MANAGEMENT OF THE PROGRAM FOR THE FORMATION OF STUDENTS' INDEPENDENCE ATTITUDES

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Abstract:
The abstract submitted to this journal should be concise and factual containing the research objectives, the research findings and the main conclusion. It should be presented separately from the article, so it is independent. No more than 250 words, written in both English and Indonesia in one paragraph containing: The research objectives, research methodology, data analysis, and research findings. It is typed using font Book Antiqua (10 pt), single space.
Keywords: *Internal Quality Assurance System, Pesantren, Education*

INTRODUCTION

Islamic boarding schools have long been known as educational institutions that not only teach religious knowledge, but also shape the character and personality of students. As an integral part of Islamic boarding school education, the formation of attitudes of leadership, independence and achievement (SIPKAP) is one of the strategic programs to produce a generation that is superior intellectually, spiritually and morally. This program aims to produce students who have a leadership spirit, are able to be independent, and excel in various fields.

However, the implementation of the SIPKAP program at the Al-Mubarok Cikalapa Islamic Boarding School, Tasikmalaya Regency, faces various challenges. Some of the main obstacles include limited competent human resources, minimal supporting facilities, and managerial approaches that are sometimes less than optimal. In addition, the lack of active involvement of students in program planning and evaluation often becomes an obstacle in achieving the expected program goals.

Through this study, the author aims to analyze the management of the SIPKAP formation program at the Al-Mubarok Cikalapa Islamic Boarding School. This research will dig deeper into program planning, implementation and evaluation, as well as provide strategic recommendations to overcome various existing problems. Thus, it is hoped that the SIPKAP program can continue to be improved to support the development of quality student character and in accordance with the vision of Islamic boarding school education.

RESEARCH METHODS

This research uses a qualitative approach with descriptive methods to analyze the implementation of the SIPKAP program at the Al Mubarok Islamic Boarding School, Tasikmalaya. Data was collected through in-depth interviews, participant observation, and documentation related to program activities. Data analysis was carried out using the stages of collection, reduction, data presentation and drawing conclusions which were validated through triangulation. The research results are expected to provide an overview of the effectiveness of the SIPKAP program as well as recommendations for improving the character formation of students.

RESULTS AND DISCUSSION

The SIPKAP program at the Al-Mubarok Cikalapa Islamic Boarding School, Tasikmalaya Regency, has succeeded in integrating three important aspects in forming the character of students, namely leadership, independence and achievement. In the leadership aspect, students are involved in organizational activities and given the opportunity to lead groups, which teaches them about the values of leadership in religion. For the aspect of independence, students are given responsibility for managing their time, taking care of the cleanliness of the dormitory, and organizing their own study schedule and daily activities. Meanwhile, for achievements, students are involved in tahfidz and religious speech competitions, as well as social activities that support the development of their skills. This program runs in a structured manner with a clear schedule and supervisors who always provide direction and supervision.

However, the implementation of the SIPKAP program is not free from challenges. One of the main obstacles is the limited facilities and resources available at Islamic boarding schools, such as space for group activities or means to measure students' progress more effectively. Apart from that, the difference in the level of independence between students is also a challenge in itself. Not all students are equally prepared to undergo this program, so a more personal approach based on the needs of each student is needed. However, supporting factors such as full support from the Islamic boarding school leadership, the high level of commitment of the ustadz, as well as the existence of well-structured and planned activities, have made a significant contribution to the success of the program. Evaluation of the impact of the SIPKAP program shows that students experience improvements in leadership skills, time management, and achievements in both academic and religious fields. The success of this program shows that with good management, full support from Islamic boarding school managers, and careful planning, character education can run effectively and have a significant positive impact on the character development of students.

CONCLUSION

Based on research regarding the SIPKAP management program at the Al-Mubarok Cikalapa Islamic Boarding School, it can be concluded that this program has succeeded in forming the character of students in the aspects of leadership, independence and achievement through structured activities. This success was supported by the active involvement of Islamic boarding school leaders, the commitment of the ustadz, and well-planned activities. However, there are challenges such as limited resources and differences in students' levels of readiness. The positive impacts seen include increased leadership, independence and achievement of students, which shows the program's major contribution in forming independent and responsible character.

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