



## MANAGEMENT OF ISLAMIC BOARDING SCHOOL EDUCATION IN INSTILLING THE CHARACTER OF SANTRI

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### Abstract

This article aims to determine the educational management of An-Nur Islamic Boarding Schools, to determine the character of students who are implanted, to determine the educational management of Islamic Boarding Schools in instilling the character of students, to determine the supporting and inhibiting factors in instilling the character of students at the An-Nur Islamic Boarding School. The purpose of this research is to add insight into the educational management of Islamic Boarding Schools in instilling the character of students, as an evaluation material in instilling character education in Islamic boarding schools. This research is qualitative research with a survey method carried out at the An-Nur Islamic Boarding School, Tangkit Village, using a qualitative approach. Sources of data from this research are the results of observations of researchers, interviews, and documentation. Based on the process of data collection and analysis, the researcher can conclude several things. First, the management of the An-Nur is divided into two parts, namely the nurturing section and the teaching section. Second, the characters instilled are religious, honest, disciplined, independent, appreciating, achievement, Friendly/Communicative, love for peace, care for the environment, hard work, democratic, curiosity, love to read, and responsible.

**Keywords:** Management, Islamic Boarding School, Character Education

### Abstrak

Penelitian ini bertujuan untuk, mengetahui manajemen pendidikan Pondok Pesantren An-Nur Desa Tangkit, untuk mengetahui karakter santri yang ditanamkan di Pondok Pesantren, untuk mengetahui manajemen pendidikan pondok pesantren dalam menanamkan karakter santri di Pondok Pesantren, untuk mengetahui faktor pendukung dan penghambat dalam menanamkan karakter santri di Pondok Pesantren An-Nur Desa Tangkit. Penelitian ini adalah penelitian kualitatif dengan metode survey yang dilaksanakan di Pondok Pesantren An-Nur Desa Tangkit. Penelitian ini menggunakan pendekatan kualitatif. Sumber data dari penelitian ini adalah dari hasil observasi peneliti, wawancara dan hasil dokumentasi. Hasil dari penelitian ini adalah: pertama, manajemen Pondok Pesantren An-Nur Desa Tangkit dibagi dalam dua bagian yaitu bagian pengasuhan dan bagian pengajaran. Kedua, Karakter yang ditanamkan di Pondok Pesantren An-Nur Desa Tangkit adalah Religius, Jujur, Disiplin, Mandiri, Menghargai Prestasi, Bersahabat/Komunikatif, Cinta Damai, Peduli Lingkungan, Kerja Keras, Demokratis, Rasa Ingin Tahu, Gemar Membaca, dan Tanggung Jawab.

**Kata Kunci:** Manajemen, Pondok Pesantren, Pendidikan Karakter

## INTRODUCTION

Education according to the National Education System Law (Sisdiknas) Year Number 20 of 2003 is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, morals Noble, and the skills needed by him, society, nation, and state. Education has two goals at once, namely collective social activities and self-reality. Collective social activities, meaning that education is intended to realize social values or social ideals.<sup>1</sup> Self-reality is the individual's desire to develop self-potential to achieve a better life for themselves and others in the nation's society in the future.<sup>2</sup>

National education functions to develop the ability and shape the character and civilization of a dignified nation in the context of educating the life of the nation, aiming to develop the potential of students to become human beings and fear God Almighty, have a noble character, healthy knowledge, capable, creative, independent, and Become a democratic and responsible citizen.<sup>3</sup> Character education is one of the main education in Islamic education. As the word of Allah SWT in Surah Al-Qolam verse 4. Meaning: "*And you (Muhammad SAW) really, the virtuous character*"

Allah SWT also said in Surah Al-Ahzab: 21.

قَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: "*From Abdullah bin Amru said: The Prophet never did hein on himself did not do vile to others. He said: "Indeed, including the best, you are the best morals"* (HR Bukhari and Muslim).

Based on the National Education System Law Number 20 of 2003 Article 30 Paragraph 4, it is known that Islamic boarding schools are included in the form of religious education. Based on these laws, Islamic boarding schools and degrees of Islamic education, from all aspects are legally formalized and equal to schools. An-Nur Islamic Boarding School is an Islamic boarding school that prioritizes character education, this can be seen from the vision of the An-Nur Islamic Boarding School in Tangkit Village, namely "Giving birth to graduates who have noble and competent morals in the fields of Arabic, English, and exact (exact science). Islamic boarding school as one of the educational institutions which are part of the national education system also functions to develop the ability and shape the character and civilization of the dignified nation to educate the life of the nation, aiming for the development of the potential of students.

Based on the description above, the authors are interested in examining the management of Islamic boarding schools in instilling the character education of An-Nur Islamic Boarding School Tangkit Village, Sungai Geram District, Muaro Jambi Regency. The purpose of this study

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<sup>1</sup> Nurul Annisa, A. Akrim, and Asrar Aspia Manurung, "Development Of Teacher's Professional Competency In Realizing Quality Of Human Resources In The Basic School," *IJEMS: Indonesian Journal of Education and Mathematical Science* 1, no. 2 (May 15, 2020): 156–60, <https://doi.org/10.30596/ijems.v1i2.4590>; Zulvia Trinova et al., "Online School Future: Challenges and Expectations of Modern Education in Indonesia," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (February 10, 2022): 78–95, <https://doi.org/10.31538/nzh.v5i1.1884>.

<sup>2</sup> Roger Ellis and Elaine Hogard, *Handbook of Quality Assurance for University Teaching* (Routledge, 2018).

<sup>3</sup> Badrun Badrun et al., "Principal's Leadership Strategy in Strengthening Character Education," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (February 28, 2022), <https://doi.org/10.30868/ei.v11i01.2290>; Rony Rony, "Urgensi Manajemen Budaya Organisasi Sekolah Terhadap Pembentukan Karakter Peserta Didik: The Urgency of School Organizational Culture Management Against Character Building Students," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (June 23, 2021): 98–121, <https://doi.org/10.31538/tijie.v2i1.26>.

is (1) to find out the concept of character education management at the An-Nur Islamic Boarding School in Tangkit Village, (2) to find out the application of character education management at An-Nur Islamic Boarding School and (3) To find out the results achieved, supporting factors and Inhibiting Character Education Management at An-Nur Islamic Boarding School.

Based on the background of the problem above, the main problem is "Why is the management of An-Nur Islamic Boarding School Tangkit Village, Sungai Geram District, Muaro Jambi Regency, has not been able to optimally instill the santri's character?" The general question is formulated in three research questions: First, how is the management of An-Nur Islamic Boarding School Education Tangkit Village, Sungai Geram District, Muaro Jambi Regency? Second, what characters are developed by the An-Nur Islamic Boarding School in Tangkit Village? Third, how is the management An-Nur Islamic Boarding School Education in Tangkit Village instilling Santri Character Education? Fourth, what are the supporting and inhibiting factors in instilling the character of students in the An-Nur Islamic Boarding School in Tangkit Village?

This research is focused on the management of Islamic boarding school education in instilling *santri* character education in An-Nur Islamic Boarding School. The characters in this study are religious, honest, disciplined, hard work, curiosity, fond of reading, independent, respecting achievement, friendly/communicative, peaceful love, caring for the environment, democratic, and responsible.

The difference between this research and previous studies lies in the character education studied and the place of research, namely this study specifically examined the management of Islamic boarding schools in instilling character education, especially religious, honest, disciplined, independent, love, motion, appreciating achievement, Love Peace, Caring for the Environment, Friendly/Communicative and Responsible.<sup>4</sup> The above studies examine the management of Islamic boarding schools in instilling character education in general and discipline.<sup>5</sup> The place of research in the above studies is also different. While this research is specifically in An-Nur Islamic Boarding School, Tangkit Muaro Jambi Village

## RESEARCH METHODS

This study uses a qualitative approach, the social situation in this study is An-Nur Islamic Boarding School Tangkit Village, Sungai Geram District, Muaro Jambi Regency. The research subjects in this study were: Leaders, Caregivers, Ustadz and Ustadzah and Santri Pondok Pesantren An-Nur Tangkit Village. There are two types of data collected, namely primary data and secondary data.

The data that will be collected in this study is data from character education at the An-Nur Islamic Boarding School in Tangkit Village. The primary data of this research is data from interviews with leaders, caregivers, clerics, and clerics of the An-Nur Islamic Boarding School

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<sup>4</sup> Muhammad Nihwan and Paisun Paisun, "Tipologi Pesantren (Mengkaji Sistem Salaf Dan Modern)," *Jurnal Pemikiran Dan Ilmu Keislaman* 2, no. 1 (March 15, 2019): 59–81.

<sup>5</sup> Hasan Baharun, "Total Moral Quality: A New Approach for Character Education in Pesantren," *Ulumuna* 21, no. 1 (June 30, 2017): 57–80, <https://doi.org/10.20414/ujis.v21i1.1167>; Duna Izfanna and Nik Ahmad Hisyam, "A Comprehensive Approach in Developing Akhlaq: A Case Study on the Implementation of Character Education at Pondok Pesantren Darunnajah," *Multicultural Education & Technology Journal* 6, no. 2 (January 1, 2012): 77–86, <https://doi.org/10.1108/17504971211236254>.

in Tangkit Village. Secondary data in this study is data on observations and documentation at the An-Nur Islamic Boarding School in Tangkit Village.

Data sources in this study consist of people and literature which include. (1) Head of An-Nur Islamic Boarding School in Tangkit Village. (2) Caretaker of the Tangkit Village Boarding School. (3) Ustadz and Ustadzah Pondok Pesantren An-Nur Tangkit Village. (4) Archive of the An-Nur Islamic Boarding School in Tangkit Village. (5) Events/Conditions of Islamic Boarding School An-Nur Tangkit Village. (6) Documentation of An-Nur Islamic Boarding School in Tangkit Village.

The reason for choosing this type of data and data source is the data used to support and find the facts from the results of in-depth interviews that have been done or -checking the existing data. The data is sourced from documentation and archives of the An-Nur Islamic Boarding School in Tangkit Village.

Data collection techniques in this study are observation techniques, interview techniques, and documentation techniques. Observations were made to observe students and the environment of the An-Nur Islamic Boarding School in Tangkit Village. The interview technique was conducted with the leadership, caregivers, clerics, and clerics of the An-Nur Islamic Boarding School in Tangkit Village. Documentation techniques are carried out on all components that support boarding school management data in instilling character education in the An-Nur Islamic Boarding School in Tangkit Village.

The research procedure in this study included the following steps: First, before entering the field, the researcher requested a research permit from the Postgraduate Campus of Sultan Thaha Saifuddin Jambi State Islamic University addressed to the leadership/board of the cottage. Second, researchers meet with the caregiver of the cottage to submit a research permit and convey the aims and objectives of the research. Third, the caretaker of the An-Nur Tangkit Islamic Boarding School formally and semiformal informs the care of the santri as well as the security department and the students about the research conducted by the researcher, to help provide information as complete as what researchers need, fourth, conduct field observations to understand the research background which is actually. Fifth, make a schedule of activities based on the agreement's agreement with the research subject.

Data presentation is carried out through words, as well as tables, diagrams, or graphics related to boarding school management data in instilling character education. The last stage of data analysis is to draw conclusions relating to the management of Islamic boarding schools in instilling character education in the An-Nur Islamic Boarding School in Tangkit Village, Muaro Jambi District. Data Analysis In this study using miles and Huberman data analysis, before analyzing data, researchers collect data, then reduce data, namely selecting data related to Islamic boarding school management in instilling character education and removing data that is not related to Islamic boarding school management in instilling character education.<sup>6</sup> The data confidence test in this study includes observation accuracy and triangulation. This research was

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<sup>6</sup> John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (SAGE Publications, 2012).

conducted at the An-Nur Tangkit Islamic Boarding School which was held from December 2020 to June 2021.<sup>7</sup>

## Findings and discussions

### Findings

An-Nur Islamic Boarding School is located on Jl. An-Nur RT 008 RW003 Tangkit Village, Sungai Geram District, Muaro Jambi Regency, Jambi Province. This institution was built on 6 hectares of waqf land (which is 42,343 m<sup>2</sup> has been certified with number 1704 and the rest is in the certification process).

**Table 1.** Characters developed at An-Nur Islamic Boarding School

Character value	Development of character values
<p><b>a. Religious</b>  <b>Attitudes and behaviors that are obedient in carrying out the teachings of the religion they adopt, tolerant of the implementation of other religious worship, and live in harmony with adherents of other religions</b></p>	<ul style="list-style-type: none"> <li>• habituation of praying five times in congregation</li> <li>• habituation of fasting sunnah Monday, Thursday, and Daud fasting</li> <li>• Praying habituation before and after carrying out activities</li> <li>• Habitators give greetings at the beginning and end of the activity</li> <li>• Habitators are grateful for the blessings of God Almighty</li> <li>• surrender (resignation) to God after endeavoring or trying</li> <li>• habituation of reading the Qur'an</li> </ul>
<p><b>b. Honest</b>  <b>Behavior-based on efforts to make himself an always person</b></p>	<ul style="list-style-type: none"> <li>• The habituation of returning or not borrowing goods</li> <li>• The habit of expressing something that has happened or experienced</li> <li>• Santri'sri habituation is able to answer the teacher's questions about something based on what he knows</li> <li>• In counseling guidance, every santri is accustomed to telling stories about himself, ranging from learning difficulties and associating with friends</li> <li>• The habit of santri to be able to express opinions about something by what he believes</li> </ul>
<p><b>Discipline</b>  <b>Actions that show orderly and obedient behavior in various provisions and regulations</b></p>	<ul style="list-style-type: none"> <li>• Santri'sri habituation to always arriving on time, if it's too late to get a punishment</li> <li>• Santri habituation to always participate in activities and comply with pesantren rules</li> <li>• Santri habituation neatly dressed</li> </ul>

<sup>7</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (SAGE, 1994).

**Independent**

**Attitudes and behaviors that are not easy to depend on others in completing tasks**

**Appreciate achievement**

**Attitudes and actions that encourage him to produce something useful for society, recognize and respect the success of others**

- And polite, both in pesantren and in everyday life outside the pesantren
- The habit of santri carrying out the tasks of the teacher on time
- Santri habituation to become an independent human being by always preparing his own needs
- Santri'sri habituation to tidying up his clothes, shoes, and equipment
- The habit of santri managing his finances
- Santri'sri habituation to doing the assignment from the teacher as well as possible
- Santri'sri habituation to studying hard
- The habit of students to practice hard so that they can excel in sports and arts
- Santri habituation to respect and appreciate the hard work of teachers, heads of boarding schools, and other personnel at pesantren.
- Santri'sri habituation to appreciating the achievements of his friends

- **Friendly/communicative**
- **Actions that show the pleasure of speaking, associating, and cooperating with others**

**Love peace**

**Attitudes, words, and actions that cause others to feel happy fund for their presence**

- Santri habituation to respect the opinions of others
  - Santri habituation to providing support to friends
  - Santri habituation to sharing with friends
  - Santri'sri habituation to deliberate to solve problems
  - The habit of santri to like to cooperate in groups
  - Santri'sri habituation to respecting and deeply respecting peers
  - Santri habituation of not using physical strength in disputes with friends
  - Santri'sri habituation to speaking with good and polite words both to friends or with older people
  - Santri'sri habituation to participating in maintaining the security of goods in class and the dormitory
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**Environmental care**

**Attitudes and actions that always try to prevent damage to the natural environment around it and develop efforts to repair the damage to nature that has occurred**

**Hard work**

• **Democratic**

• **Curiosity**

- The habit of santri to maintain the safety of friends in class/pesantren and ignorant/destructive acts
  - The habit of students and teachers urinating and defecate on the toilet
  - Santri habituation to stir Royong to maintain the cleanliness of the toilet
  - Santri'sri habituation to disposing of trash in its place
  - Santri habituation to work together to maintain the cleanliness of the classroom and pesantren environment
  - Santri habituation not to damage plants around the pesantren
  - The habit of santri is to beautify the environment so that it looks beautiful and beautiful
  - Santri habituation to have a realistic and achieved achievement target
  - Santri'sri habituation to never giving up
  - The habit of santri to be able to face challenges and new things
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- Santri'sri habituation to deliberate to solve problems
  - Santri'sri habituation to respecting the opinions of others
  - Santri'sri habituation not interrupting other people's conversation
  - Santri'sri habituation to accepting deliberations
  - Santri habituation for that to kayak and teachers
  - The habit of santri to respect the seniors
  - Santri'sri habituation to always open thoughts on new things
  - The habit of santri not to always accept something as a final truth
  - Santri habituation to asking questions
  - Santri'sri habituation for the spirit of learning
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<ul style="list-style-type: none"> <li>• <b>Like to read</b></li> </ul>	<ul style="list-style-type: none"> <li>• Santri habituation to read various types of reading to explore new things</li> <li>• Application of Popular Arabic Adagium (Khairu Jalisin Fii Age of the Book: The best friend sitting in a book) to the santri</li> <li>• Santri habituation to loving books</li> <li>• Santri'sri habituation to carrying out the mandate for the tasks given</li> <li>• Santri'sri habituation to accepting the risk of actions taken</li> <li>• Santri'sri habituation not to blame/accuse others without accurate evidence</li> <li>• Santri'sri habituation to admitting and apologizing for the mistakes made</li> <li>• The habit of santri not to blame others for mistakes because of his actions.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Responsibility</b> <b>Someone's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, environment (nature, social and cultural), state, and God Almighty</b></li> </ul>	

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Based on the table, the planting of character values in the An-Nur Islamic Boarding School is carried out integratively which includes all aspects of the activities of the *santri* from waking up to sleep again. Character values are carried out through the culture or activities of pesantren. This certainly strengthens the inculcation of character values in this pesantren.

The location of the An-Nur Islamic Boarding School in Tangkit Village is located in the rural area which is right in the suburbs because Tangkit Village is a border village between the Jambi Municipality and Muaro Jambi Regency. An-Nur Islamic Boarding School Tangkit Village is quite strategic with a distance from the center of Jambi City Skitar 10 km and the distance from the Skitar Airport 5 Km. Based on this location, the An-Nur Islamic Boarding School Tangkit Village is easy to reach by the community, both the community from Jambi Province and outside the Jambi Province.

The vision of the An-Nur Islamic Boarding School in Tangkit Village, namely "Giving birth to graduates who have noble and competent morals in the fields of Arabic, English, and exact (exact science), while the mission of the An-Nur Islamic Boarding School in Tangkit Village is to make Arabic and English as an introduction In daily learning and conversation. Provide acceleration of language lessons and exact lessons through the addition of hours of study at night.

The purpose of the An-Nur Islamic Boarding School in Tangkit Village is: Carry out foster faith and piety to Allah SWT and have a noble character, achieve the competence of students in science and technology, improve the ability of international skilled students, carry out participatory learning, active, innovative, creative, effective and fun so that students carry out fostering faith and piety, have the basics of knowledge, abilities, and skills to continue their higher education or plunge into the community, recognize and love their nation, society and culture, form creative, and skilled students in work to be able to develop themselves continuously, provide the provision of Islamic religious knowledge that is beneficial to yourself and the surrounding environment.

## ANALYSIS

Management comes from English from the verb "to manage" whose synonyms include: "to hand" which means taking care of, "to control" which means checking, and "to guide" which means leading.<sup>8</sup> Islamic education is a medium to influence others towards goodness, as human awareness is strongly planted according to the teachings of Islam by obeying all that is ordered by Allah SWT and staying away from all that is forbidden by Allah SWT.<sup>9</sup> Topics sourced from the main sources of Islamic teachings, including motivation and persuasion, develop the ability to think and dhikr of students.<sup>10</sup>



**Figure 1.** Islamic boarding school management in instilling characters

An-Nur Islamic Boarding School Education Management is divided into two parts, namely: The parenting section and the teaching section: The parenting department (*ri'ayah*) specifically controls the activities of the *santri* in the dormitory, including violations are also resolved in the parenting department. At the level of *santri*, there is an organization called OPPN (An-Nur Islamic Boarding School Student Organization) which is under the auspices of the Careful Section (*Ri'ayah*). In the disciplinary section, violations were carried out in the parenting

<sup>8</sup> Armawati Armawati and Kemas Imron Rosadi, "Faktor Yang Mempengaruhi Manajemen Lembaga Pendidikan Islam: Sistem Pendanaan," *Jurnal Ilmu Manajemen Terapan* 2, no. 3 (February 16, 2021): 410–17, <https://doi.org/10.31933/jimt.v2i3.432>.

<sup>9</sup> Ita Tryas Nur Rochbani and Kemas Imron Rosadi, "Kesisteman Dalam Pendidikan Islam: Batasan Sistem Dan Struktur Sistem," *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL* 1, no. 2 (2020): 687–97, <https://doi.org/10.38035/jmpis.v1i2.402>.

<sup>10</sup> Maptuhah Maptuhah and Juhji Juhji, "Pengaruh Perhatian Orangtua Dalam Pembelajaran Daring Terhadap Motivasi Belajar Peserta Didik Madrasah Tsanawiyah," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 22, 2021): 25–34, <https://doi.org/10.54069/attadrib.v4i1.127>; Ragilian Diasi Nira and Yayuk Fauziyah, "Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma'had Umar Bin Al-Khattab," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (July 23, 2021): 294–309, <https://doi.org/10.31538/nzh.v4i2.1480>.

through his extension, namely OPPN (An-Nur Islamic Boarding School Student Organization). The teaching section takes care of the curriculum, subjects, and so forth.

An-Nur Islamic Boarding School Tangkit Village is a concern *pesantren* on the formation of the personality of the *santri*. In addition, the development of the mental attitudes of the students is also a major concern in the educational process at the institution. The students are prepared as well as possible to become the next generation of the nation with a good personality and a leadership spirit. Character education in Islamic boarding schools is closely related to the management or management of Islamic boarding schools. The management of Islamic boarding schools in question is such as the character education planned, implemented, and controlled in the *pesantren*. This management includes the values that need to be instilled, curriculum content, learning, assessment, education, and education personnel, and other related components.<sup>11</sup>

Character education in Islamic boarding schools is something that cannot be eliminated, given that the existence of Islamic boarding schools is an alternative solution to improving the character of the community, especially children.<sup>12</sup> Character education in Islamic boarding schools aims to shape the character or attitude of students or commonly called Mantri to be better in everyday life. In its implementation, students are required to participate in every activity held by the Islamic Boarding School and comply with all the rules that have been set.<sup>13</sup> For students who violate the rules, sanctions will be subject in accordance to the violations they committed. In the morning students are required to pray at dawn in the congregation, then followed by reading the Qur'an or reciting the yellow book. If the activity after dawn prayer is to read the Qur'an, the center will be monitored by the supervisor, whereas if the activity is to study the yellow book, the cleric will accompany the students. This morning the *santri* got material or learning boarding schools either from Ustadz/Ustadzah or directly from the *Kyai*.

Then, on the contrary, Santri explained what materials he had learned at night in joint learning activities or *madrassas*. At certain times, Islamic boarding schools also often present *kyai* or scholars from outside to lecture or lead recitation. This was done to add insight and knowledge to students and to increase the values of the character of students.

Planting the character of students at the An-Nur Islamic Boarding School in Tangkit Village is very visible from the existence of the An-Nur Islamic Boarding School Student Organization (OPP), where the organization's management is given their respective

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<sup>11</sup> Heriyono Heriyono et al., "Gaya Kepemimpinan Prof. Dr. Kh. Asep Saifuddin Chalim Dalam Meningkatkan Motivasi Kerja Karyawan Di Pesantren," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (August 3, 2021): 21–30, <https://doi.org/10.31538/munaddhomah.v2i1.64>; Muhammad Anas Ma'arif, Muhammad Mujtaba Mitra Zuana, and Akhmad Sirojuddin, "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)," in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022); Ikramullah Ikramullah and Akhmad Sirojuddin, "Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi Di Sekolah Dasar," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (April 25, 2020): 131–39, <https://doi.org/10.31538/munaddhomah.v1i2.36>.

<sup>12</sup> Zarkasyi Zarkasyi, Asnil Aidah Ritonga, and Wahyudin Nur Nasution, "Internalization of Islamic Religious Education Values in Scouting Extracurricular Activities in Forming Student Character in Public Middle School 2 Peunaron East Aceh," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 2 (May 8, 2020): 838–48, <https://doi.org/10.33258/birci.v3i2.911>.

<sup>13</sup> Ujang Sahid et al., "Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (October 31, 2021): 116–25, <https://doi.org/10.31538/munaddhomah.v2i2.97>.

responsibilities to carry out their duties as well as possible. The OPPN administrator is known as *Munazhahzahmah*. *Munazhahzahmah* as the highest organizational winning in the An-Nur Tangkit Islamic Boarding School will be responsible directly to the Kiai and Ustadz.

Every morning, for example, the OPPN management of the Language section will be responsible for giving new vocabulary in Arabic and English. The way or not the two languages depends very much on the leadership of the section. The bureaucratic system that was built in the An-Nur Tangkit Islamic Boarding School, was sewed and clear. The new santri activities were supervised by Mudabbir. Then Mudabbir will be responsible for the An-Nur Islamic Boarding School.

An-Nur Tangkit Islamic Boarding School has big ideas for future generations. An-Nur Islamic Boarding School Tangkit Village tries to give birth to a religious generation, knowledgeable, responsible, moral and has a high concern for the spread of Islam. An-Nur Tangkit Islamic Boarding School has its way of forming the character of each of its students. The fullTime 24-hour educational process in the An-Nur Tangkit Islamic Boarding School environment has fostered these values in each student.

Planting character values in An-Nur Islamic Boarding School is carried out integratively which covers all aspects of the activities of the center from waking up to sleep again. Character values are carried out through the culture or activities of pesantren. This certainly strengthens the inculcation of character values in this *pesantren*.

The activities implemented by the An-Nur Islamic Boarding School must be followed by the use of the right method. In the implementation of learning activities, the methods used by the An-Nur Islamic Boarding School include memorization or tahfidz, lectures, discussions, habituation, exemplary, Aishah/story methods, and rich. In addition, the clerics also often use the dialogue method with *santri*. Likewise, the method used by the clerics in planting character values varies, this is done so that students do not feel bored.

Character education also needs to use methods that are by the characteristics and abilities of students so that the inculcation of character values in students can run more effectively and achieve optimal results. Therefore, the method of giving advice, habituation, awarding and sanctions, and exemplary from educators/clerics are needed. This is intended so that students not only get knowledge theoretically but can also practice implementing it in everyday life routinely in *pesantren*.<sup>14</sup>

The strategy of implementing character education in the education unit is a unity of management programs. The strategy is realized through all activities in the education unit. Development or formation of character students is necessary and important to be done by institutions and all stakeholders including *pesantren* to be a foothold in the organization of character education in the education unit so that the purpose of character education can be realized. The growth and development of good characters will encourage students to grow with

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<sup>14</sup> Warti'ah Warti'ah, "The Implementation of Madrasa Culture in Building Students' Character," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (July 27, 2020): 247–59, <https://doi.org/10.31538/nzh.v3i2.583>; Insani Nur Syawal, "The Role of Scout Extracurricular in Effort To Student's Social – Emotional Character Development (SECD) Competence," *International Journal Pedagogy of Social Studies* 4, no. 1 (December 12, 2019): 103–8, <https://doi.org/10.17509/ijposs.v4i1.21497>.

their capacity and commitment to do the best things and do everything properly. Thus, the strategy of implementing character education is necessary.<sup>15</sup>

Based on this explanation, there are three stages carried out in the inculcation of character values in the An-Nur Islamic Boarding School, namely: 1) The stage of socialization (moral knowledge) through the *pesantren* ta'aruf period, *santri* get an orientation about the life order that must be undertaken in the *pesantren*. 2) In The guidance and habituation stage, in this section, *santri* are guided by the clerics and senior *santri* to carry out all activities in the *pesantren*. 3) Culture Stage, At this stage, the students are accustomed to even entrenched to follow and run all the cultures of the *pesantren*.

The teaching section in the An-Nur Islamic Boarding School is carried out through a characterized learning approach is an alternative development and formation of the character of students through the inculcation of various characteristics-based competencies oriented to the characteristics, needs, and experiences of students, and involves them in the learning process as optimal as possible, so that after completing An educational program they have a strong personality and are ready to follow various changes.

Planting character values in An-Nur Islamic Boarding School is done by maximizing existing resources and using various approaches. The students are not only used as objects but are subjects in learning. Therefore, students are more dominant in developing and actualizing themselves through various activities in the *pesantren*. True character education is not just a habit of good things that are applied to students/*santri*, but the habituation must always be done continuously so that the instilled values can be a good habit for students/*santri*. To see whether the character values have been entrenched into students/*santri*, then in the inculcation of character education at educational institutions or *pesantren* an evaluation is carried out.<sup>16</sup>

Based on the description above, the management of An-Nur Tangkit Islamic Boarding School in instilling the character of *santri* starts from the planning process which includes environmental analysis, existing resources, development of vision, and mission of determining the type of character, and estimated ways to form character. Then proceed with the implementation process/implementation which includes organizing and leadership and the division of tasks between the cleric, and *santri*. The next process controls (assessment), one of which is carried out at An-Nur Islamic Boarding School as an evaluation activity and routine meeting carried out every Thursday, to evaluate the activities that have been carried out and make further improvement efforts. The process reinforces the existing theory about the management of Islamic boarding schools/educational institutions in instilling character education.

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<sup>15</sup> M. I. Suhifatullah, "Visionary Leadership of The Principal in The Implementation of Character Education at SMA Plus PGRI Cibinong Bogor Regency," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (February 28, 2022): 257–68, <https://doi.org/10.30868/ei.v11i01.2253>.

<sup>16</sup> Muhammad Anas Ma'arif, "Pola Pengembangan Kurikulum Pendidikan Pesantren Berkarakter: Studi Pondok Pesantren Nurul Ummah Mojokerto | Tadris: Jurnal Pendidikan Islam," *Tadris* 13, no. 1 (September 7, 2018), <https://doi.org/10.19105/tjpi.v13i1.1635>; Poetri Leharia Pakpahan and Umi Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character," *Tajfir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (January 10, 2021): 1–20, <https://doi.org/10.31538/tjje.v2i1.19>; Muhammad Anas Maarif, "Analisis Strategi Pendidikan Karakter Melalui Hukuman Preventif," *Ta'allum: Jurnal Pendidikan Islam* 6, no. 1 (2018): 31–56.

## CONCLUSION

Based on research conducted by the author about "Islamic boarding school education management in instilling the character of students in the An-Nur Desatangkit Islamic Boarding School", it can be concluded as follows: Education management at An-Nur Islamic Boarding School in Tangkit Village is divided into 2 parts, namely the care and teaching section. The parenting department (*ri'ayah*) specifically controls the activities of the center in the dormitory, including violations that are also resolved in the parenting department. The teaching section takes care of the curriculum, subjects, and so forth. The characteristics instilled in the An-Nur Islamic Boarding School in Tangkit Village are religious, honest, disciplined, independent, appreciating achievement, friendly/communicative, peaceful love, caring for the environment, hard work, democratic, curiosity, and fond of reading, and responsibility.

Management of Islamic Boarding School Education in Instilling Santri Character Education in An-Nur Islamic Boarding School in Tangkit Village is a parenting and teaching section. The parenting section of character planting through the culture of the *pesantren*. In this section there are several stages of planting character education, namely: 1) The stage of socialization (moral knowing) through the *pesantren* ta'aruf period, *santri* get an orientation about the life order that must be undertaken in *pesantren*. 2) In The guidance and habituation stage, in this section, *santri* are guided by the clerics and senior *santri* to carry out all activities in the *pesantren*. Through this stage, students are expected to have awareness and feel happy to carry out all the activities in the *pesantren*. 3) Culture Stage.

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