

## **CHAPTER IV**

### **DATA PRESENTATION AND FINDINGS**

This chapter presents data display and findings of the study related to the proposed research questions. The findings are presented in series based on the research focus and are based on the result of the data analysis focusing on data reduction and data display.

Before presenting the data, this part is initiated by providing the history and profiles of the schools. The presentation of the history and profile of the schools is important because the data of the study cannot be separated from the institutions themselves historically.

#### **A. The Presentation of the History and Profile of the Schools**

##### **1. Presentation of History and Profile MAN 2 Tulungagung**

Data presentation of MAN 2 Tulungagung is initiated by displaying a brief history of the school as a result of analyzing the official school documents (appendix 5) that the researcher had employed. The school history is not a data in this study. However, it is important to explain them briefly since any school program cannot be separated from its history. Based on research conducted by researchers in the field, whether conducted through observation, documentation and interview relevant parties over the mountain, the researchers can describe the data-data as follows:

MAN 2 Tulungagung establishment can not be separated from the history of the religion teacher education 4 years in Tulungagung. On the support of Islamic organizations and regional head of Regents approval Tulungagung and Head of Religious Education Position East Java Province, proposed by the head of the Office of Religious Education Tulungagung District Number: 63 / b.2 / PGA / k.8 / 1968. Dated January 4, 1968 about the origin PGA Private be 4 years Affairs.

Then in 1970 PGAN 6 Year Tulungagung with SK Minister Religion 166 years 1970. Tanggal August 3, 1970 with Head Mr. Rebin S until 1971. In 1971 until 1988 Head of PGAN 6 years held by Mr. Rebin S.

In the leadership of Mr. Rebin S PGAN 6 years Tulungagung converted to Madrasah Aliyah Negeri 2 tulungagung with SK Ministry of Religious Affairs No. 64 of 1990 dated April 25, 1990, with the consideration that the number of foreign religious teacher education graduates nationwide already meet the needs of teachers of religious education for elementary schools and Madrasah ibtidaiyah.

MAN 2 Tulungagung experienced a fast increasement in term of the number of the students. It was proved by the increase of the number of the students in recent three years that could increase 30% per year.

As an educational institution, MAN 2 Tulungagung surely has its vision, mission, and goal to be achieved. The vision, mission, and goal of MAN 2 Tulungagung are presented as follows:

## 1. The Vision

Realizing the situation MAN 2 Tulungagung smart, dedicated, Innovative, Competitive, spirited Islami (CERDIK BERSEMI). The indicator to measure the reach out of the school vision are as follows:

- a. The graduates who are faithful and have good behavior (*akhlaq al karimah*).
- b. The graduates who have basic general and religious knowledge (*tafaqquh fiddin*)
- c. The graduates who have broad knowledge, capable in technology, have environmental awareness, and good skill.
- d. The graduates who have the spirit of stepping their feet on Allah's path (*ruhul jihad*) in establishing the truth.
- e. The graduates who have good achievements.

The graduates who are ready to live in a very dynamic environment.

## 2. The Mission:

The vision of the school, then, is described into some mission statements. Mission statements explain what the school is going to do to achieve the vision. The missions of MAN 2 Tulungagung in reaching its vision are:

- a. Developing a spirit of lifelong learning to all residents of madrasah.
- b. Creating a comfortable learning atmosphere, conducive and pleasant.
- c. Implementing learning strategies and guidance effectively.

- d. Developing a spirit of excellence on all citizens of the madrasah.
- e. Encouraging and assist students to recognize the potential and achievements of himself.
- f. Developing extra-curricular learning that integrates life skills.
- g. Developing appreciation and practice of the teachings of the Islamic religion in life.

### 3. The Goal of the School

From the first of its establishment, MAN 2 Tulungagung has had so many goals. The recent school goals are realizing the educational institution which is able to produce the students who:

- a. Have faithfulness and good behavior (*akhlaqul karimah*)
- b. Have a strong commitment to have long live education and eagerness to develop their personal qualifications as the best people (*khoiru ummah*).
- c. Have good comprehension at religious knowledge and are able to practice those Islamic values in their daily live.
- d. Have broad general knowledge and technology.
- e. Have achievementattitude.
- f. Have ability to communicate properly with their parents, society, and international people.
- g. Have adaptive attitude and behavior to be sensitive toward social, religious, and environmental problems.

## **2. Presentation of History and Profile of MA Darul Hikmah Tawang Sari Tulungagung**

The data presentation of MA Darul Hikmah Tawang Sari Tulungagung is initiated by displaying a brief history of the school as a result of analyzing the documents and conducting the interview.

Madrasah Aliyah Darul Hikmah is an educational institution under the auspices of Pondok Modern Darul Hikmah are getting has obtained the operational license from the Ministry of Religion.

The forerunner of the birth of Pondok Modern Darul Hikmah, starting from a small mosque which is commonly called broken or mosque, the mosque was founded and nurtured by the late H. Ridwan Musban since 1930, as well as a teacher of the Koran in the mosque, he is also a great merchant in the area Tulungagung. Mr. H. Ridwan was the son of a descendant KH. Abu Mansur I are known in the area as people cleared Tulungagung Tulungagung as well as the first Muslim missionaries.

Mr. H. Ridwan motivated by a strong desire to develop education and da'wah Islamiyah, so he sends his two sons namely Nurul Hadi and Masyhudi Ridwan Ridwan to Pondok Modern Gontor Ponorogo to study Islam.

In 1976 Mr. H. Ridwan intestate to his son that its garden soil that is used for the benefit of Muslims. Because of his father's will and driven by the ideals of Trimurti cottage Gontor (KH. Ahmad Sahal, KH. Zainuddin

Fanani, KH. Imam Zarkasyi) to establish 1000 (one thousand) Pondok Modern in Indonesia, the son of the joint IKPM (Association of Families of Pondok Modern) Tulungagung establish Pondok Modern Darul Hikmah in 1991.

This cottage educational goal is to form a bona fide educational institution with a modern system, but do not leave cash hallmark madrasah (sincerity, simplicity, Berdirkari, ukhuwah Islamiyah, and freedom) or a merger between the old method to the new method by grounding Al Muhafadzotu 'ala Salih qodimish wal akhdzu bi jadidil aslah. So that his students were able to be a devout Muslim, fluently reading the Koran and able to speak Arabic and English both written and oral. Have a basic concept of religious knowledge and common knowledge, has the ability to teach and preach so as to compete with other educational institutions.

MA Darul Hikmah is Islamic educational institutions under the auspices of the Foundation for Waqf Board. MA Darul Hikmah is located on the northern town of Tulungagung 4 km, precisely on Jl. K.H. Abu Mansur I Tawang Sari. Beginning of the establishment of this cottage starts from a prayer or a mosque. Violating or mosque was founded and nurtured by the late H. Ridwan Musban since 1930 as well as a teacher of the Koran in the Mosque, he is also a great merchant in the area of Tulungagung. Mr. H. Ridwan was the son of a famous in Tulungagung that Romo KH. Abu Mansour is known as the man who tripe Tulungagung land once included as the first Islamic religious broadcaster in Tulungagung.

Mr. H. Ridwan motivated by a strong desire to develop education and propaganda Islamiyah, so he sends his two sons namely Nurul Hadi and Masyhudi Ridwan Ridwan to MA Gontor Ponorogo to study Islam. In 1976 Mr. H. Ridwan intestate to his sons that land owned yard in order to be used for the benefit of Muslims.

After returning from MA "Gontor" then his son Ridwan Nurul Hadi set up courses in language and religion, as for the language courses are held when it is Arabic and English. Although only limited to courses, but these institutions already have the foundation itself although small shape.

In the journey for several days increasing number of students included in the course, because of his father's will motivated and their ideals by Tri Murti (KH. Ahmad Sahal, Zaenal Panani, Imam Zarkasi Gontor) to establish MA thousand in Indonesia, the son of the

IKPM (Association of Families of MA) Tulungagung and Foundation previously has formed an agreement establishing Darul Hikmah MA in 1991. Since then lodge stands today.

Madrasah Aliyah Darul Hikmah is part of Kuliyyatul Mu'alimin Al-Islamiya in which good teaching materials and general KMI religion adopted from the standard content in Candy Diknas No. 22 of 2006 and No. Permenag 2 Year 2008. Both of these materials are taught with a balanced load, with the hope of Madrasah Aliyah projection Madrasa Darul Hikmah be seeded competitiveness by not leaving the vision and mission and

educational goals Pondok Modern Darul Hikmah are imbued with the spirit of the five huts.

Education is 4 years old for new students who come from middle and high school General. For the first year of the new students are required to follow the program that experiment with the material KMI oriented religion and Arabic as well as English. As for students who are alumni of Pondok Modern education is only required for 3 years because of perceived KMI has known material oriented religion and Arabic as well as English.

As an organization which serves an education, the school surely had vision, mission, and goal as follows:

#### 1. The Vision

The vision of MA Darul Hikmah Tawang Sari Tulungagung is to create the nation are faithful, pious, noble, have the knowledge and skills and be able to actualize themselves in public life".

. The indicators of the reach out of the school vision are as follows:

- a. Making the teachings and values of Islam as a way of life, attitudes and life skills in everyday life
- b. Winning the trust of the community
- c. Implementing learning process and the management of educational services in accordance with national education standards
- d. Excelent in academic achievement



- e. Excelent in non-academic achievements
- f. Having a highly competitive graduates entering the workforce
- g. Availability of infrastructure and learning
- h. Having a madrasah environment friendly, safe, comfortable, shady and conducive to learning.
- i. Availability of infrastructure and learning
- j. Making the teachings and values of Islam as a way of life, attitudes and life skills in everyday life
- k. Winning the trust of the community
- l. Implementing learning process and the management of educational services in accordance with national education standards

## 2. The Missions

Mission statements explain what the school is going to do to achieve the visions. The missions of MA Darul Hikmah Tawang Sari Tulungagung in reaching its vision are:

- a. Creating an Islamic educational institutions and qualified.
- b. Preparing curriculum are able to meet the needs of students
- c. Preparing education personnel competensive
- d. Organizing the process of a good education, so as to produce high quality graduates

### 3. The School Goals in 5 years

The goals intended to be reached by MA Darul Hikmah Tawang Sari Tulungagung are:

- a. Developing a learning model that integrates IMTAQ and achievement in science and technology that will excel
- b. Producing the highest attainable standard of teachers and professional and certified in accordance with their respective fields
- c. Producing the highest attainable standard of facilities and infrastructure in accordance with national standards of education, especially science and language laboratories
- d. Generating management madrasah participatory and accountable in accordance with the provisions of the national education
- e. Meeting the assessment system in accordance with national education standards
- f. Having internet connection and SIM management information systems and reliable
- g. Producing a wide range of strategies for fundraising through the school committee
- h. Producing a wide range of strategies for fundraising through the school committee

### 4. The Goals in a year

At the end of the school year 2015/2015 madrasah can:

- a. Realize religious cultural life with behavior characterized by pious, sincere, tawadhu ', creative and independent
- b. Optimize the learning process comfortable and enjoyable for learners
- c. Generate a minimum passing criteria achievement average of 75 for all subjects including local content
- d. Increase academic performance is evidenced by the increase in the average value of a good report cards
- e. Increase ability to speak English and Arabic language for students who are garrisoned, shown by the increase in the percentage of English proficiency from 25% to 80%
- f. Optimize guidance and counseling services
- g. Have a team of scientific papers that are effective and won the race the districts and provinces
- h. Increase ability of students in Mathematics and Science Olympics and the language that is effective and can be won district and provincial level realization madrasah beautiful environment, clean, beautiful, comfortable and conducive to KBM.
- i. Realize of a harmonious and dynamic relationship between citizens and public madrasah (stakeholders)

## **B. Data Presentation of the character education management of the Schools**

### **1. Data Presentation of character education management of MAN 2**

#### **Tulungagung**

The presented data in this part covered the data related to the four research questions focused on the formulation of planning, organizing, actuating and controlling in character education management to increase students' religiosity.

#### **a. Planning of character education management in MAN 2**

##### **Tulungagung**

From the result of observation, interview, and document analysis, there are three steps of activities done by the school to formulate the planning. They are evaluating and developing the school vision, mission, and goal, formulating broad strategies, and deciding the prime strategies.

The findings showed that MAN 2 Tulungagung was an Islamic based school which used three kinds of curriculum: formal curriculum as structured by Minister of Religion, language and skill development curriculum, and *diniyah* curriculum consisted of religion teaching. As a consequence, the process of formulating the character education management was done internally by the school division which was in charge with curriculum. Curriculum division functioned as a planner for any school programs with the effort of developing the students' religiosity; cognitive, affective, and psychomotor.

The planning to increase the students' religiosity in MAN 2 Tulungagung, when this study was conducted, was character education management for five years or 2012-2017 planning. The character education management (*renstra*) was made on June 2012 and it was used as a base for the school in deciding the school annual program until 2017.

In formulating the character education management, the school did some steps. The elaboration of each step is presented below:

### **1) Evaluating and Developing School Vision, Mission, and Goal**

School vision, mission, and goal were very important since they were the base for the school to guide the school in doing any school activity. By developing the proper vision, mission, and goal, the school members had the same perception about the school's aim so that they knew exactly what they had to do to achieve this aim. Proper vision, mission, and goal were those that suitable with the needs of both internal and external school clients. Therefore, in developing the vision, mission, and goal, the school involved all of the school stakeholders. As it was stated by the deputy head of curriculum who said that:

“Yes surely every school or another educational institution must have a clear vision, mission, and goal. These are used as a base of the school to do any activities. That is why, evaluating nor developing the vision is important. And during the process of evaluating and developing the vision, we are intensively involving all of the school stakeholders which consist of teachers, and *santris*’ parents”<sup>1</sup>.

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<sup>1</sup>01-01/W/20 Maret 2015

The evaluation and development of school vision, mission, and goal were based on the history of the school. The strong base to develop the school vision, mission, and goals of MAN 2 Tulungagung were based on the spirit of continuing the striving of Muhammad SAW (*ruhul jihad*) to deploy Islamic teachings. Further, the deputy head of curriculum, said that:

“We develop our vision and mission based on the spirit that we have so far. At first, this school wanted to strive in Allah’s path that was by providing an educational institution which has the strong effort to create a good Muslim generations. This was applied by establishing *madrasah* based school which taught both general and religion knowledge. That is why, up to now, we have a strong commitment to do this. We integrate general knowledge teaching with religion teaching. The religious teachings are all based on the teaching of *ahli sunnah wal jama’ah an nahdliyah*”<sup>2</sup>

The development of school vision, mission, and goal were also in accordance with the needs of school stakeholders. For example, the school actively invited all of the pupils’ parents to attend an activity called *istighosah* that the school officially scheduled the event to gather all of the students’ parents at the same time. The *istighosah* conducted to facilitate the parents to be active in giving the suggestion and/or evaluation for the school increasement. The *istighosah* were conducted every month for the students at third grade, and once per three months for the students at first and second grade. The Director of Guidance and Counseling said that:

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<sup>2</sup>01-01/W/20 Maret 2015

“In every Sunday of *Legi (Ahad legi)*, the school have a meeting with the parents to have an *istighosah*. For the third grade students we conduct it monthly. While, for the students at first and second grade we conduct *istighosah* once per three months. Besides praying together, it has the aim to create a good understanding between the school and parents. The school routinely informs any school program and its progress. The school also welcome any parents’ evaluation whether in the form of reporting the problems, giving any suggestion, and so forth”.<sup>3</sup>

The developed vision, mission and goal statement, then, were communicated and internalized into all of the school members. School posted a big billboard in front of the school gate so that everybody who entered the school region could see and know the school vision, mission, and goal. Furthermore, in every classroom, the vision, mission, and goal must be displayed properly.

Based on the researcher experience, during the observation, it was seen that there were an effort from the school to communicate its vision and mission.

In the first day when the researcher went to the school, the researcher first put her eyes into a big billboard in front of the gate where the school guests’ parked their cycle. The billboard informed a detail school vision together with its indicator of its accomplishment. The researcher also could see the school mission and goal. Next to the billboard, there was a big neon implied the school culture that showed the rules of any school guests’ when entering the school region as well as the rules of the school staffs when welcoming the guests such as smile, greet, and *salaam* (giving Islamic greeting like *Assalamu’alaikum*).<sup>4</sup>

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<sup>3</sup>01-02/W/20 Maret 2015

<sup>4</sup>01/OB/FS.14 Maret 2015

The situation above implies that the school vision and mission were made not only to be understood by the school management but also to be understood by the external member of the school.

The deputy head of curriculum, further said that:

“Like what you (researcher) have said that in order to realize the vision and mission, the school needs to communicate it intensively so that it can internalize into the soul of the school members. In a monthly ceremony, for example, the school gives many advices, especially, to the students. Those advices surely are in accordance with our vision and mission”.<sup>5</sup>

Based on those statements, it is clearly understood that the school often communicated its vision and mission with the hope that these two would be internalized in every school member.

Meanwhile, to communicate the school vision and mission toward the school clients, the school actively held a program called *istighosah*. The school also made pamphlet and annual brochure to communicate the school vision and mission while also promoting the school. It contained the school vision, mission, goal, and program offered by the school. Deputy head of curriculum said during the interview that:

“To communicate the vision and mission toward the outside school clients, the school routinely holds *istighosah* like what I have said previously, and actively makes school pamphlet and brochure”.<sup>6</sup>

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<sup>5</sup>01-01/W/20 Maret 2015

<sup>6</sup>01-01/W/20 Maret 2015



Based on the elaboration above, it strongly expressed that the development of proper vision and mission of the school as a base for any school programs is important. Proper in this context means the vision that necessary with the school spirit as well as the need of the society in which the school is exist.

## 2) Formulating a Broad Strategy

In formulating the character education management, the school did not form any special team planner to formulate a draft of the proposed strategies. The school just formed an internal team consisted of several internal people. It consisted of director of curriculum, deputy head of curriculum, and another school top manager. Deputy head of curriculum said:

“We do not use any service from others. We just involve the vice director of curriculum to designing the draft. His name is Mr. Baharudin who is in charge in managing school curriculum whether formal curriculum, language development, nor *diniyah*. He is the prime concept maker in our school”.<sup>7</sup>

Those statements clearly stated that planner team were not formed specifically, but it just included the person who was directly involved with the effort of developing the school program.

Although the school did not use any analysis expert, the formulation of character education management seems effective. Each leading sectors must, first, reported the result of examining their internal and external environment. To analyze the environment, the

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<sup>7</sup>01-01/W/20 Maret 2015

school did not specifically set the technique which must be used by each leading sectors. The school welcomed any technique that might be used to analyze the environment.

One of the divisions which the researcher could dig out the data was the Directorate of Guidance and Counseling. The head of the directorate said:

“Especially for the directorate of guidance and counseling (known as BK or *Bimbingan Konseling*), we used the SWOT analysis to analyze our strength and weakness. The result of the analysis then is informed in the process of character education management. The term used in our school is pre-workshop where the directorate of curriculum together with all of the MA’s deputies is making a plan draft”.<sup>8</sup>

The process of drafting was called pre-workshop in which the planner team independently made a draft of the alternative strategies to be proposed in further activity namely workshop. The director of BK, further, said that:

“In order to formulate the strategy or school program, there are three main activities namely pre-workshop, workshop, and pra-workshop. Pre workshop is the activity of drafting, like what I have said earlier. Workshop is the activity of gathering all of the school staffs to discuss the draft and make an appointment toward the draft. The last is *pra* workshop where all of the school programs are being evaluated”.<sup>9</sup>

What the director of BK said above is strongly supported by the statements of the deputy head of curriculum who said “*in formulating*

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<sup>8</sup>01-02/W/20 Maret 2015

<sup>9</sup>01-02/W/20 Maret 2015

*the character education management there were three main activities that are pre-workshop, workshop, and pra workshop”.*<sup>10</sup>

The result of the official school photographs analysis also showed that there was the activity of pre workshop. The photographs implied that there were some top managers of the school were having internal meeting to formulate the character education management draft. (Appendix for 6 detail)

### **3) Deciding the Prime Strategy**

From the result of the interview, it is known that after the internal top managers which consist of vice director of curriculum, deputy head of curriculum, deputy head of students, deputy head of public relation, and deputy of school infrastructure finished drafting the character education management, they conduct a formal meeting which was called workshop. This activity was usually held in the end of the academic year with the purpose to communicate the draft of character education management in order to be discussed together. It involved all of the school divisions, school teachers, and some of the other school staffs. The deputy head of curriculum also said that the purpose of workshop is to decide which program that will be realized.<sup>11</sup>

In deciding the prime strategy, the school held a very strong base. That was the school eagerness in developing good values. The

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<sup>10</sup>01-02/W/20 Maret 2015

<sup>11</sup>01-01/W/20 Maret 2015

result of document analysis showed that MAN 2 Tulungagung has a strong effort in reaching both national education goal and school goal. The school has a strong eagerness in developing some values as follow:

a) Long live education

School dedicated itself in creating the students who respect toward knowledge and encouraging the students to conquer that knowledge as much as possible so that the students have the eagerness to study during their whole live.

b) Intact Human (*Insan kamil*)

The school has a dedication to encourage the students to develop their self responsive so that they could increase their personal integrity.

c) *Tawasuth and I'tidal*

The school imposed the attitude of living in straight path (*tawasuth*) and living fairly (*I'tidal*) so that the students do not being trapped in the extreme understanding.

d) *Tasammuh* (tolerant)

The school priorities the teaching of live tolerantly. Tolerant means respect toward the difference of belief, religion, culture, way of life, and so forth so that the students are ready to live in a heterogeneous society.

e) *Tawazun* (balance)

The school imposed the students to live in a balance. Harmonious on worshipping toward Allah The Almighty, living with others in society, acting toward the environment, and living with the orientation of past, now, and future,

f) *Amar Ma'ruf Nahi Mungkar* (establish the truth and forbid the wickedness)

The school has the effort to build the students who have critical and constructive character. Critical and constructive are in term of establishing the truth and forbidding the offense which happen in their surroundings.

Based on those values, the school, then, came into some points of deciding the strategies or school programs to reach both national education goal and school goal. The school long-term planning programs are presented on the table below: (Appendix 4)

**Table 2.1. MAN 2 Tulungagung Planning**

1 YEAR PROGRAM ( 2012 / 2013 ) (Short-Term)	3 YEAR PROGRAM ( 2012 / 2015 ) (Mid-Term)	5 YEAR PROGRAM ( 2012 / 2017 ) (Long-Term)
1. The presence of the teachers, staffs, and students is more than 95%.	1. The presence of the teachers, staffs, and students is more than 97%.	1. The presence of the teachers, staffs, and students is more than 98 %.
2. The target of the accomplishehmnt of the average of national score examination is 7,5.	2. The target of the accomplishehmnt of the average of national score examination is 7,5.	2. The target of the accomplishehmnt of the average of national score examination is 8,0
3. 10 % of the graduates could be accepted in public universities, through PMDK orUMPTN. 2 % of the graduates could accept scholarship to study aboard (Middle East Universities)	3. 20 % of the graduates could be accepted in public universities, through PMDK orUMPTN.5 % of the graduates could accept scholarship to study aboard (Middle East Universities)	3. 40 % of the graduates could be accepted in public universities, through PMDK orUMPTN. 8 % of the graduates could accept scholarship to study aboard (Middle East Universities)
4. 75% of the students could read the holy Qur'an properly.	4. 85% of the students could read the holy Qur'an properly. 5 % could memorize more than 5 <i>juz</i> (section of the qur'an).	4. 95% of the students could read the holy Qur'an properly. 15 % could memorize more than 5 <i>juz</i> (section of the qur'an)
5. Having excellent school extracurricular (youth scientific work or <i>KIR</i> , art of writing qur'an verses or <i>kaligrafi</i> and gymnastics)	5.The Excellent school extracurricular could win the province award.	5. The Excellent school extracurricular could win the national award.
6. 60 % of the students could	6. 75 % of the students could	6. 90 % of the students could

7. 70 % of the students could operate Ms Word and Ms Excel program	7. 75 % of the students could operate Ms Word, Ms Excel, Power Point, and internet.	7.100 % of the students could operate Ms Word, Ms Excel, Power Point, and internet.
8. 15 % of the students could make at least 5 handycraft products.	8. 30 % of the students could make at least 5 handycraft products.	8. 40 % of the students could make at least 5 handycraft products.
9. 15 % of the students could make and sew their own cloths.	9. 25 % of the students could make and sew their own cloths.	9.35 % of the students could make and sew their own cloths.
10. 10 % of the students could undertake plantculture and/or aquaculture which have economic value.	10. 20 % of the students could undertake plantculture and/or aquaculture which have economic value.	10. 30 % of the students could undertake plantculture and/or aquaculture which have economic value.

From the school long-term program above, then the school decided one year program to be implemented in the academic year of 2015-2015 as follows:

1. Continually develop the students, teacher, and stafss.
2. Provides additional time allotment for national examination subjects
3. Provides foreign language courses with time allotment 6 hours per week
4. Have coordination with the government and social foundation to give a funding for poor students to continue their study
5. Develop the students ability in reading Qur'an by using *Qiroati* reading method with time allotment 6 hours per week in the evening; having religious activity called *yaasin* and *tahlil* every

- Thursday night, *tadabur fi alam* (meditation), holding commemoration of Islamic Holy day, and establishing the students religious study group
6. Have good communication and coordination with Minister of Religion, Education and Culture Minister, and the government of regency
  7. Add and renovate the school facilities such as classrooms, language laboratories, and computer laboratories
  8. Establish language community
  9. Establish study club
  10. Add the source of learning such as scientific books
  11. Intensively develop the students talents by providing the expert trainer
  12. Add 20 computer units
  13. Communicate intensively with parents and school stakeholders
  14. Report the school progress to the parents
  15. Hold monthly *istighosah* or parents meeting
  16. Develop youth scientific work (*Karya Ilmiah Remaja*)

The principle of deciding the prior strategies was based on the approval of all of the school members. Top managers of the school together with all of the staffs discussed and decided the most important program to be implemented one year ahead. The annual programs were in accordance with the school long-term planning.

**Table 2.2. Summary of Formulating Planning**

Evaluate and develop the school vision, mission, and goal.	Every year the school evaluated its vision, mission, and goal to be developed if it were necessary. The evaluation and development of the vision, mission, and goal were based on the condition of its environment. During the evaluation
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	and development process, the school involved the school committee as the delegation of the students' parents.
Develop the alternatives strategy	In developing the alternatives strategies, the school's top managers independently made a planning draft to be discussed and approved together with all of the school members.
Decide the prime strategy	In deciding the prime strategies, the school involves all of the school members to decide the programs which would be implemented one year ahead. After the prime strategies have been decided, then, the school principal approved it to be school official programs which must be done and obeyed by all of the school members.

**b. The Organizing of character education managemet at MAN 2 Tulungagung**

The findings showed that in organizing character education management, the school manager considered some number of key issues for the effectiveness of the execution of character education management to increase the students' religiosity. They are (a) organizing the school structure, (b) performing strategic leadership,. Each of these key issues were complementary for each other so that they could not be separated.

### 1) Organizing the school structure

The first presentation of findings related to the organizing of character education management is the manager's ability in organizing the school structure. From the result of the interview, observation, and document analysis, there are three main practices in organizing the staff. They are (a) Job description, (b) work specialization, and (c) develop the cadre.

*Job description*, in this regard was clearly described the job of each division. The school clearly explained what ones must do based on his/her position. There were 15 job descriptions in this school which in accordance with the need of implementing the school programs or character education management. They were a job description of school principal, deputy head of curriculum, deputy head of students, deputy head of school infrastructures, deputy head of public relation, deputy head of administration, teacher, homeroom, homeroom coordinator, language development coordinator, counselor, picket man, librarian, laboratory manager, treasurer, security, and cleaning service.

Each of those descriptions was described as clear as possible so that all of the school staffs knew exactly what they must do based on their positions. This illustration below showed that the school members were able to do their job in a good way:

On the first day when the researcher obtained permission to conduct the study, the researcher eased by the school staff who

gave very clear instructions for the researcher about the procedure for obtaining a permission to conduct the study as well as the person with whom the researcher needed to meet before conducting the study. They were all of the staffs in the administration office who have given so many helps for the researcher. The researcher, then, was very more encouraged to study more about this school.<sup>12</sup>

The illustration above illustrates that the clear job description will affect the way how the staffs give a service. The school staffs do their job effectively due to the clearness of their job description.

The school described each job description in order to accomplish the effectiveness of each division in supporting the effectiveness of strategic organizing. One of the subjects of the study says that *“after the plan was approved in a forum or workshop, school clearly states what ones must do to accomplish the effectiveness of strategy execution”*.<sup>13</sup>

The second was *work specialization or staffing*. After each job descriptions were clearly defined, the school then decided the person who was in charge in every job division. In the process of work specialization, the school chose the most skillful employee to be in charge in a division which was in accordance with his skill. Doing work specialization made the school resource efficiency but high on its productivity. The deputy head of curriculum says *“We always try our best to select the candidate being employed here. It is done to*

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<sup>12</sup> 01/OB/IS.14 Maret 2015

<sup>13</sup> 01-03/W/27 Maret2015

*accomplish our efficiency and effectiveness*".<sup>14</sup> It was also illustrated in a situation where the researcher observed.

At a mid day when the researcher was waiting for the informant in his office, the researcher saw that there was a biology teacher went to the administration office before entering her class. The researcher heard that the teacher needed the staff's help to repair her laptop. Her laptop was suddenly locked and she was not able to fix it. In the administration office, the teacher, in fact, try to meet with the teacher of information and technology (IT). She wanted him to fix her laptop. He, then, tried to fix the laptop and finally he could do it. By using some keys, the IT teacher could fix the problem in a very short time.<sup>15</sup>

The illustration above shows that the skillful teacher can support the effectiveness of the school teaching and learning activity. Imagine if such problem was not fixed properly. It might block the activity of biology teaching which might be very useful for the students.

The last practice in organizing the school structure was *developing the cadres*. In this regard, the school also involved unskillful or new employees to give a evaluation in a school program. The unskillful staff was grouped together with the skillful staff with the hope that he/she could learn from his senior. It said by one of the teachers in this school. She was new teacher in that school. She told the researcher that *"When I was new here, I was ordered to be a secretary in the graduation party(akhirus sannah). I was afraid but what a relief that many people helped me at that time"*.<sup>16</sup> These statements imply that the school also tried hard to develop its staff

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<sup>14</sup>01-01/W/20 Maret 2015

<sup>15</sup> 01/OB/IS.20 Maret 2015

<sup>16</sup>01-05/W/26 April 2015

ability. The school had a strong eagerness to build up the members' competence in order for human resource investment.

## **2) Performing strategic leadership**

The school leader, in this regard was school principal, actively developed and communicated the school directions. The school directions were in the form of the school vision, mission, and goal. The school principal demonstrated an effective leadership that was very important for school effectiveness. As a top manager, he developed and communicated the school directions. In addition, he also motivated and inspired all of the school members to move to that direction.

Every year, the school principal continually evaluated and developed the school directions in order to be suitable with the conditions of the school environment. By involving another school leaders and school stakeholders, the principal tried hard to create a qualified *madrasah* based school which could create Muslim youths who were good not only on religion knowledge but also on general knowledge. The principal did the job with the spirit of *jihad* (activity of worshiping toward Allah without any hope except to maintain His blessing).

One of the teachers says that:

“Our principal is future and environmental oriented. He often gives many statements that could motivate us. He also builds up our spirit by intensively remind us that teaching is a means of *jihad*. He said that teaching is the most holy thing we could do

to maintain the existence of Islam that is by creating muslim generations who are *kaffah* (perfect in all of the aspects of human live). That is why we always try our best to do our job”.<sup>17</sup>

The strong eagerness from the leaders could build the spirit of all of the teachers. His eagerness was mainly based on his dream to create good civilization by providing a school in which the society could learn many things including general and religion knowledge.

The school leader also demonstrated a simplicity manner in leading the school. In many ways, he did not show him as the top manager in this school. In contrast, he acted so friendly but in an honor. However, when being faced toward indiscipline practices, he would be very strict and wanted anybody who was in charge to take a responsibility.

The strategic leadership in this school also demonstrated by the school principal who attempted to create an image of competence and succes. His aura enabled him as a rolemodel for his staffs. He could influence the teachers and other staffs by his simplicity but discipline manner.

**Table 2.3. Summary of the organizing of character education management**

Organizing the school structure	In organizing the school structure, the school did three main practices. The first, school clearly describe the job needed to execute the plan.
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<sup>17</sup>01-04/W/26 April 2015

	Then, the school organized the members into some department based on their capability and skill. The last was developing the cadres where the unskillful or inexperienced members were given a chance to develop their capability by working together with the skillful ones.
Performing strategic leadership	The school principal was future oriented. He actively developed and communicated the school directions. He often showed his perfectionism as a leader to see the future. To do this, he often conducted a study on how another educational institution could develop well. The school principal as the central figure in this school also acted as a good example for all of his students and staffs.

**c. The actuating of character education managemet at MAN 2 Tulungagung**

The findings showed that in organizing character education management, the school manager considered some number of key issues for the effectiveness of the execution of character education management to increase the students' religiosity. They are (a) building up the school culture, and (b) Building up the students' cognitive, affective, and psychomotor competence. Each of these key issues were complementary for each other so that they could not be separated.

### 1) Building up the school culture

In supporting the effectiveness of implementing character education management to increase the students' religiosity, based on the observation and interview, the findings showed that there were a warm culture in this school. Warm here were categorized into seven kinds of school culture that all were based on the Islamic culture.

The values shaped by the school were abbreviated in 7K consisted faith (*keimanan*), safety (*keamanan*), orderliness (*ketertiban*), cleanliness (*kebersihan*), beauty (*keindahan*), shadiness (*kerindangan*), and brotherhood (*kekeluargaan*).<sup>18</sup>

The value of brotherhood, then, were conducted in four basic values. The first was trust (*amanah*). Trust was described by being honest in any activity. The value of trust was pointed to all of the school members. Leader put his trust to his staffs and staffs also put their trust to their leader. They must be honest in doing their job with the faith that truthful would welcomed the Allah's mercy and blessing. The students were also being trained to be truthful in learning and doing their daily live. Deputy head of curriculum said that "*the first value to be trained in the santri's daily routine was trust. It was as a response toward many corruption cases which appear today*".<sup>19</sup>

The second was intimacy (*ustriya*). Intimacy means close relationship among all of the school members. There were no any

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<sup>18</sup>01-01/W/20 Maret 2015

<sup>19</sup>01-01/W/IS.20 Maret 2015



boundaries among leader and staff. Everybody worked in solidarity to work together. The main aim was to decrease the boundaries among the school member were to create the unified Muslim society. It was seen from one situation that researcher saw when the deputy head of curriculum seemed so friendly toward another teachers even the students just like there were a family. The situation was warm that in general or non Islam labeled school it was very scarce situation. This also has been being the uniqueness of the Islamic institution that brotherhood or intimacy was very strong.<sup>20</sup>

The third was respect (*'alaqoh*). Respect here means that every person must put their respect to others. The young must respect to the old ones, and the elders were also must be respect to the younger. The students, for example, during the outside of the classroom or another formal activity were suggested to use polite Javanese language (*kromo*) when they were talking to the teacher or anyone older than them. It, according to deputy head of public relation, was to build up the students' attitude that today was drastically decreasing.<sup>21</sup>

The last was helping each other (*ta'awun*). Help each other was implemented in daily routine of all the school members and students. The students were everyday at the *madrasah*. They had to live and share their happiness and sadness. The strong awareness of helping each other was seen when there was a sick *santri* who was being

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<sup>20</sup> 01-01/W/20 Maret 2015

<sup>21</sup> 01-03/W/26 April 2015

treated by his roommates. They took care of their sick friend's needs such as his meal, drink, medicine, cloth, and so forth. This illustrated that the sense of belonging among the members was so high.<sup>22</sup>

The findings above showed that there were the efforts taken by school manager to develop a warm culture around the school live which could support the effectiveness of the organizing of character education management to increase the students' religiosity. Those cultures, in fact, cannot be separated each other because they were simultaneously affecting each other.

## **2) Building up the students' cognitive, affective, and psychomotor competence in a balance**

The other findings, taken from the interview, observation and document analysis, also showed that MAN 2 Tulungagung as a *madrasah* based school was building up the students' cognitive, affective, and psychomotor competence in balance. This demonstrates by several school programs which supported the development of those three competencies. The school teaching programs were divided into five. They are (a) intra curricular teaching, (b) language teaching, (c) *diniyah* or religion teaching, (d) madrasah, and (e) vocational teaching.

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<sup>22</sup>OB/ IS.20 April 2015

To develop those students' competencies, the school allocated 64 hours for all of teaching and learning programs per week. The time allotment was 41 hours for intra curricular, 18 hours for *diniyah*, and 6 hours for foreign language building. While, developing the students' character was done during the students were in *madrasah* 24 hours per day.

To build the students cognitive competence, every day the school conducted teaching and learning activities from Monday to Saturday. The school also conducted the evaluation formally twice per semester. It consisted of mid-term semester evaluation and final semester evaluation. Besides that, the students also had an evaluation in every ending of the chapter. One of the school teachers says that *"We have three kinds of evaluation, final chapter evaluation for each subject, mid-term semester evaluation and final semester evaluation for all of the subjects"*.<sup>23</sup>

Meanwhile, to build the students affective competence, the school directly applied it in the students' daily live. During the *madrasah*, they have to obey all of the school rules which covered the norms and values that must be obeyed by the students. The school strictly divide the male students and female students whether neither their boarding nor their classroom. The school also made a regulation

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<sup>23</sup>01-05/W/26 April 2015

on how to have a cloths, how to make a relationship between male and female, how to communicate each others, and so forth.

Furthermore, to build the students' psychomotor competencies, the school provided vocational learning in which the students could explore their skill with the help of the experts. Some of the vocational programs which were provided by the school were wood lathe, journalistic, cookery, fashion, printing, aquaculture, horticulture, and so on. (Appendix 5).

The findings above showed that the school put their effort to develop three domains of the students' competence in order to create the outputs that were capable in many aspects.

**Table 2.3. Summary of the actuating of character education management**

Building up the school culture	School intensively set out the values as basic principles of the school by making some rules and codes. The rule was set to build up the values of trust, intimacy, respect, and help each other.
Building up the students' cognitive, affective, and psychomotor in a balance	The school built up the students' cognitive, affective, and psychomotor in a balanced by developing five curriculums. They were intra- and extracurricular, language development, <i>diniyah</i> , <i>madrasah</i> , and vocational. Each program was applied simultaneously and continuously in the students' daily life during at the

	<i>madrasah.</i>
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**d) The controlling characteristic education management to increase students' religiosity at MAN 2 Tulungagung**

The controlling characteristic education management to increase students' religiosityincreasements were divided into three aspects. They were toward (a) school leaders, (b) teachers, and (c) students.

The controlling characteristic education management to increase students' religiosity of school leaders were in the form of deciding the school programs. The school leaders could see thoroughly the conditions of the school. As a consequence, the school leader knew exactly what he should do to move the school straightly forward. The deputy head of curriculum said that *“By implementing the character education management, we can see our strength and weakness. We also know the strength and or weakness of each program so that it eases us in the next planning process”*.<sup>24</sup> It clearly illustrates how the implemented school plan could help the school to design and decide further plan.

Meanwhile, for the teachers, the organizing of character education managementcould build their motivations in teaching. It was because the character education managementcould give them clear guidance or blue print on how they had to work. They also felt that during the organizing of character education management, there were many teachers' development activities so that it gave many controllings in developing

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<sup>24</sup>01-01/W/20Maret2015

the teacher's competence. They were also being more responsible in doing the job as they were involved in deciding the school programs.<sup>25</sup>

In addition, for the students, the controllings of the organizing of character education management were seen from their learning result. There were many achievements that the students could reach. Besides that, the students' score in national examination were also continuously increased. The students were also being more motivated in following all of the school activities because there were many graduates who could continue their study in some leading universities in Indonesia by scholarship. It implied that the school programs were indirectly also support the students' motivation in learning. The history of the school achievements gave special motivation for the students to learn well. One of the students said that *"I feel more enthusiasts to learn. The teacher looks well prepared when teaching so that I can learn faster"*.<sup>26</sup> Another student also said that she is more motivated when knowing that there were many graduates could get the scholarship to continue their study in some leading universities in Indonesia.

Those statements implied that the effectiveness of the organizing of the character education management were directly motivates the students to learn as much as possible.

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<sup>25</sup>01-04/W/26 April 2015

<sup>26</sup>01-06/W/24 Maret 2015

**Table 2.4. Summary of the controlling character education management to increase students' religiosity**

Evaluation toward school leader (manager)	The organizing of character education management for the leader gave some benefits especially in deciding the next planning. The school could measure their strength and weakness more deeply so that they could choose the best planning for the future.
Evaluation toward school teacher	The clearness of each job description could build up their motivation in teaching. They also had more responsibility in doing their job because they were involved in deciding the school programs.
Evaluation toward the students	The students were being more motivated since the teacher seemed having much preparation inside the classroom. They were also being more motivated when they saw many graduates could be very successful in achieving many achievements.

## **2. Data Presentation of the character education management at MA Darul Hikmah Tawang Sari Tulungagung**

The presented data of MA Darul Hikmah Tawang Sari Tulungagung covered 3 aspects; they were the formulation of character education management, the organizing of character education management, and the controlling of the organizing of character education management toward the students' religiosity.

### **a. The Planning to Increase the Students' religiosity of MA Darul Hikmah Tawang Sari Tulungagung**

The presented data in this part covered the data related to the three research questions focusing on the formulation of *madrasah's* based school character education management, the organizing of *madrasah's* based school character education management, and the last is the controllings of the organizing of *madrasah's* based school character education management.

The findings showed that in formulating the character education management, the school basically did three main activities. They were (a) developing the vision, mission, and goal, (b) developing broad strategy, and (c) deciding the prime strategy.

#### **1) Developing the vision, mission, and goal**

Based on the result of the interview with the school leaders, in this regard were the school principal and the deputy head of curriculum, it was known that during the process of managing the



school, the school always made increasement toward the school vision, mission, and goal.

As discussed earlier, the school was a Gontor's minded. That was why the school vision was based on or it was in accordance to the vision of the main campus. In order to be relevant to the school environment, the school was given an authority from the main campus to involve the society especially the parents to be actively control and evaluate the school vision, mission, and goal. It had an aim to give suggestions for the main campus to build the vision, mission, and goal which was later also affected by the second campus. In short, any school decision was based on the bottom and it was dedicated for the bottom.

One of the subjects said that:

“Especially for school vision and mission statement, we have the same vision and mission with the main campus. But, in order to increase our quality, every member in the second campus also is being involved when the main campus conducts an evaluation. The point is, we have to report and give evaluation to evaluate and develop the vision although we are not the person who is fully in charge in decision making”.<sup>27</sup>

Those statements imply that the school was active in the process of developing the school vision and mission. Further, the deputy head of curriculum also said *“In developing the school vision, we actively*

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<sup>27</sup>02-01/W/14 Maret 2015

*involve the parents to gather in the activity called istighosah conducted every Thursday night of Kliwon (malam Jum'at Kliwon)''.*<sup>28</sup>

The *istighosah* functioned as the activity to facilitate the parents to share their problems and or their suggestions. It was illustrated in a situation below:

On May 1, 2015, the researcher was allowed to join in *istighosah* held by the school. The activity was started exactly after Isya' prayer that was at 7 PM. The activity was initiated by the activity of praying together. They read *tahlil*, *sholawat*, *dzikr*, and so forth. Those rituals stayed for two hours. After that, the activity was followed by discussion session. In this session, the school leader directly reported all of the running school programs and shared any school information needed. The parents also directly gave their evaluation and sometimes they also gave any suggestions for the school. The situation seemed very warm since that there were no any boundaries among the *kyai* as a school leader and the parents.<sup>29</sup>

After the school vision, mission, and goal were developed, the school intensively communicated it toward all of the school members. For the internal member such as teacher and other staffs, the school leader conducted monthly meeting. While, for the external ones the school actively conducted the *istighosah* and made school calendar and pamphlet.

The result of the official school photograph analysis and based on the observation conducted by the researcher, it was found that the

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<sup>28</sup>02-02/W/14 Maret 2015

<sup>29</sup> 02-OB/1Mei 2015

school actively communicated and internalized its vision, mission, and goal toward the school clients. (Appendix 8)

Based on the elaboration above, the development of proper vision and mission of the school as a base for any school programs is important. Proper in this regard means the vision that suit to the need of the society where the school is located.

## **2) Developing a broad strategy**

Different from the activity of developing the vision and mission, the process of developing a broad strategy was done independently by the school. Main campus gave an authority for the second campus to establish any school program which was suitable to the condition of the local school. The most important thing was that those programs were based on the common goal of the main and second campus. In developing the alternative strategy, the school formed a developer team consisted of school principal, school committees, and school managers.

The developer team was in charge to develop the plan of the future school programs. To develop the plan, the school, first, studied both its internal and external environment. This study was aimed to measure the strength and weakness of the school internally and externally.

The internal study was done by conducting self evaluation through the meeting. In the meeting, each of school division such as

deputy head of curriculum, deputy head of public relation, deputy head of school infrastructure, and deputy head of students must report his division progress. The meeting was held monthly so that the school could continually measure its progress.

Meanwhile, to study the external environment, the school conducted some activities which enabled the school to make a socialization with the society. Some of them were *yasinan* (weekly religious ritual hold by the community every Thursday night), and fieldwork practice (*praktek kerja lapangan or PKL*). Besides that, the school also sent some students to work at the rice field together with the local people to be acquainted closely. Those activities could give a deep understanding of the school toward the need of its clients so that the school could provide the best program for them.

Deputy head of curriculum said that:

“To develop the plan, we always held the meeting. Any school activities must be initiated by meeting in order to make clear anything and to build the same perception among the school members so that misunderstanding and conflict might be avoided”.<sup>30</sup>

In line with his statements, the school principal also stated that

*“The key for doing any school activities was the approval of all school members”*.<sup>31</sup>

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<sup>30</sup>02-02/W/14 Maret 2015

<sup>31</sup>02-01/W/14 Maret 2015

In the process of developing the strategy, the developer team, then, made a draft of a developed common strategy taken from the main campus to be approved by all the members of the second campus.

### **3) Deciding the prime strategy**

The result of the interview showed that after the draft of the developed alternatives strategies was finished, then, the school top managers together with all of the school members as well as the school committees discussed the draft and decided the school programs that would be realized. The school principal said that:

“So, the steps in doing character education management cover the process of the first meeting where school top managers the developed strategies independently. The second is general meeting where all of the school staffs are involved. The point is, every strategy must be approved by all of the members together with the committee before being applied”.<sup>32</sup>

In deciding the prime strategy, the school looked out at some decisions, they were: the school values and the characters of the graduates expected by the school. The school wanted to create the students who have steadiness of faith, greatness moral, broad knowledge, professional, and independent. The school also tried to create the Indonesian young generations who were ready to be the next leader who was able to act responsibly, high minded, self-reliance, and care to others. (Appendix 5)

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<sup>32</sup>02-01/W/14 Maret 2015

Character education management to increase the students' religiosity in MA Darul Hikmah Tawang Sari Tulungagung, when the study was conducted, was character education management for five years (2013-2018).

Furthermore, the school long term planning, based on the interview and document analysis were presented below:

#### **The first one year planning (2013-2015)**

In this phase, the school emphasized on enriching the number of the students with the increase of 10%. The school was also focused on the effort of improving the teachers, students, and staff competence. The target accomplishment of the national examination (NEM) score is 75.70% of the students' have the ability in speaking English and Arabic. 70% of the students have the ability in reading the traditional books (*kitab kuning*). There is an increase on extracurricular activities proved by the achievement reached, 70% of the students have the ability in using and developing technology (computer and multimedia). The school intensively increased the students' skill on doing entrepreneurship by holding twice meeting per week for vocational skills.

#### **The second three year planning (2013-2016)**

In this phase, the school emphasized on enriching the number of the students with the increase of 15%. The school was also focused on the effort of improving the teachers, students, and staff competence.

The target accomplishment of the national examination (NEM) score is 8. 75% of the students' have the ability in speaking English and Arabic. 75% of the students have the ability in reading the traditional books (*kitab kuning*). There is an increasement on extracurricular activities proved by the achievement reached. 75% of the students have the ability in using and developing technology (computer and multimedia). The school intensively increased the students' skill on doing entrepreneurship by holding twice meeting per week for vocational skills. 70% of the students could show their ability in doing entrepreneurship.

### **The third fifth year planning (2013-2018)**

In this phase, the school emphasized on enriching the number of the students with the increase of 20%. The school focused on the effort of improving the teachers and staff competence by conducting intensive supervision, workshop, and training. The target accomplishment of the national examination (NEM) score is 8,5. 80% of the students' have the ability in speaking English and Arabic. 80% of the students have the ability in reading the traditional books (*kitab kuning*). There is an increasement on extracurricular activities proved by the achievement reached. 80% of the students have the ability in using and developing technology (computer and multimedia). The school intensively increased the students' skill on doing entrepreneurship by holding twice meeting per week for vocational

skills. 75% of the students could show their ability in doing entrepreneurship.

The school long-term program above, then, was used for deciding the annual program that the school would apply in the academic year of 2013-2014. The programs are presented as follows:

1. Developing teachers' ability by giving supervision
2. Developing the students' competence (cognitive, affective, and psychomotor)
3. Developing the students' ability in reading traditional yellow books (*kitab kuning*)
4. Continually integrating religious teaching in formal teaching activities
5. Building up a good coordination and communication with the government especially Education and Culture Minister, Religion Minister, and local government
6. Creating a good relationship with donator
7. Having good relationship with the surrounding
8. Renovating the school infrastructures; classrooms, laboratory, and library
9. Adding the infrastructures; computers and LCD projectors
10. Activating English and Arabic foreign language club
11. Building up a study club
12. Creating a good relationship with parents



13. Holding monthly parents meeting

14. Activating the parents in controlling the students progress

**Table 2.5. Summary of the Planning**

Evaluate and develop the school vision, mission, and goal.	Every year the school evaluates its vision, mission, and goal to be developed if it is necessary. The evaluation and development of the vision, mission, and goal are based on the condition of its environment. During the evaluation and development process, the school involves the school committee as the delegation of the students' parents.
Develop the alternatives strategy	In developing the alternatives strategies, the school's top managers independently makes a planning draft to be discussed and approved together with all of the school members.
Decide the prime strategy	In deciding the prime strategies, the school involves all of the school members to decide the programs which will be implemented one year ahead. After the prime strategies have been decided, then, the school principal approves it to be school official programs which must be done and obeyed by all of the school members.

**b. Organizing of character education management to increase the Students' religiosity of MA Darul Hikmah Tawang Sari Tulungagung**

The result of the interview, observation, and document analysis showed that in implementing the character education management, the school did some practices that covered (a) organizing the school structure, (b) performing charismatic leadership, (c) building up the school culture, and (d) building up the students' cognitive, affective, and psychomotor in balance.

**1) Organizing the school structure**

With the effort to support the successful of the organizing of character education management, the school recruited and organized the school members based on some decisions. They were capability, disciplines, experience, and responsibility. *Capability* means to what extend the chosen person could do his job based on their educational background. *Disciplines* means the chosen person had to have a good ability in controlling his behavior in doing the job. *Experience* means how much knowledge or skill that the chosen person have regarding certain job. Meanwhile, *responsibility* means the ability of the chosen person in looking after his duty.<sup>33</sup>

The findings also showed that there were two main practices in organizing the school structure. The first was work specialization

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<sup>33</sup>02-01/W/14 Maret 2015

and the latter was cadres' development. As the school principal who said that:

“In organizing the school, first we must focus on how we recruit the members. We have some characters on how to recruit and staff the members. Some of them are capability, discipline, experience, and responsibility. After that, we divide the works into some divisions and we also prepare for our generations by developing the cadres. The cadres are our *santris* here”.<sup>34</sup>

Work specialization was broken down into a number of separate jobs. Each job was being completed by separate individuals. Besides that, the school also clearly defined each job and also defined what the staffs should do regarding on their job as clear as possible. The deputy head of curriculum says “*In order to support the effectiveness of the organizing of the plan (renstra), we divide the jobs into some divisions. We also clearly stated what the jobs of each division are*”.<sup>35</sup>

The deputy head of curriculum statements above were also supported by the statements of the deputy head of public relation below:

“...each job was specified as clear as possible to avoid some missing. The jobs of deputy head curriculum for example, were clearly stated as well as when he must do that job, so that he will know exactly what and when he must do”.<sup>36</sup>

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<sup>34</sup>02-01/W/14 Maret 2015

<sup>35</sup>02-02/W/ 15 Maret 2015

<sup>36</sup>02-03/W/20 April 2015

The statements above imply that works specialization or separating the jobs into some division were important since each individual needed to know what he had to do to support his work effectively.

The second was developing the cadres. In this case, developing the cadres was done by giving some training to the *santris* and new employees. School had an investment toward the human resources by maximizing the students who seemed had special capability. Besides, the school also gave a huge chance for new employees to take part in any school programs.

One of the subjects said that:

“In maintaining the school existence, we are also making a kind of activity called cadres development. This activity has the aim to prepare our school next generations. We would like to prefer our graduates to dedicate themselves in the school. When we see an extraordinary student, I mean a student who is more than others, we took him and we train him as well as possible so that he will have certain capability to be dedicated for the school. Then, we also develop the new employees’ ability by intensively giving supervision. We also give them a special chance to involve in any school program”.<sup>37</sup>

The statements above showed that preparing for the cadres was assumed to be very important for the school in order to endure the existence of the school in the next future.

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<sup>37</sup>02-03/W/20 April 2015

## 2) Performing charismatic leadership

In the effort of supporting the effectiveness of the organizing of character education management, the school leader, in this case was school principal, was good at giving the example for others. The leader at this school was called *gus*. The name *gus* was given to the son of the leader of the *pondok* (*kyai*).

The *gus* here acted as a central figure who tried to introduce upon the school members the whole principle of school life. He acted as a good example for all of the school members so that they were indirectly affected to be accustomed to the school principles. He himself showed in front of the school members how to act full with discipline and sincere. The school principal says during the interview that *“For me is just that easy. I directly give them the example. If I asked the students to wake up at 3 AM to do tahajud, I just tell myself to do the same”*.<sup>38</sup>

The illustration below also showed how the school principal could make himself as model for his students and staffs:

In the morning, when the researcher was observing the school activity, the researcher saw how powerful the influence of the *gus* as a school principal at MA Darul Hikmah Tawang Sari Tulungagung. At that time was a time for praying *dhuha*, each of the individual student must follow this ritual. Time allotment for having *wudhu* and praying *dhuha* was only 30 minutes for the students had to continue their formal teaching after *dhuha* prayer. Some of the male students were not quickly moved to the mosque, they were just having chat in

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<sup>38</sup>02-01/W/14 Maret 2015

front of the toilet where they were used to take *wudhu*. The school principal saw them and directly dragged one of the students hand to move to the mosque. He did this without producing any statement. Looked on how the principal did, the other students just followed their friends and did *dhuha*' prayer together.<sup>39</sup>

The illustration above showed that the principal as the central leader and figure at the school functioned himself not only became someone who made a rule but also became someone who obeyed the rule.

**Table 2.6. Summary of the organizing of character education management to increase the Students' religiosity of MA Darul Hikmah Tawangsari Tulungagung**

Organizing the school structure	In organizing the school structure, the school has four basic principles to be the determination to recruit and staff the member. They are personal capability, discipline, experience, and responsibility. The school clearly specifies each job needed and then organizes and groups the members into some divisions.
Performing charismatic leadership	The school principal as the central figure in this school acts as a good example for all of his students and staffs. The principal is not hesitate to do the same thing as what the rule said it. His charisma, then, influences all school members to do the same.

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<sup>39</sup> 02-OB/22 Maret 2015.

**c. Actuating of character education management to increase the students' religiosity of MA Darul Hikmah Tawang Sari Tulungagung**

The result of the interview, observation, and document analysis showed that in implementing the character education management, the school did some practices that covered (a) building up the school culture, and (b) building up the students' cognitive, affective, and psychomotor in balance.

**1) Building up the school culture**

Based on the interview and observation, it was known that the school tried to build the school culture that illustrated the school basic principles. They were honest, discipline, brotherhood, and respect.

The first was being honest. Honest means always being truthful in doing anything. The school tried to emphasize the value of being honest to all school members including teachers, staffs, and students. School made a policy that placed an honesty in a higher position. If there was any dishonesty happened, the school would act very strict. The deputy head of administration said that *"To accustom the school members toward the value of being honest, we made a very strict rule to be applied if there was any stealing act happened"*.<sup>40</sup> In short, the school built up the value of honest by

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providing a rule so that every school elements would have a certain control for himself to always behave honestly.<sup>41</sup>

The second was discipline. The word discipline means every school members must act properly based on the rule and code addressed to each member. The teacher, for example, must be at school at least 15 minutes before teaching learning was started. If they were discipline, there would be certain incentive for them. The students also must do every activity that the school had arranged properly unless they would be punished to memorize and or read some traditional books (*kitab kuning*). The school made some rules and codes in order to accustom the school members so that they would be disciplined even though they were not under the eye of any rule and code. The situation below would also illustrate how the school was strictly emphasized the value of being discipline:

At a second visitation to the school, the researcher came at about 7.30 AM. The researcher was having a big question in mind for there were many students in front of the mosque reading *qur'an* while standing. The researcher, then, asked to one of the *santris* walked from their dormitory to the school canteen. He answered that those students were being punished because they were proved to be having such relationship between boy and girl (*pacaran*). "Such kind relationship was forbidden in this school", she further explained. The researcher then asked "Is there any evidence for that case?", she then answered, "Of course, there is. Our school will not give any such kind of punishment if there is no any evidence".<sup>42</sup>

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<sup>41</sup>02-04/W/28 April 2015

<sup>42</sup> 02-OB/IS.27 Maret 2015



The third was brotherhood. The value of brotherhood aimed to set out the feeling of friendship and understanding among school people. The students and *santris* almost spending their time at a *madrasah* where they could maintain their sense of belonging, sense of respecting, and sense responsibility between each other. Their togetherness in their daily live whether they were happy or sad could built a good understanding. The school also built an Islamic brotherhood with the parents. The school actively met with the parents once a month to have an *istighosah*. This activity functioned as formal, social, and religious function since the meeting had many functions to involve the parents in managing the school, build the parents understanding and good relationship, and also invite the parents to worship together.

The last was respect. Each individual at the school and or *madrasah* must put his respect to others. The younger must respect the elder, the elder also must respect the younger in daily live including formal situation and non formal situation. The situation that the researcher herself felt a high value of respecting each other in this school happened when the researcher came for the first time to the school. The *santris* showed their respect to the researcher by nodding down their head to the researcher.<sup>43</sup>

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<sup>43</sup>OB/IS.Feb 6, 2015

The illustration above showed that the school also had a social function to set out the values with the hope that the students would have good behavior when they were living with the society. Furthermore, in the process of setting out good value to the students, the school made a rule for all of the school members so that they would accustomed to that values. The school also punished the students with a kind of punishment which did not harm the students.

## **2) Building up the students' cognitive, affective, and psychomotor in a balanced**

The findings taken from the interview, observation, and document analysis showed that MA Darul Hikmah Tawang Sari Tulungagung built up the students cognitive, affective, and psychomotor in a balanced. It demonstrated through several learning programs that the school provided to support these developments. They were (a) Intra and extracurricular, (b) Language development, (c) Vocational teaching, and (d) *diniyah* or religion teaching.

The curriculum used for each program was based on the formal curriculum structured by Education and Culture Minister, language curriculum structured by the internal school, *diniyah* and vocational curriculum which were also structured by the internal school.

To built up the students' cognitive competence, the school allocated 6 hours per day for teaching formal knowledge such as Math, Physics, Indonesian history, social sciences, and so forth.

While, for diniyah or religion teaching such as *fiqh* (Islamic law), *tauhid* (Islamic faith), *nahwu shorof* (syntax ), and so forth which were allocated 3 hours per day. Then, language development were allocated a half hour each day for the students to have language development class before starting the formal class. Especially for vocational teaching, the school allocated one day full for building up the students skill that was on Friday.

To evaluate and measure the students' cognitive competence, the school conducted some evaluations. For formal school there were two kinds of evaluation: formative and summative test. Formative test was conducted in the end of every chapter, while summative test was conducted in two terms: mid-term test and final test. Those test were conducted in two ways that were interview by using bilingual test (English and Arabic), and written-test.

One of the school teachers said that:

“We have many kinds of evaluation. The first was formative test in the end of every chapter. The summative test conducted in mid-term and end of term. Every test we divided into two. They are interview by using bilingual languages and written test”.<sup>44</sup>

Meanwhile, to build the students competence, the school directly applied the basic principle norms and values to be obeyed by the members of the school in their daily live in *madrasah*. The school set out the way how the students had to have relationship with

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<sup>44</sup>02-05/W/28 April 2015

others, the way how each individual communicated to others, the way how each individual worn cloths, and so forth.

To support the effectiveness of affective teaching, the school also made a regulation or rule so that the students could accustom to the rule and continuously it would be the students' habitual.

Furthermore, to build up the students' psychomotor competence, the school provided some vocational trainings and language development class. The students could explore their skills under the guidance of the teacher. Some vocational skills proposed by the school were wood lathers, agriculture, broadcasting, aquaculture, and many others. For agriculture, for example, the students were directly sent to the rice field to plant and harvest the rice. Besides that, the school also made a policy that each student in grade XII must follow a social program called PKL. The school sent their students to the remote area in regency to do social service such as teaching at the school, teaching at *madin* (place for religion teaching), helping local people in many activities, and so forth.

The finding above showed that the school put their efforts to develop three domains of the students' competence in order to create the output that had many capabilities in various aspects.

**Table 2.6. Summary of the actuating of character education management to increase the Students' religiosity of MA Darul Hikmah Tawang Sari Tulungagung**

Building up the school culture	School intensively sets out the values as basic principles of the school by making some rules and codes. The rule is set to build up the values of honest, discipline, brotherhood, and respect.
Building up the students' cognitive, affective, and psychomotor in a balance	The school builds up the students' cognitive, affective, and psychomotor in a balanced by developing four curriculum. They are intra- and extracurricular, language development, <i>diniyah</i> , and vocational. Each programs is applied simultaneously and continuously in the students' daily live during at the <i>madrasah</i> .

**d. The controlling of the character education management to increase students' religiosity at MA Darul Hikmah Tawang Sari Tulungagung**

The findings showed that the organizing of the *madrasah* based school character education management gave some evaluations toward the school leader, school teacher, and student. It could not be avoided that the successful of the students in learning was affected by the school management and teacher management during in the classroom.

For the leader, the organizing of character education management gave a thorough and deep view about his school. Especially

in managing the school in order to produce a qualified student, the leader knew what he should do, he knew how he should act, and he knew how he should give a policy.

By implementing the character education management, the school was able to identify the need of the social environment where the school was located. As a consequence, the school leader would be able to decide what he should do to fulfill the need of the society. The school principal says, “*We have many benefits by implementing the character education management, one of them is we know what the clients want and what they need*”.<sup>45</sup>

Another evaluation that the leader could maintain by implementing the character education management was easing the leader in controlling and minimizing the conflict among the school members. By formulating the character education management, the school had a clear direction so that he could control all of the elements of the school easily. Besides that, during the process of formulating the character education management, the school involved all of the elements of the school so that they could give their opinion and idea on how the school must go to reach the goals. As a result, the school could minimize the internal conflict due to the character education management was approved together. The school could also minimize the external conflict, especially with the parents, because the parents were being involved in controlling the school

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<sup>45</sup>02-01/W/14 Maret 2015

programs. One of the subjects said that, *“Implementing character education management gives many benefits. One of them is in the term of maintaining the sense of understanding among the school members both internally and externally, so that it could minimize the conflict”*.<sup>46</sup>

Meanwhile, for the teachers, the organizing of character education management gave benefit on giving the teachers a great motivation for doing their job as an educator. This motivation came out from two reasons. The first, the teachers felt that by being involved in deciding the school programs, they had a strong motivation to be more responsible toward what they had decided. They were also being motivated in teaching because they knew exactly what they had to do to reach the school goals. One of the teachers says:

*“We were more motivated since we always being involved in deciding the school programs. It has a consequence that we have to be responsible toward our choice and we also have a clear understanding about our job.”*<sup>47</sup>

In addition, for the students, the organizing of character education management gave many benefits in some aspects. They were the students’ motivation in learning, the students’ skill development, and the students’ social awareness.

The school programs provided to build the students’ cognitive, affective, and psychomotor competence in a balanced could motivate the students to learn more. Some vocational training, for example, gave

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<sup>46</sup>02-03/W/28 April 2015

<sup>47</sup>02-06/W/28 April 2015

special motivation for the students to study more and more. It was based on the information taken from one the students at third grade. He says that:

So far, I really enjoy the school program provided. Especially the vocational ones. In my opinion, giving a chance to develop my skill in printing is great and it always motivates me to learn more because I love to do it.<sup>48</sup>

Another student also said the same thing. She said that, *“I really excited to study here. Before I entering the school, I heard that this school provided broadcasting training. Not thinking too long, I just said to my parents that I would like to enter the MBS”*.<sup>49</sup>

The statements above imply that the school program which was suited with the needs of the school clients could build up the students’ motivation to learn better.

The second evaluation for the students was that they were being accustomed to be disciplined. During study at the school, the students were allowed to visit their home once in three months except there were any reasonable circumstances such as being sick, having personal matter, and so on. Students spent their time mostly in *madrasah* where they had to obey and follow any rule made by the *madrasah*. As a consequence, they were accustomed to the daily live that they had during they stayed in *madrasah* and it gave the impact on their life outside the *madrasah* that

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<sup>48</sup>02-08/W/28 April 2015

<sup>49</sup>02-07/W/28 April 2015



they were being disciplined just like when they were living inside the *madrasah*.

One of the students said that:

“Living inside the *pondok* with many activities inside makes me learn much on how to manage my time. I study here since junior high school so I have spent my time to live here for about 5 years. The impact to my life is very great for I am able to live more discipline and the values that so far have been being set out is internalize in my daily live. That are some benefits that I could feel so far.”<sup>50</sup>

The statements above showed that the character education management which was planned and implemented seriously gave a positive effect to the students’ religiosity increment.

**Table 2.7. Summary of the controlling of character education management to increase students’ religiosity**

Evaluation toward school leader (manager)	The implemented character education management gave evaluation in the term that the school leader could understand more about his school so that it would have better planning for the future. It was also eased the leader in controlling his staff and minimizing the conflict among the internal and external school members.
Evaluation toward school teacher	Toward the school teacher, the implemented character education management could build the teachers’ motivation and responsibility in doing their job.
Evaluation toward the students	The students can directly feel a good effect of the organizing of character education management. The character education management that is formulated based on

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<sup>50</sup>02-07/W/.28 April 2015

	the real condition of the school internally and externally enables the school to provide the program that mostly suit with the need of the students as a school clients. The students, then, feels more motivated to learn better. They are also being accustomed with the rule related to the values and norms set out by the school so that they are being influenced by the rule and unconsciously always apply it though they are not under the eye of <i>madrasah</i> .
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### C. Research Findings

#### 1. Research Findings of MAN 2 Tulungagung

Research findings related to the Madrasah based School Character education management to Increase the Students' religiosity at MAN 2 Tulungagung were presented below:

**Table. 2.8. Research Findings of MAN 2 Tulungagung**

<b><i>Madrasah</i> Based School's Character education management and Its Organizing to Develop the Students' religiosity</b>	
<b>Component</b>	<b>Site I MAN 2 Tulungagung</b>
The Planning of character education management to increase the students' religiosity	<ol style="list-style-type: none"> <li>1) Evaluate and develop the vision, mission, and goal of the school annually as a response toward the change of the school environment and based on the historical spirit of the establishment of the school. Then these were communicated to the internal and external clients. The activity was called pre workshop that involved all school's top managers.</li> <li>2) Formulate the broad strategies by involving the top managers of the school</li> <li>3) Decide the prime strategy through meeting which called workshop where all of the school stakeholders were involved. In this phase, the school character education management for one year was decided and being communicated to the</li> </ol>

	school clients through billboard, pamphlet, calendar, guidance book, <i>istighosah</i> , and school website.
The organizing of character education management to Increase the students' religiosity	<p>1) To implement the school character education management, the school organizes the people into a structure. The school predicted how much division it needed. Then, the school organizes the people into certain division by looking at how far their capability, responsibility, and seniority. Each job was clearly defined; how should they do, at what time they must start or finish, and to whom they should communicate.</p> <p>2) To support the effectiveness of character education management, the school leader performed strategic leadership. The leader had strong eagerness to bring the school move forward. He gave spirit and motivation toward all school members to bring the school become qualified Islamic school which can create the intact Muslim youth.</p>
The actuating of character education management to Increase the students' religiosity	<p>1) The school built the school culture by setting out the values of being <i>amanah</i> (honest), intimacy, respect, and helping each other. The setting out of these values done by developing the rule or code. The setting out of the school values aimed to build the students' who had spiritual and intellectual competence.</p> <p>2) The school built up the students' cognitive, affective, and psychomotor competence in a balanced. It showed by several programs provided by the school which supported the developments of those competencies. They were intra- and extracurricular, language development, <i>diniyah</i>, <i>madrassah</i>, and vocational teaching. Each program was allocated proportionally as the need. Then, the school creates some rules to support the effectiveness of the building up these competencies.</p>
The controllings of the character education management to Increase the Students' religiosity	<p>1) The evaluation toward the leader in the case that the leader could have better decision in deciding the next planning. The school could measure their strength and weakness more deeply so that they could choose the best planning for the future.</p>

	<p>2) The clearness of each job description could build up their motivation in teaching. They also had more responsibility in doing their job because they were involved in deciding the school programs.</p> <p>3) The students were being more motivated since the teacher seemed having much preparation inside the classroom. They were also being more motivated when they saw many graduates could be very successful in achieving many achievement</p>
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## 2. Research Findings of MA Darul Hikmah Tawang Sari Tulungagung

Research findings related to the *Madrasah* based School Character education management and its Organizing to increase the students' religiosity at MA Darul Hikmah Tawang Sari Tulungagung were presented as follows:

**Table. 2.9. Research Findings of MA Darul Hikmah Tawang Sari Tulungagung**

<b><i>Madrasah</i> Based School's Character education management and Its Organizing to Develop the Students' religiosity</b>	
<b>Component</b>	<b>Site II MA Darul Hikmah Tawang Sari Tulungagung</b>
The Planning of character <i>education management</i> to increase the students' religiosity	<p>1) Evaluate and develop the vision, mission, and goal of the school annually as a response toward the change of the school environment and based on the historical spirit of the establishment of the school. Then, these school directions were communicated to the internal and external clients. Due to the school was a second campus, the school just followed the decision of the first campus. However, the main campus also had a right to evaluate or gave suggestion to the second campus.</p> <p>2) Top managers of the school develop the broad strategy based on the school clients' need</p>

	3) Decide the prime strategy based on the meeting held with involving the school's stakeholders. In this phase, the school character education management for one year was decided and being communicated to the school clients through billboard, pamphlet, calendar, guidance book, <i>istighosah</i> , and school website.
The organizing of <i>character education management</i> to Increase the students' religiosity	<p>1) To implement the school character education management, the school organizes the people into a structure. The school predicted how much division it needed. Then, the school organize the people into certain division by looking at how far their capability, responsibility, experience, and disciplinary. Each job was clearly defined; how should they do, at what time they must start or finish, and to whom they should communicate.</p> <p>2) To support the effectiveness of character education management, the leader performed charismatic leadership in which he could influence others by his manner and aura. The school principal here was called <i>gus</i>. He gave a direct example to actuate the school members. He had a simple but discipline manner.</p>
The actuating of <i>character education management</i> to Increase the students' religiosity	<p>1) The school set out some values as basic principles of the school. They were the values of honest, discipline, brotherhood, and respect. To support the effectiveness of the setting out school values, the school created certain rule and code.</p> <p>2) The school built up the students' cognitive, affective, and psychomotor competence in a balanced. It showed by several programs provided by the school which supported the developments of those competencies. They were intra- and extracurricular, language development, <i>diniyah</i>, and vocational teaching. Each program was allocated proportionally as the need. Then, the school creates some rules to support the</p>

	effectiveness of the building up these competencies.
The Evaluations of the Organizing of <i>Character education management</i> to Increase the Students' religiosity	<ol style="list-style-type: none"> <li>1) The implemented character education management gave evaluation in the term that the school leader could understand more about his school so that it would have better planning for the future. It was also eased the leader in controlling his staff and minimizing the conflict among the internal and external school members.</li> <li>2) Toward the school teacher, the implemented character education management could build the teachers' motivation and responsibility in doing their job.</li> <li>3) The students could directly feel a good effect of the organizing of character education management. The character education management that was formulated based on the real condition of the school internally and externally enabled the school to provide the program that mostly suit to the need of the students as a school clients. The students, the, felt more motivated to learn better. They were also being accustomed to the rule related to the values and norms set out by the school so that they were being influenced by the rule and unconsciously always applied it though they were not under the eye of <i>madrasah</i>.</li> </ol>

#### D. Cross-Site Findings

The cross-site findings related to the *madrasah* based school's character education management and its organizing to develop the students' religiosity of MAN 2 Tulungagung and MA Darul Hikmah Tawangasari Tulungagung are presented below:

**Table 2.10. Cross Site Findings**

<b><i>Madrasah</i> Based School's Character education management and Its Organizing to Develop the Students' religiosity</b>			
<b>Component</b>	<b>Site I MAN 2 Tulungagung</b>	<b>Site II MA Darul Hikmah Tawangsari Tulungagung</b>	<b>Note</b>
The Planning of <i>Character education management</i> to increase the students' religiosity	<p>1. Evaluate and develop the vision, mission, and goal of the school annually as a response toward the change of the school environment and based on the historical spirit of the establishment of the school. Then, these were communicated to the internal and external clients. The activity was called pre workshop that involved all school's top managers.</p> <p>2. Formulate the broad strategies by involving the top managers of the school</p> <p>3. Decide the prime strategy through meeting which called workshop where all</p>	<p>1. Evaluate and develop the vision, mission, and goal of the school annually as a response toward the change of the school environment and based on the historical spirit of the establishment of the school. Then, these school directions were communicated to the internal and external clients. Due to the school was a second campus, the school just followed the decision of the first campus. However, the second campus also had a right to evaluate or gave suggestion to the first campus.</p> <p>2. Top managers of the school develop the broad strategy based on the school clients' need</p>	

	of the school stakeholders were involved. In this phase, the school character education management for one year was decided and being communicated to the school clients through billboard, pamphlet, calendar, guidance book, <i>istighosah</i> , and school website.	3. Decide the prime strategy based on the meeting held with involving the school's stakeholders. In this phase, the school character education management for one year was decided and being communicated to the school clients through billboard, pamphlet, calendar, guidance book, <i>istighosah</i> , and school website.	
The organizing of <i>Character education management</i> to Increase the students' religiosity	1. To implement the school character education management, the school organizes the people into a structure. The school predicted how much division it needed. Then, the school organize the people into certain division by looking at how far their capability, responsibility, and seniority. Each job was clearly defined; how should they do, at what time they must start or finish, and to whom they should communicate.	1. To implement the school character education management, the school organizes the people into a structure. The school predicted how much division it needed. Then, the school organize the people into certain division by looking at how far their capability, responsibility, experience, and disciplinary. Each job was clearly defined; how should they do, at what time they must start	



	<p>2. To support the effectiveness of character education management, the school leader performed strategic leadership. The leader had strong eagerness to bring the school move forward. He gave spirit and motivation toward all school members to bring the school become qualified Islamic school which can create the intact muslim youth.</p>	<p>or finish, and to whom they should communicate.</p> <p>2. To support the effectiveness of character education management, the leader performed charismatic leadership in which he could influence others by his manner and aura. The school principal here was called <i>gus</i>. He gave a direct example to actuate the school members. He had a simple but discipline manner.</p>	
<p>The actuating of <i>Character education management</i> to Increase the students' religiosity</p>	<p>1. The school built the school culture by setting out the values of being <i>amanah</i> (honest), intimacy, respect, and helping each other. The setting out of these values done by developing the rule or code. The setting out of the school values aimed to build the students' who had spiritual and intellectual</p>	<p>1. The school set out some values as basic principles of the school. They were the values of honest, discipline, brotherhood, and respect. To support the effectiveness of the setting out school values, the school created certain rule and code.</p> <p>2. The school built up</p>	

	<p>competence.</p> <p>2. The school built up the students' cognitive, affective, and psychomotor competence in a balanced. It showed by several programs provided by the school which supported the developments of those competencies. They were intra- and extracurricular, language development, <i>diniyah, madrasah</i>, and vocational teaching. Each program was allocated proportionally as the need. Then, the school creates some rules to support the effectiveness of the building up these competencies.</p>	<p>the students' cognitive, affective, and psychomotor competence in a balanced. It showed by several programs provided by the school which supported the developments of those competencies. They were intra- and extracurricular, language development, <i>diniyah</i>, and vocational teaching. Each program was allocated proportionally as the need. Then, the school creates some rules to support the effectiveness of the building up these competencies.</p>	
<p>The controllings of <i>character education management</i> to Increase the Students' religiosity</p>	<p>1. The evaluation toward the leader in the case that the leader could have better decision in deciding the next planning. The school could measure their</p>	<p>1. The implemented character education management gave evaluation in the term that the school leader could understand more about his school so that it would have</p>	

	<p>strength and weakness more deeply so that they could choose the best planning for the future.</p> <p>2. The clearness of each job description could build up their motivation in teaching. They also had more responsibility in doing their job because they were involved in deciding the school programs.</p> <p>3. The students were being more motivated since the teacher seemed having much preparation inside the classroom. They were also being more motivated when they saw many graduates could be very successful in achieving many achievement</p>	<p>better planning for the future. It was also eased the leader in controlling his staff and minimizing the conflict among the internal and external school members.</p> <p>2. Toward the school teacher, the implemented character education management could build the teachers' motivation and responsibility in doing their job.</p> <p>3. The students could directly feel a good effect of the organizing of character education management. The character education management that was formulated based on the real condition of the school internally and externally enabled the school to provide the program that mostly suit to the need of the</p>	
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		<p>students as a school clients. The students, the, felt more motivated to learn better. They were also being accustomed to the rule related to the values and norms set out by the school so that they were being influenced by the rule and unconsciously always applied it though they were not under the eye of <i>madrasah</i>.</p>	
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