



STUDENT MANAGEMENT IN IMPROVING CHARACTER AND ACHIEVEMENT OF STUDENTS AT MAN 2 TULUNGAGUNG

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ABSTRACT:

This study aims to describe the practice of student management at MAN 2 Tulungagung in fostering religious character and enhancing student achievement through a continuous cycle of planning, implementation, and evaluation. Employing a qualitative descriptive approach, data were collected through in-depth interviews, participatory observation, and documentation, then analysed using Miles and Huberman's interactive model. The findings reveal that the planning process is carried out collaboratively through annual coordination meetings and a selective student admission system based on achievement, religious, and regular pathways. Character development programs are implemented through daily religious, social, and incidental activities, such as *Semesta* (One Verse a Day) and *Jumat Berkah* (Blessed Friday), which cultivate religiosity, discipline, and responsibility. Achievement development is conducted through 23 extracurricular activities supported by professional mentors, student reward systems, and active parental involvement. Program evaluation is conducted periodically through internal meetings and student involvement. The student management at MAN 2 Tulungagung has proven capable of serving as a role model school in fostering religious character, discipline, and students' spirit of achievement in a sustainable manner.

Key words: student management, character improving, student achievement, Islamic school

INTRODUCTION

Student affairs management is a central aspect of educational efforts to holistically improve students' potential, encompassing both cognitive (achievement) and affective (character) domains. In the context of Islamic academic institutions, student affairs management not only covers student administration and activities but also serves as a systematic means to internalize Islamic values and cultivate noble character, enabling students to grow into individuals with integrity and accomplishments. Empirical studies indicate that well-planned, participatory, and value-based student affairs management practices can enhance students' discipline, motivation, and both academic and non-academic achievements.¹ Character development cannot rely solely on verbal teaching of values; it must be achieved through moral internalization (moral knowing), affective experiences (moral feeling), and concrete daily actions (moral acting). Lickona's theory proposes

¹ Eka Oktaviani Melianti, M. Giatman, and Ernawati Ernawati, "Pengaruh Manajemen Kesiswaan Terhadap Hasil Belajar Siswa," *Journal of Education Research* 4, no. 3 (July 15, 2023): 1007–13, <https://doi.org/10.37985/jer.v4i3.295>.

the know–feel–act framework as a foundation for character education.² In other words, educational institutions, including student affairs management, need to provide programs that enable students to understand values, internalize them in their hearts, and subsequently apply them in their daily behavior.

Character development in madrasahs has distinctive dimensions: in addition to general pedagogical approaches, it involves religious activities with structured extracurricular programs. Effective implementation of character education combines three moral components: moral knowledge, moral feeling, and moral action, as articulated in character education literature.³ The concept and practice of character education in the madrasah context indicate that a religious character is not limited to formal worship but is also reflected in the habituation of performing congregational prayers, the routine of reading the Qur'an, and the involvement of teachers as role models.⁴ Effective student management in madrasahs should incorporate religious programs as an integral part of developing a religious character, while also acknowledging that managerial aspects such as coordination, sustainability, and participation control are key factors in the successful formation of a spiritual character.

Student management has a positive, significant influence on the learning process, making it more focused and giving students greater opportunities to excel. Fostering student achievement in madrasahs requires synchronization between intracurricular and extracurricular programs, as well as special reward and coaching mechanisms. Recent studies confirm that student management strategies, including extracurricular organization, talent development, and collaboration with parents and professional coaches, contribute significantly to academic and non-academic achievement.⁵ Therefore, student management serves as a link between student input, the learning process, and achievement. The principal's strategy includes academic supervision, strengthening the madrasah's flagship programs, and providing concrete recognition to students who contribute significantly to improving academic achievement.⁶ Effective student management involves not

² Mainuddin Mainuddin, Tobroni Tobroni, and Moh. Nurhakim, "Pemikiran Pendidikan Karakter Al-Ghazali, Lawrence Kolberg Dan Thomas Lickona," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 2 (August 16, 2023): 283–90, <https://doi.org/10.54069/attadrib.v6i2.563>.

³ Anwar Sholeh, Devy Habibi Muhammad, and Ari Susandi, "Konsep Pendidikan Akhlak Perspektif Al Ghazali Dan Thomas Lickona," *Al Ibtidaiyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 2, no. 2 (July 30, 2021): 66–83, <https://doi.org/10.46773/ibtidaiyah.v2i2.203>.

⁴ Moh Hanif Adzhar and Zahrotunnisa` Siswahyuningsih, "Manajemen Program Keagamaan Dalam Membangun Religiusitas Peserta Didik," *Irsyaduna: Jurnal Studi Kemahasiswaan* 5, no. 2 (July 27, 2025): 287–300, <https://doi.org/10.54437/irsyaduna.v5i2.2371>.

⁵ Muhammad Ridho et al., "Peningkatan Prestasi Akademik Dan Non Akademik Peserta Didik: Implementasi Strategi Kepala Madrasah MAN 1 Bandar Lampung," *JOURNAL OF INTERDISCIPLINARY SCIENCE AND EDUCATION* 2, no. 2 (August 31, 2023): 1–14, <https://doi.org/10.70371/jise.v2i2.25>.

⁶ Murni Murni and Nanda Saputra, "Increasing Academic Achievement through Madrasah Principal Strategies," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 3 (November 16, 2023): 386–400, <https://doi.org/10.31538/ndh.v8i3.4124>.

only the routine teaching process but also institutional organization patterns and student rewards and recognition as part of the managerial system. In the context of this study, student achievement coaching in madrasahs does not stand alone. Still, it is systemically connected through the aspects of planning, implementation, and evaluation of programs in student management, including the use of selection channels such as new student admissions, as well as religious and extracurricular programs as part of the character and achievement coaching cycle.

The quality of student recruitment management is one of the supporting factors of the overall student management system. The new student admission stage is not merely a routine administrative task, but a strategic part of the student management cycle that affects the quality of student input.⁷ The aspects of selection and admission channels for new students will be integrated as one of the variables in the student management planning phase at MAN 2 Tulungagung. Next, foster character and achievement so that they run in a planned, systematic, and sustainable manner after students are accepted. Then, research by Leithwood et al. in *Educational Administration Quarterly* confirms that participatory evaluation systems contribute to school effectiveness through increased transparency, collaboration, and shared ownership of educational outcomes.⁸

Although several studies have examined character education and student management in Islamic educational institutions, prior research has been fragmented: some emphasize the effects of character programs without systematically linking them to student management practices. In contrast, others focus on academic achievement without paying close attention to the affective (character) dimension. In addition, few qualitative case studies combine the perspectives of various actors (principals, student affairs officers, teachers, and students) and utilize digital documentation as triangulation evidence. Another gap is the limited number of studies that explore the role of the initial selection process (such as achievement/religious pathways) in the student management cycle, which influences character building and long-term achievement. Previous research has not linked student management to madrasahs' role as role models for character development grounded in religious culture. Thus, contextual case studies are still needed to describe how the entire managerial chain from planning, recruitment, and implementation to evaluation contributes to character building and to improvement student achievement in madrasahs.

Based on these gaps, this study aims to describe student management practices at MAN 2 Tulungagung in planning, implementing, and evaluating programs aimed at character improving

⁷ Mohzana Mohzana et al., "Madrasah Principal's Strategy in Improving Student Recruitment Results at State Aliyah Madrasahs," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 3 (July 17, 2023): 389–400, <https://doi.org/10.31538/tijie.v4i3.425>.

⁸ Kenneth Leithwood, Jingping Sun, and Randall Schumacker, "How School Leadership Influences Student Learning: A Test of 'The Four Paths Model,'" *Educational Administration Quarterly* 56, no. 4 (October 8, 2020): 570–99, <https://doi.org/10.1177/0013161X19878772>.

and student achievement. This study also explores the impact of these programs on their character and achievement. The contribution of this study is twofold: theoretically, this study integrates a character education approach with a student management perspective in the context of madrasahs. Practical recommendations can be used as guidelines for madrasah administrators in designing more comprehensive and sustainable student policies.

METHODS

This study uses a qualitative, descriptive research approach. This approach is appropriate for examining and understanding in depth the student management process in fostering student character and achievement at MAN 2 Tulungagung. The qualitative approach allows researchers to explore the subjective meanings and understandings of the various parties directly involved in the student management process, including the vice principal for student affairs and students. According to Creswell, qualitative research is used when researchers seek to explore complex, contextual phenomena through direct interaction with participants. Furthermore, the descriptive model emphasizes describing phenomena as they are, without manipulating variables.⁹

Data collection techniques were carried out in three main ways, namely in-depth interviews, participatory observation, and documentation. In-depth interviews were conducted with the vice principal of student affairs and students to obtain data on the planning, implementation, and evaluation of student affairs programs. Observations were made of various madrasah activities, including congregational prayers, the *Semesta* (One Day, One Verse Memorization) program, extracurricular activities, and the awarding of prizes to outstanding students. Meanwhile, documentation was obtained from madrasah activity archives, student affairs program reports, and official social media posts from MAN 2 Tulungagung that featured student development activities. Triangulation of these three techniques was used to verify the validity of the data and strengthen the reliability of the research findings.

Data analysis was conducted using Miles and Huberman's interactive model, which consists of three stages: data condensation, data presentation, and conclusion drawing.¹⁰ In the data condensation stage, researchers selected and grouped data based on themes such as program planning, character building, achievement development, and student evaluation. Next, the data were presented in the form of thematic narratives to facilitate the interpretation of the relationships between the components of student management. The final stage was drawing conclusions, which

⁹ John W Creswell, *Research Design: Pendekatan Kualitatif, Kuantitatif Dan Mixed* (Yogyakarta: Pustaka Pelajar, 2014), 25.

¹⁰ M.B. Miles, A.M. Huberman, and Saldana Johny, *Qualitative Data Analysis: A Methods Sourcebook* (Beverly Hills: Sage Publicatin, 2014), 31.

involved formulating patterns and meanings from the results of interviews, observations, and documentation to answer the research focus.

RESULT

Student Affairs Program Planning

Student affairs program planning at MAN 2 Tulungagung is carried out systematically at the beginning of each academic year through coordination meetings between the madrasah leadership, the Deputy Head of Student Affairs, and the teachers. The planning stages begin with a selective recruitment process through the Student Admission System (PPDB), followed by the formulation of annual programs aligned with the madrasah's vision and mission, and by involving all members of the madrasah community to ensure student activities run effectively and sustainably. Based on interviews with the Deputy Head of Student Affairs, these activities aim to develop programs aligned with the madrasah's vision, mission, and educational objectives, namely to shape students with Islamic character, high achievement, and good morals. The Deputy Head of Student Affairs explained that all activity plans are developed to comprehensively develop students' potential, whether spiritual, academic, or social.

“We plan religious programs at the beginning of each year together with the principal and teachers. Student affairs programs are developed based on the vision, mission, and educational objectives, and aim to improve students' character and potential.” EM1

In the planning process, the madrasah also considers the characteristics of new students through the New Student Admission (PPDB) system, which is implemented based on the principle of potential-based selection. Official madrasah documentation supports these findings. New student registration is carried out online and offline. This shows that the madrasah's new student recruitment process is not only administrative but also a strategic part of its planning to maintain the quality of student intake. New student recruitment includes achievement, golden ticket, religious, regular, and psychological tests, as well as interviews. Through this mechanism, the madrasah seeks to select students who are not only academically excellent but also have a strong foundation in Islamic values. This process is considered essential to ensure students' readiness to adapt to the madrasah's religious culture and excel there.

The vice principal for student affairs then links this planning to the character and achievement development process as the initial stage that determines the quality of students to be nurtured. Thus, planning the Student Affairs Program at MAN 2 Tulungagung not only involves organizing annual activities but also selecting and arranging student input. Program planning forms the basis for the implementation stage of character and achievement development.

Implementation of the Student Character Development Program

The findings show that MAN 2 Tulungagung implements comprehensive character development through religious activities, positive habits, and social activities involving all students. The vice principal explained during the interview as follows:

“We have various religious programs such as the dhuha, dhuhur, and ashar prayers in congregation, the Semesta (One Day Memorizing One Verse) program, yasinan, recitation of the Quran, and commemoration of important Islamic days such as Maulid Nabi and Isra' Mi'raj. We also have religious classes with a mahad system for students who take religious programs.”EM1

These religious activities are not only ceremonial; they are part of madrasah culture and are carried out daily. Based on field observations, before teaching and learning activities begin, students perform the dhuha prayer in congregation in an orderly manner at the madrasah prayer room. Teachers on duty and student council advisors monitor the activities and ensure that each class takes turns participating. At noon, congregational prayers are held again, led by an imam among the students appointed through the mahad program. After prayers, students recite zikr and prayers together, followed by the recitation of one verse from the Qur'an in accordance with the "Semesta" program.

The madrasah also actively carries out religious guidance through social activities and character development. Observations show that the madrasah holds a Friday Blessing activity where students take turns distributing food packages to the community around the madrasah. The activity began with a briefing by the character-building teacher and ended with a reflection on the value of social awareness. Documentation on the official social media of MAN 2 Tulungagung (Instagram and website) features photos of similar activities, showing students directly involved in social and religious activities as part of the implementation of religious values. In an additional interview with one of the tenth-grade students, the following information was obtained:

“We are accustomed to carrying out religious activities every day, so if we don't participate, we feel like something is missing. From these habitual activities, I have learned a lot and I feel more disciplined and find it easier to manage my time for studying and worship.” MH2

The above statement shows that character building at MAN 2 Tulungagung has reached the stage of internalization of values (moral feeling and moral acting), where students not only understand religious values cognitively, but also internalize and practice them in real behavior. The madrasah also conducts character building through incidental activities and flagship programs. Based on documentation from 2025, the madrasah held Ramadan boarding school activities, joint prayers before academic ability tests, and large-scale recitations involving all students and teachers. Observations of the Ramadan boarding school activities showed students actively participating in religious competitions, including musabaqah tilawah, Islamic quizzes, and da'wah speeches. Each activity is linked to character values such as honesty, responsibility, and cooperation.

Triangulating interview data, observations, and documentation reveals that the implementation of the character-building program at MAN 2 Tulungagung is systematic and sustainable. Daily religious activities serve as a forum for instilling religious values, social activities foster empathy and concern, while incidental activities strengthen students' spiritual and moral understanding. With this planned and consistent guidance pattern, the madrasah has created a culture of religious education that instills Islamic values in students' daily behavior.

Implementation of the Achievement Development Program

The Student Affairs Management at MAN 2 Tulungagung considers achievement coaching a top priority. The Deputy Head of Student Affairs explained that the achievement coaching program is implemented through intracurricular, extracurricular, and competition activities at both the local and national levels. The following is a statement from the Deputy Head of Student Affairs:

“We have approximately 23 extracurricular activities with professional coaches and trainers in their respective fields. This program is facilitated by the madrasah to improve students' competencies, interests, and achievements in academic, arts, sports, and religious fields.”EM1

Field observations show that the achievement development program is carried out systematically. Each extracurricular activity has a regular training schedule arranged by the supervising teacher. For example, Olympic preparation activities are held once a week with the assistance of subject teachers, while scouting and flag-raising activities are held every weekend. Artistic and religious activities such as recitation, hadrah, and calligraphy are also actively pursued and often achieve success in competitions at the district, provincial, national, and international levels.

Based on documentation on the madrasah's official website and MAN 2 Tulungagung's social media, many students have achieved success in both academic and non-academic fields. Some of them placed 2nd in the district-level Scientific Writing competition, the provincial-level taekwondo championship, and the national-level marching band championship, and one student received an international artistic award. The madrasah regularly posts news about these achievements to motivate other students. This shows that the achievement development system at MAN 2 Tulungagung creates a competitive and appreciative culture within the madrasah environment. The Deputy Head of Student Affairs also emphasized that the madrasah offers rewards and other forms of recognition to students who excel, thereby motivating them.

Observations of the award ceremony for outstanding students show that the awards are presented openly on the madrasah grounds, attended by all students, teachers, and parents. Award recipients receive certificates and have their achievements announced publicly, fostering a spirit of

competition and pride among students. In addition to internal support, achievement development is also supported by collaboration between the madrasah and parents. Based on interview results, the madrasah maintains active communication with parents, especially regarding the financing of competition activities. The Vice Principal for Student Affairs explained:

“To participate in competitions, we often coordinate with parents. Alhamdulillah, they are very supportive of their children's achievements, both morally and financially.”EM1

Observations of competition activities outside the madrasah show that many parents are present to provide direct support, both at departure and during competition. This is one of the factors that strengthens motivation and emotional closeness between students, teachers, and parents. Thus, the study's results show that achievement coaching at MAN 2 Tulungagung is carried out in an integrated manner through intracurricular, extracurricular, and special-competition coaching programs. The reward system, parental support, and publication of achievements are the main supporting factors that foster students' enthusiasm for achievement. The collaboration between coaches, students, and parents makes achievement coaching at MAN 2 Tulungagung effective and sustainable, while also strengthening the madrasah's identity as an institution that excels in academics and religion.

Evaluation of the Student Affairs Program

The evaluation and follow-up process for the student affairs program at MAN 2 Tulungagung is conducted periodically and in a participatory manner. The evaluation is performed not only by the madrasa management but also involves supervising teachers, students, and parents on several occasions. The Deputy for Student Affairs explained that the program evaluation is conducted in two forms, namely routine evaluation and incidental evaluation, as detailed below:

“This inspection and evaluation are conducted incidentally, periodically every six months, and annually, either directly or through written or unwritten reports from the teachers. Based on the monitoring and reports, corrective actions will be implemented later. Follow-up actions are carried out based on the inspection; if the program is found to be effective, it will be continued; otherwise, appropriate measures will be taken.”

The results of the interviews indicate that the evaluation process at MAN 2 Tulungagung is conducted systematically in accordance with the principles of educational management, namely planning, organizing, actuating, and controlling (POAC). Evaluation is carried out through coordination meetings among vice principals, faculty meetings, and reflection forums involving students. Mid-year evaluation meetings typically discuss achievements in religious activities, extracurricular participation, and students' accomplishments, whereas annual evaluations focus on planning activities for the upcoming academic year. Observations of the extracurricular program evaluation meetings revealed that the meetings are directly led by the principal and attended by

vice principals and all activity mentors. In the meetings, each mentor reports on the progress of activities, challenges encountered, and plans for further guidance. In addition to teacher and mentor evaluations, the school also involves students in the reflection process. Based on the documented findings, it is known that at the end of each semester, the Student Council (OSIS), together with the vice principal of student affairs, conducts a discussion forum to review activities carried out and to gather student input.

The students' reflection activity results indicate an open and communicative atmosphere. The supervising teacher not only provides guidance but also listens to students' input during collaborative program development. Activities like these demonstrate that the madrasah fosters a sense of belonging among students toward madrasah activities. Based on the documents presented to the researcher, the report contains a summary of the activities, achievements, challenges, and follow-up recommendations.

The evaluation results revealed several factors that supported and inhibited the implementation of the student program. The main supporting factors include strong leadership and teacher commitment in guiding students, robust parental support, and students' enthusiasm for participating in school activities. Based on observations, the synergy among teachers, students, and parents is a key strength in fostering a positive school culture. Support from facilities such as laboratories, comfortable classrooms, sports fields, and places of worship is also essential to the program's success.

The inhibiting factors identified include limited funds for competitive extracurricular activities, particularly when students are required to participate in competitions outside the region. In addition to financial constraints, another influential factor is the dense student activity schedule, which necessitates rescheduling some programs to avoid disrupting academic pursuits. However, through coordination among supervisors, homeroom teachers, and the Student Council (OSIS), these challenges can be minimized, as outlined in the following explanation by the Vice Principal of Student Affairs:

“We often coordinate to minimize obstacles or issues, so currently there are no significant problems. Perhaps regarding extra funds, we manage them for activities such as extracurricular programs because we frequently participate in competitions. To address this, we coordinate with the parents, and fortunately, the parents support the students' achievements. In implementing improvements, development, or innovations, we involve students and teachers in discussions to understand their needs and desires. This aims to reflect on any shortcomings, whether in facilities, time, services, or with the teachers.”

Overall, the research results indicate that the evaluation and follow-up of student programs at MAN 2 Tulungagung are conducted in accordance with collaborative, reflective, and continuous-improvement-oriented principles. Evaluation is not merely an administrative activity but an effort to build a madrasah culture that is adaptive to changes and student needs. The

assessment generates new insights into the strengths and weaknesses of program implementation, enabling the madrasah to develop more effective, adaptive, and sustainable development strategies. The planned follow-up process demonstrates the madrasah's commitment to ensuring that all student programs, both in character development and achievement, continue to operate effectively and provide a positive impact on student growth.

Table 1. Findings Research

Aspect	Main Findings	Impact
Planning	Planning is conducted through annual work meetings involving leadership, teachers, and students. Student admissions (PPDB) become an essential part of the selection process through achievement, religious, and regular pathways	identification and initial selection of students with good character and potential for excellence
Implementation of Character Development	Religious activities such as congregational prayers, Semesta, Friday Blessings, and Ramadan pesantren instill religious values, discipline, and responsibility	The development of religious and social character
Implementation of Achievement Development	Implementation of Achievement Development Conducted through extracurricular activities and academic and non-academic competitions with active mentors. The madrasa provides rewards, and parental support is strong	Strengthening motivation and a culture of achievement
Evaluation	Evaluation is carried out periodically through meetings with teachers and students, focusing on activity reflection, identification of obstacles, and adjustments to the schedule and activities	Continuous improvement of the development program

Research findings indicate that program evaluation at MAN 2 Tulungagung is reflective and participatory, rather than administrative. This process focuses more on direct discussions between teachers and students, allowing program improvements to emerge from real field experiences, such as adjustments to activity schedules, solutions to facility constraints, and enhanced coordination among supervisors. Consequently, the entire student management cycle, from planning to evaluation, demonstrates a collaborative management pattern that is adaptive to the needs of students, which is key to fostering student character and achievement sustainably.

DISCUSSION

Research findings show that the consistent, structured pattern of religious habituation makes MAN 2 Tulungagung not only successful in fostering character but also worthy of being positioned as a role model in efforts to enhance its students' character and achievements.

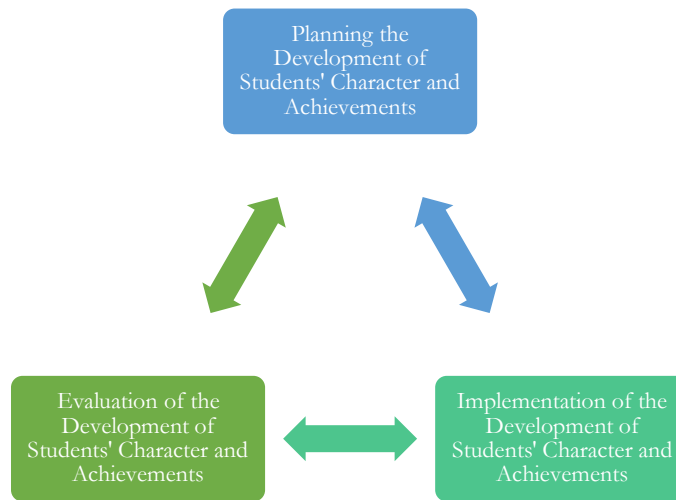


Figure 1. The Managerial Process of Character and Student Achievement Development

The image illustrates the cycle of character development and student achievement management at MAN 2 Tulungagung. This diagram shows that the management process runs continuously and is interconnected among the three main components. These three components are linked with two-way arrows, indicating a reciprocal relationship and a sustainable cycle. Evaluation serves as the basis for developing new plans, implementation generates data for assessment, and re-planning is carried out based on previous reflections. Thus, this image demonstrates that the development of character and student achievement does not stand alone but is a dynamic, measurable managerial process oriented towards the continuous improvement of student quality.

Planning the Development of Students' Character and Achievements

Findings from MAN 2 Tulungagung indicate that participatory student management planning involves leaders, teachers, and students. This planning is not only aimed at meeting the academic calendar but also serves as a strategic instrument for character development from an early stage. This is consistent with studies on student management in the Indonesian context, which show that systematic and strategic planning affects both the quality of inputs and learning outcomes. Research by Melianti et al. concludes that effective student management practices clarify the learning process, thereby contributing to student learning outcomes.¹¹

Theoretically, participatory planning strengthens the moral knowing aspect of Thomas Lickona's character education framework, which is the stage in which the values and objectives of character education are deliberately formulated and communicated by the institution. Saiful et al.'s research, which combines the perspectives of Al-Ghazali and Lickona, also emphasises the importance of the element of *tarbiyah* (value habituation) beginning at the stage of institutional

¹¹ Melianti, Giatman, and Ernawati, "Pengaruh Manajemen Kesiswaan Terhadap Hasil Belajar Siswa.", 110.

planning, not merely during the implementation of activities.¹² Therefore, the PPDB practice of selecting prospective students based on academic potential and compatibility with Islamic values is an initial effort to ensure the future relevance of character development programs. This selective approach indicates that student management is not merely administrative but also ideological, namely, the selection of prospective students who are ready to be nurtured both spiritually and academically.

Implementation of the Development of Students' Character and Achievements

At the implementation stage, the finding that character development is carried out through daily religious habituation (congregational prayers, Semesta, Ramadan boarding school, Blessed Fridays) aligns with the character education literature, which asserts that values only become behaviour when given repeated opportunities (habituation) and supported by role models (teacher as moral exemplar). Conceptually, this is consistent with Al-Ghazali's thought, which emphasises the importance of *riyadhah al-nafs* (spiritual exercise) and *ta'dib* (moral disciplining) in education.¹³ Lickona emphasises the transformation from knowing to feeling and acting; daily habituation practices in the madrasa clearly follow this sequence, leading many students to report changes in attitude and daily discipline after regularly participating in religious programs.¹⁴ These findings also align with contextual studies in madrasas, which have found that structured religious activities enhance students' religiosity and prosocial behaviour.¹⁵

Findings related to achievement development include 23 active extracurricular activities, support from professional mentors, collaboration with parents, and a consistent reward system. Student management encompasses the administration of extracurricular activities and rewards based on academic and non-academic achievements.¹⁶ Several action research studies and case studies in madrasahs/high schools indicate that regular training structures, parental support, and

¹² Saiful Saiful, Hamdi Yusliani, and Rosnidarwati Rosnidarwati, "Implementasi Pendidikan Karakter: Perspektif Al-Ghazali & Thomas Lickona Di Madrasah Ibtidaiyah Terpadu (MIT) Meunara Baro Kabupaten Aceh Besar," *Pendidikan Islami: Jurnal Pendidikan Islam* 11, no. 1 (2022): 721–40, <https://doi.org/DOI:10.30868/ei.v11i01.1900>.

¹³ Mawaddah Mawaddah, Ahmad Muzakki, and Shofiatun Nikmah, "Penerapan Konsep Tasawuf Tentang Sabar Dan Ikhlas Di Lingkungan Pondok Pesantren Pusat Putri Zainul Hasan Genggong," *Jurnal Pendidikan Dan Keislaman* 8, no. 1 (2025): 332–55.

¹⁴ Dyan Nur Hikmasari, Happy Susanto, and Aldo Redho Syam, "Konsep Pendidikan Karakter Perspektif Thomas Lickona Dan Ki Hajar Dewantara," *AL-ASASIYYA: Journal Of Basic Education* 6, no. 1 (December 16, 2021): 19–31, <https://doi.org/10.24269/ajbe.v6i1.4915>.

¹⁵ Nurun Najim, Muhammad Anas Ma'arif, and Muhamad Arif, "Learning Islamic Religious Education in Forming the Religious Character in Junior High School Students," *Firdaus Journal* 3, no. 2 (December 27, 2023): 86–95, <https://doi.org/10.37134/firdaus.vol3.2.8.2023>.

¹⁶ Fachruddin Fachruddin et al., "Pengaruh Manajemen Kesiswaan Terhadap Prestasi Belajar Peserta Didik," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 4, no. 1 (January 19, 2022): 1443–50, <https://doi.org/10.31004/edukatif.v4i1.2166>.

public recognition of achievements serve as motivators for achievement.¹⁷ The accomplishments are not only from extracurricular activities but also from learning achievements, reflected in students' increasing knowledge and understanding across various fields of study. This underscores that achievement development is not merely about providing activities, but about professionally managing the process from trainers and facilities to schedules and financial support to ensure consistent results.

Structured management of religious programs plays an essential role in shaping students' spiritual character. The success of character development depends on the continuity of religious activities and the exemplary conduct of teachers.¹⁸ Routine religious activities in the madrasah are believed to increase students' social empathy, discipline, and moral integrity.¹⁹ Thus, the implementation of programs at MAN 2 Tulungagung has adhered to the principles of holistic character formation, integrating both spiritual and social aspects. Furthermore, the development of student achievements requires support from a directed managerial system, recognition of accomplishments, and coordination among work units.²⁰ The integration of character development with academic achievement requires strong instructional leadership, a culture of recognition, and effective communication between teachers and students. Findings at MAN 2 Tulungagung indicate a parallel condition: the support of the madrasah's head, involvement of guiding teachers, and an appreciation system. Findings at MAN 2 Tulungagung indicate a parallel condition: support from the school principal, involvement of supervising teachers, and an appreciation system that strengthens students' intrinsic motivation to achieve.

Evaluation of the Development of Students' Character and Achievements

The evaluation stage at MAN 2 Tulungagung involves periodic and reflective assessments that engage both teachers and students, emphasising the importance of a feedback loop within the management cycle (POAC). Educational management literature and international meta-analyses on school leadership and school climate indicate that collaborative leadership and a supportive school climate enhance the impact of school policies on student achievement.²¹ Such participatory

¹⁷ Dianita Nur Auliya, Ahmad Fauzi, and Abdul Haris, "Implementasi Manajemen Kesiswaan Dalam Meningkatkan Prestasi Peserta Didik Di MAN 1 Jombang," *Jurnal Administrasi Pendidikan Islam* 4, no. 1 (March 6, 2022): 84–97, <https://doi.org/10.15642/japi.2022.4.1.84-97>.

¹⁸ Adzhar and Siswahyuningsih, "Manajemen Program Keagamaan Dalam Membangun Religiusitas Peserta Didik," 290.

¹⁹ Nur Dwi Kurnianti Anti and Syamsul Arifin, "Strengthening Students' Religious Character through REMAS Organizations: Synergistic School Culture and Education Strategies," *Managere: Indonesian Journal of Educational Management* 7, no. 3 (September 22, 2025): 275–87, <https://doi.org/10.52627/managere.v7i3.1106>.

²⁰ Hasna Ukhti Luthfia and Triono Ali Mustofa, "Upaya Meningkatkan Prestasi Akademik Dan Non-Akademik Peserta Didik Melalui Manajemen Kesiswaan Di SMA Al-Islam 1 Surakarta," *Didaktika: Jurnal Kependidikan* 13, no. 2 (May 2, 2024): 1609–16, <https://doi.org/10.58230/27454312.622>.

²¹ Mehmet Ozdogru, Yilmaz Sarier, and Tezcan Korucuoglu, "How Leadership and School Climate Influence Student Achievement: Evidence from a Comparative Meta-Analysis," *Educational Process International Journal* 15, no. 1 (2025): 1–30, <https://doi.org/10.22521/edupij.2025.15.156>.

evaluation helps tailor programs to better respond to field needs. By conducting evaluations that highlight actual constraints (funding, scheduling) and generate practical adjustments (rescheduling, coordinating supervisors), the madrasah demonstrates continuous improvement practices supported by field-based evidence.

The integration of planning, implementation, and evaluation identified in this study forms a complete managerial cycle. Each stage provides feedback to the other: meticulous planning leads to effective implementation; implementation generates empirical data for evaluation; and evaluation results are used to formulate improved planning for the subsequent cycle. Theoretically, this reflects the principles of POAC (Planning, Organising, Actuating, Controlling) in modern management, which are also adapted within the framework of Islamic educational administration (*tadbir al-tarbiyah*). In the context of character education, this cycle also mirrors the dynamics of moral reasoning and moral habituation, as described by Kohlberg, indicating that moral development requires a repetitive process between value planning, performing moral actions, and reflecting on their outcomes.²² Ultimately, the practical implications of these findings necessitate several recommendations: (1) Strengthen the managerial capabilities of mentors (capacity building) to align schedules and resources between academic and non-academic activities; (2) Clarify the mechanisms for financial support or sponsorship collaboration to reduce competition cost barriers; (3) Expand the documentation of evaluation results so that it can be used as a basis for evidence-based planning in the next cycle.

CONCLUSION

The integration of planning, implementation, and evaluation makes student management not merely administrative, but transformative. These findings confirm that MAN 2 Tulungagung possesses strong characteristics as a role model for instilling religious character in other madrasahs. Planning is carried out in a participatory, strategic manner through the recruitment of new students based on achievements, religious criteria, and regular admissions, reflecting the madrasah's Islamic vision. Program implementation focuses on character development through spiritual and social activities, as well as achievement development through extracurricular activities supported by professional mentors and parental involvement. Evaluation is carried out reflectively and collaboratively as a means for continuous improvement, making student management at this madrasa not merely administrative but also educationally meaningful and transformative.

²² Rosmery Sabina Pozo Enciso, Oscar Arbieto Mamani, and Miguel Gerardo Mendoza Vargas, "Moral Judgement Among University Students in Ica: A View from the Perspective of Lawrence Kohlberg," *F1000Research* 11 (May 9, 2023): 1428, <https://doi.org/10.12688/f1000research.125433.2>.

The unique contribution of this study lies in integrating Islamic education management theory and character education (Al-Ghazali, Lickona, and Kohlberg) within the empirical context of modern madrasahs. The results indicate that student management can foster both moral and academic development. Nevertheless, the limitations of this study include its focus on a single institution and the predominance of qualitative data. Therefore, further research should involve various types of madrasahs and a mixed-methods approach to enhance the generalizability of the findings. Theoretically, this study enriches the discourse on character-based Islamic education management; practically, its outcomes provide a reference for other Islamic educational institutions to establish a sustainable, participatory, religious, and achievement-oriented development system.

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