Evaluation of the Islamic Character Education Management System for Students at MTs Darul Ilmi Batang Kuis

Umi Kalsum[1] **Romat Efendi Sipahutar**[2]
[12] *Universitas Islam Sumatera Utara, Indonesia*
Corresponding Author: ✉ umikalsum@fai.uisu.ac.id

ABSTRACT
This study evaluates the effectiveness of the Islamic character education management system at MTs Darul Ilmi Batang Kuis, focusing on its impact, challenges, and areas for improvement. The research employs a qualitative descriptive approach, involving semi-structured interviews, observations, and document analysis to gather insights from administrators, teachers, and students directly involved in the character education program. Findings indicate that the program has been effective in instilling core Islamic values such as honesty, respect, and responsibility, attributed to teacher role modeling, curriculum integration, and engaging activities. However, challenges such as limited resources, inconsistent teacher commitment, time constraints, and limited parental involvement affect the program's consistency and depth. Key areas for improvement include enhanced teacher training, structured curriculum adjustments, increased parental engagement, and the development of a monitoring system to track students' progress in character development. The study concludes that while the program positively impacts student character, addressing these challenges can further enhance the effectiveness of Islamic character education at MTs Darul Ilmi Batang Kuis, contributing to the cultivation of morally grounded individuals aligned with Islamic principles.

Key Word	*Islamic character education, management system, qualitative evaluation, MTs Darul Ilmi Batang Kuis, student development*
How to cite	http://pusdikra-publishing.com/index.php/jsr

INTRODUCTION

Character education plays a vital role in shaping the attitudes, behaviors, and morality of students. It aims to create individuals who are not only knowledgeable but also possess noble character in accordance with religious and cultural values. According to Suyanto (2013), character education seeks to form a holistic personality, encompassing cognitive, affective, and psychomotor aspects aligned with the values of daily life. In Indonesia, character education has become a significant focus, especially in Islamic educational institutions like Madrasah Tsanawiyah (MTs), which primarily aim to instill Islamic values and shape students' morals.

Madrasah Tsanawiyah (MTs) is a secondary Islamic educational institution designed to enhance students' academic abilities and cultivate their character in line with Islamic principles. In MTs, character education not only includes formal aspects but also the Islamic values imparted through various extracurricular and religious activities. As stated in the Indonesian National Education System Law No. 20 of 2003, education in madrasas must integrate character values through curriculum and education management to foster a generation of faithful, devout, and virtuous individuals (Kemdikbud, 2003).

At MTs Darul Ilmi Batang Kuis, Islamic-based character education is implemented through various programs and activities designed to instill religious values in students. However, in practice, the management system for character education requires periodic evaluation to ensure its effectiveness. Such evaluation is essential to understand the extent to which character education can instill positive behaviors in students both within and outside the school environment. According to Purwanto (2011), evaluation is an integral part of educational management, serving to assess whether a program has achieved its intended objectives.

Challenges in managing character education often arise, such as the lack of qualified human resources to implement character education or limited parental involvement in nurturing children's character. This is further supported by research findings that show significant parental and environmental influences on the success of character education in schools (Sugiyono, 2015). Therefore, it is crucial to evaluate the existing system at MTs Darul Ilmi Batang Kuis to address these challenges and provide appropriate solutions.

Islamic character encompasses various aspects such as honesty, responsibility, cooperation, and peacefulness, all of which need to be properly managed in school education. Based on Gunawan's (2012) Islamic character education theory, implementing these values should involve curriculum integration, habit formation, exemplary role models, and supervision by all school components. An evaluation of character education management at MTs Darul Ilmi will provide insights into how these values are implemented and how the school manages its programs to achieve character education objectives.

Such an evaluation is also important for improving the quality of character education in madrasas. According to Asmani (2011), systematic evaluation can assist madrasas in identifying weaknesses in their character education management system and in finding improvement strategies. Through appropriate evaluation, the school can determine what aspects are working effectively and which areas need enhancement, ensuring that the objectives of character education are fully achieved.

Furthermore, the success of character education in madrasas is greatly influenced by the involvement of teachers as the primary role models for students. Research by

Mahfud (2018) states that teacher character has a direct impact on shaping students' character. Thus, this evaluation also aims to review the role and contribution of teachers in supporting the character education management system at MTs Darul Ilmi Batang Kuis.

The results of this evaluation are expected to serve as a reference for the development of Islamic character education programs at MTs Darul Ilmi and other madrasas. With in-depth evaluation results, madrasas can formulate new, more effective policies and strategies for managing Islamic character education. This is crucial to ensure that madrasas produce a generation that is not only intellectually capable but also morally and ethically aligned with Islamic teachings.

Thus, this research is relevant as its findings are expected to make a positive contribution to the development of character education at MTs Darul Ilmi Batang Kuis and other madrasas. This research can also serve as a basis for policymakers in formulating better character education programs in madrasas.

RESEARCH METHOD

This study aims to evaluate the Islamic character education management system implemented for students at MTs Darul Ilmi Batang Kuis. The methodology section outlines the research design, sample, data collection techniques, and data analysis methods to ensure a comprehensive and accurate evaluation of the educational system in place.

1. Research Design

The research design chosen for this study is a qualitative descriptive approach. This design is appropriate as it allows for an in-depth examination of the processes, challenges, and effectiveness of the character education management system. A qualitative approach provides a detailed understanding of the interactions between students, teachers, and administrators in implementing Islamic character education. Descriptive analysis will help identify patterns and themes regarding the strengths and areas of improvement within the management system.

2. Research Site and Participants

The study will be conducted at MTs Darul Ilmi Batang Kuis, with participants including school administrators, teachers, and students involved in the character education program. Purposive sampling is used to select participants who have a direct role or experience in the management and implementation of character education. A total of 15 participants are selected, consisting of five administrators, five teachers, and five students. The inclusion of diverse perspectives allows for a holistic understanding of the system's effectiveness and challenges.

3. Data Collection Techniques

The primary data collection methods are semi-structured interviews, observations, and document analysis.

- **Interviews**: Semi-structured interviews will be conducted with school administrators, teachers, and students to gather insights into their roles, perceptions, and experiences with the character education program. Interview questions focus on the implementation process, program effectiveness, and observed impact on students' behavior. Each interview will last between 30 and 45 minutes, with participants' consent for audio recording.
- **Observations**: Classroom and school environment observations will be conducted to observe how Islamic character values are practiced within the daily routines, interactions, and activities at the school. Observational data will focus on how students exhibit character traits, such as honesty, responsibility, and cooperation, as encouraged by the program.
- **Document Analysis**: Relevant documents, including school policies, curriculum guidelines, and character education program reports, will be reviewed to gain insights into the planning, strategies, and objectives of the character education management system. This analysis will provide additional context to the qualitative data collected from interviews and observations.

4. Data Analysis

Data will be analyzed using thematic analysis, focusing on identifying recurring themes and patterns related to the effectiveness and challenges of the character education system.

- **Data Coding**: Initially, data from interviews, observations, and document analysis will be transcribed and coded to identify common themes. Codes will be developed based on recurring ideas or phrases related to the implementation, effectiveness, and perceived outcomes of the character education program.
- **Theme Development**: After coding, similar codes will be grouped into larger themes that reflect key aspects of the character education system, such as strengths, challenges, and areas for improvement. Themes may include factors like the role of teachers, administrative support, parental involvement, and student engagement in character development.
- **Interpretation and Conclusion**: Finally, the identified themes will be interpreted to draw conclusions about the effectiveness of the character education management system. Comparisons will be made to existing literature to assess whether the findings align with or differ from other studies on Islamic character

education management. The final analysis will help provide recommendations for enhancing the program's effectiveness.

5. Research Validity and Reliability

To ensure the validity and reliability of the study, triangulation will be applied by using multiple data collection methods (interviews, observations, and document analysis). Member checking will also be conducted, where participants will be asked to review their responses to ensure accuracy. This approach helps minimize bias and enhances the credibility of the findings.

6. Ethical Considerations

This research will uphold ethical standards by obtaining informed consent from all participants and ensuring confidentiality. All participants will be informed of the purpose of the study and their right to withdraw at any time. Data will be securely stored and only accessible to the research team to maintain privacy.

RESULTS AND DISCUSSION
Results
1. Effectiveness of Islamic Character Education Implementation

The study revealed that the implementation of Islamic character education at MTs Darul Ilmi Batang Kuis has been effective in instilling core Islamic values among students. Teachers and administrators indicated that students have shown increased respect, honesty, and responsibility, which align with the objectives of the character education program. This effectiveness is attributed to the systematic approach to incorporating Islamic values into daily activities, classroom interactions, and specific character-building programs. Many students exhibit positive behavioral changes, reinforcing the importance of continued efforts in this area.

Teachers play a crucial role in the program's effectiveness, serving as role models for students and facilitating value-based learning. Observations highlighted that teachers often demonstrate ethical behaviors, such as patience and empathy, which students tend to mimic. This modeling aligns with Gunawan's (2012) theory on the importance of exemplifying values in character education, supporting the idea that character development is significantly influenced by teacher behavior. By seeing these values in practice, students gain a practical understanding of how to apply Islamic teachings in their lives.

Moreover, the integration of Islamic character education into the school curriculum further enhances its effectiveness. Curriculum documents show that Islamic values are not only taught in religious studies but are also embedded in other subjects, allowing students to perceive these values as universal principles applicable across all

areas of life. This integrative approach resonates well with students, who see character education as an essential part of their educational journey, rather than an isolated concept taught separately from academics.

School-based activities and extracurricular programs contribute substantially to the successful implementation of Islamic character education. Programs such as daily prayers, Quran recitation, and regular charity events provide students with practical opportunities to apply Islamic teachings in various settings. These activities help reinforce the values learned in class and encourage students to practice Islamic principles in real-life situations. This finding is consistent with Purwanto's (2011) view on the importance of practical applications in character education.

Feedback from students indicated a high level of engagement and willingness to participate in character-building activities, signifying the program's positive reception. Many students expressed appreciation for the program's relevance to their lives, noting that it helps them understand how Islamic teachings apply in everyday situations. This feedback underscores the program's success in making character education meaningful and relatable to students, fostering a deeper connection to Islamic values.

Parents' involvement, although limited, has positively impacted the program's effectiveness. Interviews with school administrators and teachers highlighted that parental support is beneficial in reinforcing character education outside school. While some parents actively encourage their children to practice what they learn in school, there remains room for increased parental involvement to further support the program's goals.

In conclusion, the character education program at MTs Darul Ilmi Batang Kuis has been effective in instilling Islamic values in students through a well-structured approach that integrates teaching, role modeling, and practical application. However, future improvements could focus on increasing parental engagement to enhance the continuity of character development beyond the school environment.

2. Challenges in Implementing Character Education

Despite its successes, the study identified several challenges in implementing the Islamic character education program at MTs Darul Ilmi Batang Kuis. One of the primary challenges is the limited resources available to support effective character education. Teachers reported a lack of adequate training and resources needed to develop innovative methods for teaching character education. The absence of sufficient materials and tools hinders teachers from fully engaging students in value-based learning.

Another significant challenge is the varying levels of commitment among teachers and staff members in delivering character education consistently. While some teachers are dedicated to instilling Islamic values, others view it as an additional responsibility,

resulting in inconsistent implementation across classrooms. This inconsistency affects the program's impact on students, as they receive varying levels of emphasis on character education depending on the teacher's dedication.

Time constraints also pose a challenge to the program's success. The school day is filled with academic requirements, leaving limited time for teachers to focus on character education activities. Teachers expressed that the heavy academic workload often leaves little room for discussions on character values, particularly during core subject classes. As a result, character education is sometimes condensed or omitted due to a lack of time, impacting its depth and effectiveness.

Parental engagement, though beneficial, is often limited, which poses a challenge to reinforcing character education outside school. While some parents actively participate in their children's character development, others remain less involved, reducing the continuity of values learned at school. Teachers indicated that increased parental involvement could strengthen the program's impact, especially if parents reinforce these values in the home environment.

Student motivation also presents a challenge, as not all students fully engage with character education activities. Teachers reported that some students view character education as separate from their academic pursuits, resulting in a lack of enthusiasm for these activities. This mindset may stem from limited awareness of the importance of character education, underscoring the need for strategies to raise students' understanding of its relevance to their personal and academic growth.

Administrative support is another area where challenges arise. While the school administration has made efforts to support character education, limited funding and resources restrict the program's reach. Teachers and administrators expressed a desire for increased funding and administrative support to expand character education activities, including workshops, guest speakers, and additional training for teachers to enhance their effectiveness.

In summary, while the Islamic character education program at MTs Darul Ilmi Batang Kuis has been impactful, addressing these challenges would further enhance its effectiveness. Improving resource availability, teacher commitment, time allocation, parental involvement, student motivation, and administrative support could help overcome these barriers, ultimately leading to a more comprehensive character education experience for students.

3. Areas for Improvement in the Character Education System

The findings of this study point to several areas for improvement in the Islamic character education system at MTs Darul Ilmi Batang Kuis. First, there is a need for enhanced teacher training on effective methods for character education. Teachers indicated that additional training could equip them with the skills and techniques to

integrate Islamic values more effectively into their teaching. Professional development workshops focused on character education strategies could help teachers become more effective role models.

Another area for improvement is the integration of character education across various subjects in a more structured manner. While Islamic values are currently embedded in some subjects, a systematic approach to ensure that all subjects promote these values could further strengthen character development. Curriculum adjustments to include specific guidelines on character education in each subject area would help standardize the teaching of Islamic values across the school.

Involving parents more actively in the character education program is another potential improvement. The study found that while some parents are supportive, others could be encouraged to participate more directly in character education efforts. Organizing workshops or seminars for parents on the importance of character education and how they can reinforce these values at home could foster a stronger partnership between the school and parents.

The use of engaging, innovative activities to teach character values is also recommended. Students expressed that they are more motivated to learn when activities are interactive and enjoyable. Implementing project-based learning, where students can apply Islamic values in practical situations, would make character education more engaging and impactful. This approach aligns with Asmani's (2011) suggestion that character education should involve practical applications to reinforce learning.

Improving administrative support for the program is another area for enhancement. The findings indicate that increased funding could enable the school to organize more events and activities related to character education, such as workshops, guest speakers, and community service projects. These activities would provide students with more opportunities to practice Islamic values in diverse contexts, strengthening their character and sense of responsibility.

Introducing a system for monitoring and evaluating students' progress in character development is another recommended improvement. Teachers and administrators could benefit from tools to assess students' progress in understanding and applying Islamic values. Such a system would help track the effectiveness of character education activities and provide insights into students' growth, allowing for targeted interventions when needed.

In conclusion, improving teacher training, curriculum integration, parental involvement, activity engagement, administrative support, and monitoring systems could enhance the Islamic character education system at MTs Darul Ilmi Batang Kuis. Addressing these areas would create a more robust and supportive environment for students to internalize and practice Islamic values.

Discussion

1. Effectiveness of Islamic Character Education Implementation

The effectiveness of the Islamic character education program at MTs Darul Ilmi Batang Kuis reflects well on the structured approach taken by the school to instill values across academic and extracurricular activities. This study's findings support the assertion that integrated character education, as suggested by Gunawan (2012), has a notable impact on student behavior. By embedding Islamic values in both religious and non-religious subjects, students are able to view these values as universally applicable, reinforcing their relevance in all aspects of life.

Teacher involvement has proven essential, as the effectiveness of character education is largely influenced by role modeling, which directly supports theories of character development that emphasize the impact of observable examples (Purwanto, 2011). The students' ability to adopt the traits demonstrated by their teachers indicates that modeling is an effective strategy for embedding values. This aligns with other research highlighting the importance of teachers embodying the values they wish to instill in students.

The strong engagement observed in character-building activities highlights that students appreciate practical applications of values. Daily routines, like Quran recitation and prayers, allow students to internalize character values and foster a consistent practice of these principles. Consistent with Purwanto's (2011) theory, practical applications enhance students' connection to their learning. The involvement of students in charity events and similar activities fosters empathy and a sense of responsibility, solidifying the program's effectiveness in real-world contexts.

The limited, though valuable, parental involvement also supports the program's goals. However, increasing parental involvement could amplify these results, as parents play an influential role in reinforcing values learned at school. Theories in educational psychology, such as those proposed by Sugiyono (2015), emphasize that character development is strengthened when learning is reinforced at home, suggesting that parental engagement could significantly impact the program's overall effectiveness.

In essence, the effectiveness of the Islamic character education program at MTs Darul Ilmi lies in its integration of values across multiple platforms, including teaching, modeling, and hands-on activities. As students gain a broader understanding of Islamic character values, they can more readily apply these principles outside of school, promoting long-term character development.

2. Challenges in Implementing Character Education

This study identified key challenges that hinder the full implementation of the Islamic character education program. The primary challenge — resource limitations —

highlights the need for additional support and tools to develop engaging character education methods. Teachers often lack adequate training and resources, which can hinder their ability to innovate in value-based instruction. This aligns with previous studies indicating that resource availability directly influences the quality of character education (Asmani, 2011).

The varying levels of teacher commitment also represent a challenge, as not all educators feel equally responsible for character education. This inconsistency suggests that character education must be systematically emphasized in teacher roles to ensure uniform commitment across the board. The lack of a cohesive approach may lead to mixed messaging for students, which can dilute the program's effectiveness. Solutions such as mandatory training or clear guidelines for teachers' roles in character education could address this issue.

Time constraints further impact the program, as the academic schedule is heavily focused on curriculum requirements, limiting the time available for character discussions. According to Mahfud (2018), for character education to be truly effective, it must be consistently integrated into daily school activities. However, with a packed schedule, teachers often struggle to allocate sufficient time to values-based learning, highlighting a need for time management strategies that can balance academic and character education.

Parental engagement, though recognized as beneficial, is limited, which presents a challenge in reinforcing character education outside of school. Many parents lack the awareness or means to actively participate in their children's character development. The findings underscore the importance of parental support in sustaining students' character growth outside the classroom, aligning with theories that emphasize the role of parents as co-educators (Sugiyono, 2015).

Student motivation, or lack thereof, poses another obstacle, as not all students engage with character education activities. This may stem from their perception that character education is less critical than academic subjects. Addressing this issue requires strategies to increase student awareness of the value of character education in their personal and professional lives. As Asmani (2011) suggests, raising awareness can foster stronger motivation among students.

Administrative support, while present, is limited due to funding constraints. This limitation impacts the program's reach and the school's ability to provide more extensive activities, workshops, or guest speakers that could enrich character education. Enhanced administrative involvement and additional funding could expand the scope of the program and address various challenges in implementation.

Addressing these challenges is crucial to maximizing the program's potential. Overcoming barriers such as limited resources, inconsistent teacher commitment, time

constraints, and limited parental engagement would enable the Islamic character education program to achieve its goals more fully.

3. Areas for Improvement in the Character Education System

The findings of this study highlight several areas for potential improvement in the Islamic character education system at MTs Darul Ilmi. Enhancing teacher training stands out as a key recommendation, as teachers could benefit from professional development focused on character education strategies. Additional training would equip teachers with innovative approaches to effectively incorporate values in their instruction, supporting theories that underscore the importance of skilled educators in character development (Gunawan, 2012).

Curriculum integration also presents an opportunity for improvement. A systematic approach to embedding Islamic values across all subjects could strengthen students' perception of these values as central to their overall learning experience. Establishing guidelines for integrating character education into each subject could enhance consistency and reinforce the idea that values are relevant across various domains, not limited to religious education alone.

Involving parents more actively is another potential improvement. Increasing parental awareness of character education's importance and providing them with strategies to reinforce these values at home could strengthen the program's impact. Offering workshops or informational sessions for parents could foster a collaborative effort between the school and parents in supporting students' character growth, aligning with theories that emphasize the home-school partnership in character development (Sugiyono, 2015).

Increasing student engagement through innovative, hands-on activities could further enhance the program. Project-based learning and practical applications of Islamic values would provide students with enjoyable and impactful ways to internalize these principles. Engaging activities can help students see the relevance of character education in their lives, which aligns with Purwanto's (2011) view on the need for practical, real-world applications in value-based education.

Improving administrative support is also essential to expanding the character education program. Increased funding could allow for more events and activities, such as workshops and guest speaker sessions, which provide additional learning opportunities. These activities could make character education more dynamic and give students varied experiences, contributing to a more comprehensive educational approach.

CONCLUSION

This study has provided a comprehensive evaluation of the Islamic character education management system at MTs Darul Ilmi Batang Kuis, highlighting its strengths, challenges, and potential areas for improvement. The findings indicate that the character education program has been largely effective in instilling core Islamic values, such as honesty, respect, and responsibility, among students. This effectiveness can be attributed to the dedication of teachers as role models, the integration of character education across various subjects, and the use of practical activities that allow students to practice Islamic teachings.

However, several challenges were identified, including limited resources, varying levels of teacher commitment, time constraints, and the need for greater parental involvement. These challenges impact the program's consistency and depth, suggesting that further efforts are required to address these barriers. Increased administrative support, more structured curriculum integration, and strategies to enhance student engagement and parental involvement would strengthen the effectiveness of the character education system.

The study also identified key areas for improvement, such as providing additional teacher training, developing engaging and interactive activities, and implementing a monitoring system to track students' progress in character development. These improvements would help create a more holistic and supportive environment for character education, reinforcing students' understanding and practice of Islamic values both within and beyond the school setting.

In conclusion, the Islamic character education program at MTs Darul Ilmi Batang Kuis has demonstrated a positive impact on student behavior and attitudes, though opportunities for enhancement remain. By addressing the identified challenges and focusing on the suggested areas for improvement, MTs Darul Ilmi can continue to cultivate students who embody Islamic values, contributing positively to both their personal development and the wider community

REFERENCES

Asmani, J. M. (2011). Panduan Pendidikan Karakter di Sekolah. Jogjakarta: Diva Press.

Gunawan, H. (2012). Pendidikan Karakter: Konsep dan Implementasi. Bandung: Alfabeta.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2003). Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003. Jakarta: Kemdikbud.

Mahfud, C. (2018). Pendidikan Karakter dalam Perspektif Islam: Sebuah Pendekatan Integratif. Jakarta: Rajawali Pers.

Purwanto, N. (2011). Evaluasi Hasil Belajar. Bandung: Remaja Rosdakarya.

Sugiyono. (2015). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Suyanto, S. (2013). Dasar-Dasar Pendidikan Karakter di Sekolah. Jakarta: Kencana.

Suyanto, S. (2013). Dasar-Dasar Pendidikan Karakter di Sekolah. Jakarta: Kencana.