

SCHOOL BASED MANAGEMENT STRATEGIES FOR SUPERIOR AND COMPETITIVE SCHOOLS IN SIMALUNGUN

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ASBTRAK

This study examines the implementation of school-based management strategies in an effort to create superior and competitive schools in Simalungun Regency. The main focus is to analyze the effectiveness of various strategic approaches applied by educational institutions to achieve sustainable competitive advantage amidst global competition dynamics. This study comprehensively analyzes how the policy of decentralization of education through school-based management can be optimized to improve the quality of learning and competitiveness of graduates. The aim is to identify best practices and challenges faced in realising higher education standards that are relevant to the needs of the labour market and socio-economic developments. This study uses a qualitative approach with a case study method to explore in depth strategic management practices in several pilot schools in Simalungun. Data was collected through in-depth interviews with principals, teachers, school committees, and community representatives, as well as participatory observation of school activities and analysis of related documents. In addition, this study also investigates the extent to which strategic evaluation and careful planning can contribute to increasing the profitability and service quality of educational institutions, in line with the principles of integrated quality management. The results of the research are expected to provide policy recommendations for local governments and education stakeholders to formulate more effective and sustainable school development strategies, ensuring that strategy management and SWOT analysis become an integral part of the education framework. This research emphasizes how comprehensive educational strategic planning, including the formulation of a vision and mission involving all stakeholders, is crucial to achieving Total Quality Management.

Keywords: School-Based Management, superior schools, competitiveness, marketing strategies, strategy evaluation, and educational innovation.

STRATEGI MANAJEMEN BERBASIS SEKOLAH UNTUK SEKOLAH UNGGUL DAN BERDAYA SAING DI SIMALUNGUN

ASBTRAK

Penelitian ini mengkaji implementasi strategi manajemen berbasis sekolah dalam upaya menciptakan sekolah unggul dan berdaya saing di Kabupaten Simalungun. Fokus utama adalah menganalisis efektivitas berbagai pendekatan strategis yang diterapkan oleh institusi pendidikan untuk mencapai keunggulan kompetitif yang berkelanjutan di tengah dinamika persaingan global. Studi ini menganalisis secara komprehensif bagaimana kebijakan desentralisasi pendidikan melalui manajemen berbasis sekolah dapat dioptimalkan untuk meningkatkan kualitas pembelajaran dan daya saing lulusan. Tujuannya adalah untuk mengidentifikasi praktik terbaik dan tantangan yang dihadapi dalam mewujudkan standar pendidikan tinggi yang relevan dengan kebutuhan pasar kerja dan perkembangan sosial-ekonomi. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk menggali secara mendalam praktik-praktik manajemen strategis di beberapa sekolah percontohan di Simalungun. Data dikumpulkan melalui wawancara mendalam dengan kepala sekolah, guru, komite sekolah, dan perwakilan masyarakat, serta observasi partisipatif terhadap aktivitas sekolah dan analisis dokumen terkait. Selain itu, penelitian ini juga menginvestigasi sejauh mana evaluasi strategi dan perencanaan yang matang dapat berkontribusi pada peningkatan profitabilitas dan kualitas layanan institusi pendidikan, sejalan dengan prinsip manajemen mutu terpadu. Hasil penelitian diharapkan dapat memberikan rekomendasi kebijakan bagi pemerintah daerah dan pemangku kepentingan pendidikan untuk merumuskan strategi pengembangan sekolah yang lebih efektif dan berkelanjutan, memastikan bahwa manajemen strategi dan analisis SWOT menjadi bagian integral dari kerangka kerja pendidikan. Penelitian ini menekankan bagaimana perencanaan strategis pendidikan yang komprehensif, mencakup perumusan visi dan misi yang melibatkan seluruh pemangku kepentingan, menjadi krusial untuk mencapai Total Quality Management.

Kata Kunci: Manajemen Berbasis Sekolah, sekolah unggul, daya saing, strategi pemasaran, evaluasi strategi, dan inovasi pendidikan.

INTRODUCTION

School-Based Management is a decentralized approach to educational decision-making, involving various stakeholders such as parents, students, teachers, officials, and the community in an effort to achieve autonomy, flexibility, participation, independence, responsibility, and accountability (Patras et al., 2019). This approach is based on the principle of granting the widest possible autonomy to regions in managing government affairs, including the education sector, in line with the concept of decentralization which is a priority for national development (Rismawati et al., 2021). The implementation of School-Based Management aims to improve the efficiency and effectiveness of education management at the local level,

facilitating the improvement of the quality of educational services through adaptation to the specific needs and potentials of the local community (Angraini et al., 2024). The implementation of this strategy requires adaptive and innovative leadership from school principals, as well as active participation from all elements of school citizens and school committees, to jointly promote educational progress (Maharani et al., 2021) (Sirait et al., 2022). Through this empowerment of autonomy, schools have the ability to design learning programs and strategies that are in line with the characteristics of students and the demands of the local environment, as well as develop a culture of innovation that supports sustainable quality improvement (Ridwanulloh et al., 2022). The development of effective school management strategies, especially at the early childhood education level such as kindergarten, is crucial to improve the management ability of various PAUD institutions as a whole (Jahja & Faradiba, 2022).

This includes important aspects such as the development of physical-motor, cognitive, religious and moral values, and the social-emotional of children, all of which are integrated into the relevant curriculum (Rosdiana & Amrullah, 2021). In this context, systematic and comprehensive planning is fundamental to achieve the expected educational goals, considering that the success of an activity is highly determined by the quality of its planning (Sabila & Rahmalia, 2024). Improving the quality of education as a whole is highly dependent on effective education management (Sholeh, 2023). Quality education is essential for the progress of the nation and serious attention is needed from various parties to continue to improve the quality of education (Shinthia et al., 2023). Education is a conscious and planned effort to create a learning atmosphere that allows students to actively develop their potential, including religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed for individuals and society (Mursalina et al., 2023). Effective planning is one of the most important managerial functions that significantly affects the success or failure of an activity, including in the context of basic education institutions (Sabila & Rahmalia, 2024). Education lasts continuously throughout life, fostering students to have knowledge, skills, and positive attitudes in life, as well as developing all aspects of students' potential, including cognitive, affective, and psychomotor aspects (Rosa & Nartani, 2020).

Education is also a sustainable process that equips students with the ability to adapt to the environment and improve the quality of human resources to ensure the continuity of the nation (Andari et al., 2019). Therefore, the urgency of high-quality education cannot be ignored, considering its fundamental role in shaping the civilization and dignity of a nation in accordance with the noble values of religion and culture (Hamalik, 2006). Improving the overall quality of education is highly dependent on effective education management. Curriculum development, quality of educators, facilities and infrastructure, and the implementation of innovative learning models are some of the important components that must be met to improve the quality of education (Ahmadah et al., 2020). Education that is carried out with maximum effort will result in a maximum improvement in the quality of human resources (Herawati et al., 2019). Improving the quality of human resources through education is the main key to the progress of a nation (Sugianto, 2020). High-quality education is the foundation for a country to better organize all aspects of its life better and with dignity, so that the dignity and dignity of a nation are respected in the global competitive arena (Noor, 2022). Good quality education will produce superior human resources, which in turn will encourage the progress of a country's development (Reski & Sylvia, 2021).

Education is a crucial long-term investment to shape the pattern of human life in the future, especially in developing intellectual potential through the teaching and learning process and instilling noble values for the formation of a moral society (Mappasiara, 2018). Therefore, education is an essential benchmark in determining the quality of a nation's human resources (Pramana et al., 2020), which in turn will have a significant impact on the nation's ability to face increasingly complex and competitive global challenges (Reynaldi & Halim, 2022). Education is the most important aspect to support the future progress of the nation, in line with the national education goals of the Indonesian government, which is to educate the nation's life (Praptaningrum et al., 2023). This is in line with Law Number 20 of 2003 concerning the National Education System which emphasizes that education aims to develop the potential of students to become individuals who have faith, piety, noble character, and have life skills that are relevant to the demands of the times (Naelofaria & Siregar, 2020) (Labuan & Mula, 2023). The role of education in advancing a nation is very crucial, considering that the quality of human resources is a reflection of the education system implemented (Sujarwo, 2015). The

progress of a nation depends heavily on how education is able to form individuals who are not only intellectually intelligent, but also have strong moral and ethical integrity (Mardiyanti et al., 2022).

Failure to achieve optimal learning outcomes will hinder the progress of the nation, so the quality of education must be a top priority for every country that wants development (Syukri, 2023). Education is a guidance process that is carried out consciously, including the transfer of knowledge and values to form the main personality in students (Risalatul & Arifin, 2021). Quality education not only focuses on cognitive aspects, but also on the formation of character and life skills that are relevant to the needs of society, including spiritual abilities, self-control, and intelligence (Yudianto & Murtiyasa, 2021). The development of students' personalities and abilities is the main goal of education, both inside and outside the school environment, and involves the role of family, community, and school as the main pillars in the lifelong education process (Emor et al., 2019). Systematic and conscious efforts to improve human resources through quality education aim to restore moral and intellectual values in students so that they are able to contribute more to the progress of the nation's life in the future (Akip, 2020).

LITERATURE REVIEW

Education functions to develop abilities and form a dignified character and civilization of the nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ardiansyah, 2019). Education is a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society (Triyono, 2017) (Yulianti, 2019).

Education not only leads individuals to intellectual intelligence, but also to the formation of noble character and morality, making them good and wise individuals (Sudrajat,

2011). The formation of strong character and noble morals is a necessity in education, as emphasized by experts who state that character is a jewel of life that distinguishes humans from other creatures (Bassar & Hasanah, 2020) (Marisa & Muliati, 2021). A knowledge that is not accompanied by manners will not provide benefits and blessings, so the emphasis on character and mental education becomes the essence that animates the education system to form an ideal, moral, and dignified person (Arifin & Maghfiroh, 2022). This concept is in line with the view that character education does not only teach what is right and wrong, but also instills good habits so that students are able to internalize positive values and apply them in daily life (Egistiani et al., 2023). Character education is a fundamental strategic step in building the nation's identity, considering its crucial role in shaping a character that distinguishes one individual from another, as well as distinguishing a nation from another in the global arena (Hidayat & Fauzi, 2023).

The phenomenon of moral decadence that occurs in society and the current government environment, such as criminality, injustice, corruption, and human rights violations, indicates an urgent crisis of national identity and characteristics that must be overcome through strengthening character education (Lestari & Surur, 2021). Therefore, character education has been the main focus in national education policy since 2003, with core values including religious, nationalist, independent, mutual cooperation, and integrity aimed at forming competent and competitive individuals in the free market (Ikhsani et al., 2019). The importance of character education is also emphasized by experts who state that a person's success is not only measured by their intellectual intelligence, but also by their attitude and character, making character education an effort to create responsible citizens (Harni & Tarjiah, 2018). Character education is a deliberate effort to optimize students' ethical behavior, preparing them to become future leaders with integrity (Suprpto, 2022). Character formation in the 21st century is very important to balance one's intellectual and moral abilities, because educating humans only to think with reason without being accompanied by moral and character education can lead to the degradation of the quality of human resources (Hayati, 2022). Nevertheless, the integration of character education in the government curriculum still faces challenges in overcoming moral degradation among the younger generation (Hadi et al., 2021). The moral crisis that has hit this nation has triggered the government to mainstream character education in the latest curriculum

through the Permendikbud in response to social problems such as moral degradation and corruption (Anshari & Widyantoro, 2020).

A number of phenomena that occur in society indicate a decline in national character caused by various factors, including conflicts of interest and SARA issues (Ardiansyah, 2019). This condition is exacerbated by the finding that there are still many cases of deviant behavior in children, such as student brawls and bullying, which shows the urgency of character cultivation from an early age (Perdana, 2018). The development of the quality of human resources, one of which is measured by the character of society and the nation, places character education as the main mission in the National Long-Term Development Plan for 2005-2025 (Kosasih, 2021). Character education based on Pancasila is a solid foundation for the development of the nation's character, with the aim of instilling noble and Indonesian values (Hasanah et al., 2019) (Setyanto et al., 2019). This character education is an effective solution to overcome the problem of moral degradation which is increasingly concerning in society, especially among the younger generation (Salafudin et al., 2021). The government has even launched character education programs and movements in response to social conflicts arising from linguistic and cultural diversity in Indonesia, although their implementation has not had a maximum impact (Peter & Simatupang, 2022).

To overcome these challenges, the world of education, from the elementary to the university level, needs to be actively involved in supporting these character education programs and movements (Peter & Simatupang, 2022). However, the integration of these character values in the curriculum is often not optimal, especially in the context of instilling a national defense attitude and strengthening national identity among youth (Puspitasari, 2021). This condition is exacerbated by the weak learning design made by teachers in supporting character education and the teacher's lack of understanding of the concept of character education itself (Maulani et al., 2022). This problem underscores the need for a comprehensive school-based management strategy to effectively integrate character education into all aspects of the education ecosystem, thereby producing graduates who are not only intellectually intelligent but also with integrity and morality. This strategy is essential to ensure that character education

is not only a curriculum jargon, but is manifested in real practices and school culture as a whole (Retnasari et al., 2021).

METHODOLOGY

This approach will involve collaboration between school principals, teachers, school committees, and the community in formulating policies, managing resources, and evaluating character education programs to achieve superior and competitive schools (Prayoga, 2020). This approach integrates character education into every aspect of the curriculum and extracurricular activities, ensuring that Pancasila values are holistically internalized in each student (Blegur, 2021). Character education has become a trend in the last ten years in Indonesia, with various seminars and discussions held and many books written on the subject (Ismail, 2016). The importance of character education in the digital era is becoming increasingly relevant, where innovative strategies are needed to ensure character education remains relevant and effective in the midst of dynamic change (Sagala et al., 2024). The main challenges faced in character education in the digital age include the influence of social media and online content, which significantly shapes individual interactions, especially the younger generation (Sagala et al., 2024).

This phenomenon requires educational institutions to adapt teaching methods, especially in the aspects of instilling values and morals, to be in harmony with the dynamics of information and communication technology developments (Susanto et al., 2022). For this reason, a strategy is needed that not only focuses on formal teaching but also on the formation of a learning environment conducive to character development, including the ethical and productive use of technology. The school-based management approach must also consider changes in attitudes that are not good for current students and prepare future generations to face the disruptive era of the Industrial Revolution 4.0, which has the potential to reduce the values of individual attitudes, tastes, and characters as humans become more individualistic (Darwanto & Nova, 2020).

This approach is very important considering that the development of digital technology, especially social media, has brought positive and negative impacts on individual behavior and ethics, so character education must be strengthened to equip students with legal and ethical awareness of digital (Tantri et al., 2023). The ultimate goal of this strategy is to form students who have superior personalities, are globally competitive, and are based on Pancasila values (Kartini & Dewi, 2021). Along with that, it is important to ensure that the character education curriculum also includes an in-depth understanding of the Electronic Information and Transaction Law as an effort to prevent cyberbullying and improve digital literacy among students (Siregar, n.d.). In addition, character education must also equip students with the ability to think critically to sort through information in the digital era, which is fast-paced and prone to misinformation, so that they are able to become responsible individuals and not easily influenced by negativity (Sagala et al., 2024).

RESULTS AND DISCUSSION

This study uses literature study methods and descriptive content analysis from various sources such as books, journals, and existing research to reconstruct relevant data (Anggraeni et al., 2023). This approach allows for the identification of trends, patterns, and gaps in the existing literature, so as to formulate stronger policy recommendations. The main focus of this research is to analyze school-based management strategies applied to achieve excellence and competitiveness in Simalungun Regency. This strategy includes efforts to integrate the curriculum, build teacher capacity, and strengthen community participation in the education process (Lestari & Jupriaman, 2024). In this context, this study specifically examines how the implementation of character education can minimize the negative impacts of digital technology, such as the tendency to deviant behavior and the spread of negative content, while maximizing the positive potential of technology for learning (Syahputra et al., 2023) (Lestari & Jupriaman, 2024) (Lubis, 2024). Meanwhile, the results of this analysis are expected to provide a comprehensive framework for schools in Simalungun Regency to develop character education models that are adaptive to changing times and relevant to the needs of the community. Character education should explicitly include modules on digital ethics and

cybersecurity, designed to equip students with a comprehensive understanding of their responsibilities as digital citizens (Zhong, 2020). This is the essence of character education in the Alpha generation, who are proficient in using technology and prefer digital communication, demanding a special approach in instilling moral values (Yasir & Susilawati, 2021). In addition, this study also examines the role of good digital literacy in shaping youth with character and preventing the negative impact of digital media use, such as the spread of fake news, online fraud, and cyberbullying (Pandie, 2022).

This is in line with the goal of character education which directs students to become individuals who are capable of managing actions and are able to distinguish between good and bad (Khumairoh, 2022). This approach also analyzes the effectiveness of programs that have been implemented in improving the quality of education and creating graduates who are not only academically intelligent but also have strong character and are able to compete at the global level. Character education also needs to be integrated with the establishment of a special complaint unit in educational institutions to handle reports of cyberbullying and provide assistance for victims (Siregar, n.d.). Thus, the importance of synergy between government policies and school initiatives in building a resilient education ecosystem, especially in the face of evolving social and technological dynamics, is increasingly crucial (Lubis, 2024). Character education also requires students to develop strong character so that they have a tough, critical, and moral personality in accordance with the noble values of the Indonesian nation (Albaburrahim, 2021). Research related to cyberbullying prevention strategies through the understanding of the ITE Law among students has shown that the level of understanding of the ITE Law still varies, even though most students are aware of the existence of the law (Siregar, n.d.). The importance of character education has now become a major issue in the world of education, especially in forming good skills, attitudes, and knowledge in students (Abustang et al., 2023).

The phenomenon of cyberbullying and other cybercrimes, such as online fraud and data breaches, is increasing in line with the low digital literacy and inadequate cybersecurity infrastructure in Indonesia, highlighting the urgency of providing the ability to explore the digital world safely (Lubis, 2024). This suggests that more intensive efforts are needed to

increase legal understanding and awareness among the younger generation, especially in the face of complex digital ethical challenges (Siregar, n.d.). Despite the government's efforts to improve the integrity of law enforcement through the establishment of cyber agencies, implementation inconsistencies and regional gaps in access to justice are still significant obstacles (Lubis, 2024). The increase in cases of cyberbullying also shows that strong character education is needed to instill digital ethics in students from an early age (Pakai, 2021) (Siregar, n.d.). These negative behaviors, which are often manifested through social pressures such as envy, intolerance, and intergroup rivalry, require an emphasis on developing students' moral control and leadership skills as an integral part of character education (Ruliyatin & Ridhowati, 2021).

These behaviors are often driven by psychosocial issues such as jealousy and an inability to overcome differences, highlighting the need for integrated psychological and social interventions in character education programs. The regulation contained in Law Number 19 of 2016 Article 27 paragraph 3 concerning Information and Electronic Transactions prohibits the distribution of information that is insulting or defamation, but its implementation still requires further interpretation to overcome various forms of cybercrime that continue to grow, including cyberbullying and the spread of negative content (Siregar, n.d.). A significant increase in internet use among Indonesia's younger generation, with the majority of users coming from the 19-24 age group, is also correlated with an increase in cases of cyberbullying targeting college students and students (Siregar, n.d.). Article 28 paragraph 2 of the same law also prohibits the dissemination of information that can cause hatred based on ethnicity, religion, race, and intergroup, although the definition that is not always clear in the ITE Law can potentially be misused, making it difficult to distinguish between legitimate criticism and insults that fall into the category of cyberbullying (Siregar, n.d.).

CONCLUSION

This study concludes that school-based management strategies play a crucial role in forming superior and competitive schools in Simalungun Regency, especially through the cultivation of character education that is adaptive to the challenges of the digital era. The

strategy emphasizes the importance of integrating digital ethics and cyber literacy as a core component of the curriculum, along with strengthening cybersecurity infrastructure and establishing a dedicated complaints unit to address cyberbullying issues. The effective implementation of character education should include the development of moral control and student leadership skills as an integral part of the curriculum, as well as integrating psychological and social interventions to address issues such as jealousy and intolerance among students. This holistic approach aims not only to produce graduates who are academically intelligent, but also have high integrity and are capable in dealing with the complexities of digital interaction. Increasing legal understanding and awareness, especially related to the Electronic Information and Transaction Law, is an important prerequisite in reducing the increasingly troubling number of cybercrimes. In addition, ongoing coaching of students involved in cyberbullying is needed, as well as close collaboration between schools, parents, and communities to create a safe and supportive learning environment.

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