Management of Student Character Education in the Globalization Era (Case Study in Wali Songo Islamic Boarding School Ngabar Ponorogo)

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ABSTRACT: To make students have noble characters (good behavior), institutions will always look for good ways to instill character values in students, including the institution that the author examines, Wali Songo Ngabar Ponorogo Islamic Boarding School. In Wali Songo Islamic Boarding School, since the boarding school holds activities, then, in these activities there are character values instilled in students, as the main source in the implementation of social life must have a character that can humanize humans so that in social activities there are limits to the existence, administration, and manners that every human being must have. This research uses a qualitative approach, and the type of research is descriptive qualitative with a case study approach, while the problem formulations in this thesis are: (1) How are the planning, implementation, and activation of programs at Wali Songo Ngabar Ponorogo Islamic Boarding School? (2) How does the boarding school support character education at Wali Songo Ngabar Ponorogo Islamic Boarding School? (3) And how is the impact of changes in the management of student character education at Wali Songo Ngabar Ponorogo Islamic Boarding School? This thesis is very helpful for the author in adding insight into mindsets, attitudes, and experiences in character-building efforts. They produce social life, namely making programs that are useful for the development and formation of student character. From the results of this study, the authors concluded that: (1) Planning, implementing, and supervising the programs of the student's parents of Wali Songo Ngabar Ponorogo Islamic Boarding School in implementing character education through activity programs in the boarding school that have been agreed upon by the leader of the boarding school and other administrators (administrators through discipline and giving rules or giving examples or actual examples from the boarding school environment, (3) The impact of changes in education management on the character of students from students' parents is the increased trust of parents or students guardians to send their children to boarding schools whose graduates are accepted in quality schools, accepted in the community.

KEYWORDS: Management of Character Education, Student, the Globalization Era

I. INTRODUCTION

Basically, the existence of the nation's education is determined based on the character it has, as the education of a nation that has a strong educational character can make itself a good generation that is dignified and will be respected by other nations. That is why the education of a nation must have morals, then it is an education that we wish for, this is also *Jihad Al-Nafs* (an Arabic term for fighting against lust) for Indonesia. The axis of the regulations made by the Minister of Education and Culture of the Republic of Indonesia nos. 20 and 2018, which discusses the issue of strengthening character education in the main PPK/SCE (*Penguatan Pendidikan Karakter*/ Strengthening Character Education) is something related to the education movement under the responsibility of the education section with the aim of strengthening the student's character through harmonization by mind, heart, body, and feelings by involving the sense of cooperation between families, communities, and education units, education part of GNRM/MRM (*Gerakan Nyata Revolusi Mental*/ Mental Revolution Movement). (Peraturan Menteri Pendidikan dan Kebudayaan RI tentang Penguatan Pendidikan Karakter, 2018).

A historical accident occurred in the world of education which coincided with the time Soekarno served as the first president of Indonesia. In some main schools, there is still violence in the form of dress code, frequent violations of regulations made by institutions, brawls between students, free sex, and a decrease in the value of politeness towards others (Hasanah, 2003) behavior that is not good or inappropriate, therefore, for character educators, it should not be finished and must remain continue (a never-ending process). this is part of education that can be integrated in preparing a good generation, a nation that is in accordance with future humans who always uphold cultural, philosophical, and religious values for the nation.

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Therefore, character education is required to be able to develop experiences from philosophical sources based on the character of the entire nation perfectly as a whole, where the character of the nation contains elements of culture, a culture that must be realized through the awareness of the importance of cultural awareness, and cultural intelligence for every citizen, then the importance of implementation of character education must be supported by educational institutions in Indonesia. (Peraturan Pemerintah Republik Indonesia tentang Pendidikan Agama dan Keagamaan, 2007). Education in Indonesia, which has been considered capable to building the character of the student is called *pesantren* (Islamic boarding school) for the participation and involvement in the education after and before the independence of Indonesia is remarkable. Likewise, in pesantren, it is almost unheard students to participate in brawls.

In facing the challenges of the globalization era, Wali Songo Ngabar Ponorogo Islamic boarding school makes various kinds of activities that must be carried out by the students. In each of these activities, there are educational values related to character that must be applied to the students themselves. In accordance with the direction and education, the five principles of the school, various activities include: *riyadhoh* (sports), *mujahadah* (night prayers), *murobiyah,* procurement of absences after every five daily prayers, and others. then in the learning process there are several institutions and classes, starting from Almanar Kindergarten to college, namely IAIRM Ngabar. In this school there are also *muhadharah* (sermon practice), *ta'lim* (lesson), *tahfidzul* Qur'an (memorizing the holy Qur'an), teaching Arabic and English vocabulary, and *darsu'kala* lessons (grammar and *shorof* lessons), which are carried out during the day and evening. If each of these activities is violated by the *santri* (students of pesantren), the *santri* who commit the violation will receive sanctions, the form of sanctions given varies depending on what form of violation is committed by the *santri*.

From the results through observation and interviews carried out by researchers, there are things that become fundamental questions for researchers about the nation's institutions, we know that the nation's students must be able to keep up with the era, especially technological developments, meanwhile, Wali Songo Ngabar Islamic Boarding School does not allow *ustadz/ustadzah* (teacher in *pesantren*) who are not even two years teaching and students who are at the boarding school to bring cellphones, whatever form of regulation that has been made and determined by the institution is for character education for *ustad/ ustadzah* and students. Based on the problems above, the researcher took the research under the title " Management of Student Character Education in the Globalization Era (Case Study in Wali Songo Islamic Boarding School Ngabar Ponorogo)", this is where the author is interested in further examining the implementation of the management of student's character education at Wali Songo Islamic Boarding School.

II. METHODOLOGY

The study uses a qualitative approach, and the type of research is qualitative descriptive with a case study approach, with the research object Wali Songo Islamic Boarding School. Data sources for additional qualitative research are documentation, recordings, and findings in the form of actions of people observed, this source data is the main data. in this study, all things related to information obtained by researchers from people who are considered experts in the management of *santri's* character education. it becomes data, related to the main data source which is the informant and the key in the research. (dalam Sugiyono, 2011; Lexy, 2002). Researchers were assisted by informants from Wasli Songo Islamic Boarding School, including the Head of Wali Songo Islamic Boarding School, the Female Santri Supervisory Council, and the dormitory manager.

III. RESULT AND DISCUSSION

In the book (Rodliyah, 2015) entitled *Manajemen Pendidikan Sebuah Konsep dan Aplikasi* (Education Management A Concept and Application) Character education is something related to the nature or behavior in the form of psychology, a character or morals. this character education is the beginning of humans becoming or making humans have noble traits. this character education management is a stage in determining the goals and direction of an educational institution, both formal institutions and non-formal institutions, and so are organizational institutions. The functions of education management are:

A. Planning for The Program of Wali Songo Islamic Boarding School Ngabar Ponorogo
Planning is the initial action in managerial activities in every organization. Therefore, planning will determine the difference in the performance of an organization with other organizations in implementing plans to achieve goals. The process of formulating artistic vision and mission certainly requires a directed artistic plan, so that the objectives of the vision and mission statements can be carried out properly. Based on the results of observations and interviews conducted by researchers, it is found: (1) formulation of organizational goals, (2) formulation of vision and mission, (3) formulation of the curriculum used, (4) planning of facilities and infrastructure, and (5) financing planning, carried out by the Board of Trustees, Supervisory Board, and Foundation Management consisted by *ustadz and ustadzah* conducted through planned and directed artistic meetings. This is in line with the opinion of (Barnawi and M. Arifin, 2014) who states that the election planning process involves important elements in educational institutions, such as the principal and his deputy, the board of teachers, the head of administration, the treasurer, and the

committee. This needs to be done to get input from various parties and increase the value of the artistic plan. The learning system can run well, is actual and productive and can achieve the goals that have been set before, while still thinking about the use of a good learning methodology. Considering that the progress of the learning system is greatly influenced by the teacher's work, it is important to know that it shows the availability of an educator who will later be recognized in the learning system (Mahendra, 2022).

As has been done by the foundation of Wali Songo Ngabar Ponorogo Islamic Boarding School in carrying out the management of boarding school management. It is in accordance with the theory of educational management, which is conveyed by (Coulter and Robbins, 2008) defining planning as follows: Planning is defining the organization's goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate work activities. Planning is often called the primary management function because it establishes the basis for all the other things managers do as they organize, lead, and control. It involves two important aspects: goals and plans.

Planning is also called the main management function because it sets the foundation for all other things, which managers then do such as organizing, leading, and supervising. Strategy is a long artful schedule based on analysis and projection of the internal and external environment which then formulates the results of the analysis into an artful strategy which is an artful tool to achieve the ultimate goal (Meldawati, et al., 2023). Planning involves two important aspects, namely goals and plans. The process of achieving the objectives of the artful schedule is the implementation of education management at the Wali Songo Islamic Boarding School which produces graduates who can devote themselves to the community. The annual work schedule is to make a clear artful schedule regarding student affairs, learning activities, curriculum, and other activities that lead to the development of *santri's* character education and quality improvement (Fardiana, 2021). It can be seen in Figure 1.

Figure 1. The planning process of Wali Songo Islamic Boarding School Ngabar Ponorogo

B. Organizing Program of Wali Songo Islamic Boarding School Ngabar Ponorogo

From the results of the research, researchers found that the stage of organizing boarding school management at Wali Songo Islamic Boarding School Ngabar Ponorogo has been carried out well. This was shown when the researchers conducted interviews, observations, and completed documents that the chairman of the Santri Advisory Council for girls and the principal of Wali Songo Islamic Boarding School Ngabar Ponorogo, functioned to organize over and over so that educational management activities can run well. There is a meeting book that contains the activities of the beginning of the year meeting, monthly routine meetings, and evaluation meetings of teaching and learning activities at the end of the semester, in accordance with the Decree of the Head of the Wali Songo Islamic Boarding School Foundation, regarding the division of tasks for administrators and boarding school administrators according to fields and subjects that can show that in it there are organizing activities. Through the meeting, the head of the foundation and the principal of Wali Songo Islamic Boarding School conducted socialization about the duties and functions of the board and management of the Islamic boarding school. Through the head of the foundation and the principal, they determine the distribution of tasks to the board and management of the Islamic boarding school.

Everyone is placed according to their respective capacities. After the process of socializing tasks and functions, determining and allocating the board and caregivers of the boarding school, the next activity is the implementation of pesantren education management activities along with the strategies that the board and caregivers of the boarding school use so that *pesantren*'s education management can run well. The organization carried out at Pondok Pesantren Nurul Islam Ngabang is in accordance with existing theories as conveyed by (Robbind and Coulter, 2008) organizing is arranging and structuring work to accomplish the organization's goals. It's an important process during which managers design an organization's structure, and (Muammar, 2015) organizing is the preparation of an organizational structure that is in accordance with the goals of the organization, its resources, and the environment that surrounds it.

Based on the results of the research, the implementation of the foundation organization and boarding school is not only carried out by one person but all are involved in a good organizational process. So that the educational objectives that have been

formulated can be implemented properly. The foundation or boarding school leaders have carried out in accordance with existing theories, such as the theory expressed by Schermerhorn that organizing is the process of placing people and other resources to perform tasks in achieving ordinary goals. Once the plan is made, the manager's job is to organize the resources according to the right goals. It can be seen in Figure 2.

Figure 2. The Proses of organizing program in Wali Songo Islamic Boarding School Ngabar Ponorogo

C. Actuating The Program of Wali Songo Islamic Boarding School Ngabar Ponorogo

Actuating or implementing is the activity of directing other people to like and be able to work in an effort to achieve the goal and the function of mobilizing is an effort to create an artful climate of cooperation among the staff implementing the schedule so that organizational goals can be achieved effectively and efficiently (Syamsi, 1983). The process of organizing education at Wali Songo Islamic Boarding School is carried out in an effort to achieve the educational goals that have been formulated by providing direction and advice to all administrators, boarding school leaders, and teachers in basic and non-basic educational institutions in general which are carried out both by the Board of Trustees, Supervisory Board, Daily Management, and also by the Principal in routine meeting activities held once a month, every Saturday afternoon. In the mobilization activities that will be carried out by the expected pivot, the foundation leaders, barracks leaders, and school principals to form an educational mobilization team consisting of several administrators, and teachers who have competence in Wali Songo Islamic Boarding School.

The driving team is given the task, responsibility, and authority to supervise, guide, as well as evaluate the performance of administrators, and teachers, both individually and in groups in an effort to improve the quality of education on an ongoing basis. The task of driving education at Wali Songo Islamic Boarding School is to improve the quality of education implementation through several activities, including (1) Providing direction, assistance, and guidance to teachers regarding the quality learning process to improve the quality of the process and student learning outcomes; (2) Implementing schedules for teachers and students in carrying out teaching and learning activities at Wali Songo Islamic Boarding School; (3) Providing suggestions and considerations to the boarding school leadership, school/boarding school principals and teachers in solving various problems faced related to the implementation of education. It can be seen in Figure 3.

Figure 3. Actuating Program of Wali Songo Islamic Boarding School Ngabar Ponorogo

D. Controlling Program of Wali Songo Ngabar Ponorogo Islamic Boarding School

The functions of management that are controlled are planning, implementing, and supervising itself (Usman, 2013) From the results of research in the field, researchers found that in the stages of supervision of educational management at Wali Songo Ngabar Ponorogo Islamic Boarding School. The purpose of Controlling/Evaluating is not to find mistakes in its implementation,

but to see how much the gap is between the achievements and expectations of artful public policies (Polii, 2021). This was shown when researchers conducted interviews, observations, and document observations, that the head of the foundation together with the boarding school leaders carried out supervisory activities. Supervision carried out at the Wali Songo Ngabar Ponorogo Islamic Boarding School, by the head of the boarding school (kyai) includes: (1). Supervision of the achievement of barracks goals, (2). Supervision of the duties of education and education personnel, (3). Supervision of curriculum achievement, (4). Supervision of financing, (5). Supervision of facilities and infrastructure. Supervision that has been carried out is in line with the theory according to (Dyck and Neubert, 2009) in the Principles of Management which states supervision: controlling means ensuring that action of members are consistent with an organization's underpinning values and standards. At its best, controlling is the most thoughtful, reflective, and forward-looking of the four functions of management. It demands reinforcing organizational priorities, and understanding how operations are going, to determine where room for improvement exists. It involves reflecting on the values evident in organizational relationships, decisions, structures, and systems. It can be seen in Figure 4.

Figure 4. Controlling Program Process in Wali Songo Ngabar Ponorogo Islamic Boarding School

E. Pesantren Communities Support Toward Character Education in Wali Songo Ngabar Ponorogo Islamic Boarding School

The role in the community environment related to the character education of students is to teach art skills in solving problems, such as analyzing problems and setting goals, as well as thinking about the short and long consequences of actions taken. Philosophically, the learning process that occurs throughout human life shows that learning activities are carried out by students of various ages in very different ways and learning characteristics. (Widdah, 2021) Basically, the role of the community also has a major influence on the character education of the students, therefore, the community is involved and has an important role related to character education for the students, what is meant by the community in this chapter is the people who are in the *pesantren* and the community around *pesantren* (outside *pesantren*), starting from the dormitory leaders, the teachers (Ustad and Ustadzah), and the students, doing their activities well. Axis communities are the people who set an example in character education for students, starting from inviting students to do positive things to prohibiting students from committing violations, examples of artful behavior that can be applied by the community when entering the building include the following: (1). Always make it a habit when delivering or leaving food at the pesantren canteen to dress neatly and wear a headscarf for women, (2). Teaching *santri* to work together. For example, cleaning the pesantren yard, and other hygiene matters, (3). Always familiarize *santri* not to spit and throw garbage on the street, and teach them not to damage the facilities in the boarding school, such as scribbling on walls, breaking tables and chairs, and so on, (4). Giving artful warnings to students if students are caught behaving disrespectfully.

In relation to the community environment, in this case, there are two communities that do exist in the boarding school, the boarding school leadership axis, the board of teachers, also the students, they are called the internal community and the boarding school community. the second is the people around the boarding school who are called the external community because the boarding school has donors. if outsiders enter the pesantren, it will certainly have an impact on the students, both positive and negative influences. The success or failure of the art process carried out in providing ethical values or aesthetical values of character education for students in the Islamic perspective is also determined by the environment. Shihab said things related to the general state of society, the efforts and ideals that are owned are very limited to the things they want to do.

For this reason, the community has a very strong and firm role in character education. since this is related to changing the perspective or mindset setting of many people about education, this is also a very difficult thing to do that requires a relatively long time, but if it is not done at all it is also more dangerous so that in order for the existing design to run well, this must be done even though it is difficult and requires a long time process, so that a sense of belonging and a sense of responsibility, care and order arise, also the active role of the community with the maximum level can be obtained by the world of education (Subianto, 2013). It can be seen in Figure 4.

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Figure 5. The process of students going to pray with local communities around

F. The Impact of Changes in The Management of Character Education of Students at Wali Songo Islamic Boarding School Ngabar Ponorogo

Formulating and agreeing on the vision and mission of the school to create a short working draft and organ test that focuses on how to realize a school with character (Wardane, et al., 2023). Wali Songo Islamic Boarding School implements character education for its students through a mirror of integrating character education for its students through the teaching and learning process at the boarding school and instilling ethical education values in students through every daily activity that has been programmed, then every activity implementation is controlled and monitored for twenty-four hours. With the guidance of school supervisors and security, things that are still not understood by teachers and students can still be discussed in a variety of ways to get solutions from school supervisors so that school security is guaranteed (Hairudin, et al., 2023).

pesantren community's support for character education in the pesantren environment and school environment is divided into two parts, the external environment, and the internal environment, which is the environment within the institution or organization or institution itself. While the external environment is an environment that is not involved in the organization or educational institution (Febriyanti, 2015). This has been done from the time the students wake up until the students go back to sleep. The supervision of each activity is carried out by the organization's management, and accompanied by the teacher of each person in charge of the activity. Based on this, the researchers found the impact of changes in the attitude or character of students in the ten decades of globalization. Researchers can see this impact through the following things: (1) Shaping the character of students to be more responsible, independent, and advanced. Besides that, it also creates a strong Indonesian identity for students' personalities. (2) Train students' mentality and morals. It prevents students from having bad morals and behavior. If students have good mentality and morals, it can prevent divisions so that they can create a conducive atmosphere. Students who can face problems become wise in everything. (3) against all disgraceful behavior, in this statement the character education that has been obtained can be a fortress for students against all disgraceful behavior. (4) Realizing a generation with integrity. Students will have a strong and resilient character so that students can survive their lives. This is needed in the life of the nation and religion. (5) Discipline, students wherever they are must always be disciplined, especially in a pesantren environment, because students who are always disciplined can affect their academics for the better. Students at school are more punctual, good, do every assignment given, and be able to reduce the occurrence of the impression. (6) Learner's morals become more responsible. learners who have the ability to think and have good morals can affect the thinking ability of learners, then the ability to think provides many benefits for learners, one of which is in the form of making decisions quickly and accurately. It can be seen in Figure 5.

Figure 6. The process of punishing students who violate the rules so that their character changes for the better

IV. CONCLUSION

Based on the results of the study, and analysis and discussion of research findings on the Management of Student Character Education in the Era of Globalization, The Case Study at Wali Songo Ngabar Ponorogo Islamic Boarding School, can be concluded as follows: Wali Songo Islamic Boarding School in implementing character education by instilling character values through artistic activities in Islamic boarding school activities that have been agreed by the head and other administrators through work meetings, examples of activities are teaching and learning activities, memorizing juz *amma*, giving examples of good deeds (by example) in everyday life, night tutoring activities, holding *Al-Qur'an* reading and writing guidance activities (*UMMI*), and so on. also extra-curricular activities, guidance on prayer procedures through the *ustdzah murobiyah* room, giving foreign language vocabulary, Arabic and English, *muhadasah* (conversations using Arabic and English), then reprimand the students if they find students who commit violations or do bad things. this is in accordance with the findings or observations that the researchers have made that the students at the Wali Songo Islamic Boarding School have mostly implemented character values in school gradually in everyday life. This can be reflected by the good interactions of *santri*, such as respect for *kyai* (a teacher honoured by students and people for his knowledge in Islam), *ustadz/ustadzah*, and other *santri*, polite, honest, gentle when speaking, independent, love of cleanliness, responsible for every task and obligation, tolerance, and love the knowledge that is applied in everyday life.

While the form of community support for *santri* character education at the Wali Songo Islamic Boarding School is through good cooperation between teachers, the community, and parents of students, through the application of discipline and compliance with every regulation or activity in *pesantren*. provide a good example in the pesantren environment, even though the *pesantren* is integrated or merged with the community, then students also receive attention from the local community who also involved or asked to assist in controlling or supervising the behavior of students, as well as teachers or caregivers are artistic figures in the community.

As for the impact of changes in the management of *santri* character education at Wali Songo Islamic Boarding School in Ngabar Ponorogo, the success in managing character education is felt by the institution through the increased trust of parents to send their kids to the school. Besides that, students are accepted in various well-known universities and can be accepted in the community so that the existence can be felt both in terms of benefits for themselves and for their environment, this cannot be separated from what students get while in the pesantren. which is supported by activities to prepare students when they are already in the community.

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