic values being promoted. This aligns with Krisbiyanto (2019) and Kurniawati et al. (2020), who state that school quality is heavily influenced by the principal's leadership capacity. Teachers also serve as the frontline in character education. They are not merely instructors but also role models for students (Adilah & Suryana, 2021). Ruhayat (2017) notes that supervision and support for teachers significantly contribute to improving their performance in character education.

Community involvement is also shown to be crucial in supporting character education in madrasahs (Hamdani & Ilmi, 2024; Dakir, 2018). According to Dakir, effective public relations management strengthens the synergy between the school and the broader community in creating a conducive educational environment. Collaborative activities like religious gatherings, communal work, and social outreach programs serve as effective platforms for internalizing values. Evaluation is another critical component of character education. It must assess not only cognitive aspects but also affective and psychomotor domains (Putra et al., 2020). Arifai (2018) and Banna (2019) recommend

integrating character-focused content, such as aqidah (creed) and akhlaq (morals), into the curriculum as a primary strategy.

Resource limitations are a major internal challenge for madrasahs (Darmawan, 2018; Taufan et al., 2021). In this regard, systematic and innovative managerial planning is essential (Ali & Hasanah, 2021). Adequate facilities and a supportive learning environment can significantly enhance students' character development. Ultimately, a holistic and integrative approach to character education is necessary within the madrasah context. Experiential learning methods (Hasanah et al., 2019) and contextual teaching (Aminah et al., 2022) help strengthen students' internalization of values. Character formation does not occur solely in the classroom but is fostered through various spiritual and social activities.

### Conclusion

Character education in madrasahs has a strong foundation in Islamic teachings, which emphasize the importance of cultivating noble character as an integral part of education. Madrasahs serve not only as institutions for academic learning but also as spaces for shaping students' character based on religious values. Although character education in madrasahs has seen significant development, various challenges remain, such as the influence of external cultures, discrepancies between family and school values, and limited resources. Therefore, strengthening character education in madrasahs requires close collaboration among madrasahs, parents, and the wider community to create an environment that supports this process.

Value-based Islamic educational management is a concept that prioritizes educational governance that focuses not only on academic achievement but also on the formation of students' character and morals. The implementation of this management approach necessitates policies aligned with Islamic principles and focuses on developing students' spiritual and social values. Through this value-oriented managerial approach, madrasahs can foster an environment conducive to the formation of noble character in students. Additionally, this management system encourages active participation from all stakeholders—teachers, school leaders, and parents—to collectively guide and mentor students throughout their educational journey.

The transformation of character education in madrasahs through effective managerial approaches requires visionary leadership, strategic planning, and continuous evaluation. Strong leadership from the head of the madrasah will help create a supportive atmosphere for character education, while the active involvement of all elements of the school, including teachers and parents, is essential to the success of this transformation. With management rooted in strong Islamic values and adaptive to contemporary developments and students' needs, character education in madrasahs can operate optimally. This transformation not only produces academically competent students but also individuals of strong character who are prepared to face life's challenges with solid moral principles.

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