



## **QUALITY MANAGEMENT BASED ON CHARACTER EDUCATION IN THE MILLENNIAL ERA IN BUILDING STUDENT INDEPENDENCE**

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### **Abstract:**

This research aims to find out muslim student independence guidance model based on Islamic characters. The model used in this research is 4D (define-design- develop-disseminate) research and development with quantitative and qualitative data analysis technique in a situation of guidance for muslim students of Ar-Risalah Islamic Boarding School Ciamis, Indonesia. Results of the research show that muslim student character development is based on teaching, habituation and enforcement processes of rules based on curriculum. The guidance model is based on quality management by applying Plan-Do-Check-Action (P-D-C-A-cycle) process which is implemented and accustomed by students in a daily manner. The independence guidance is conducted through PDCA cycle which is focused on willingness to learn, responsibility in each learning activity, ability for decision making, self-confidence and bravery. Meanwhile, there are also Islamic characteristics that are accustomed and implemented namely sidiq (being honest), tabligh (delivering), amanah (reliable) and fatonah (smart). Recommendation for this model trial is that it is necessary for strategies to support more willingness to learn and implement fatonah character.

**Keywords:** *Quality Management, Character Education, Student Independence*

### **INTRODUCTION**

Islamic boarding school is the oldest education system in Indonesia which is trusted by the community as a successful institution in guiding independence for its muslim students. Boarding school education is to result independent muslim students and guide them in order not to depend their life to others (Hasanah, 2023) (Rahim, 2001: 26). As one of the educational institutions, Islamic Boarding School has proven its success in creating independent muslim students, at least they do not always depend their life on others. Student independence in learning or working is based on self-discipline. Students are required to be more active, creative and innovative as well as not rely on other assistance in preparing their school needs. Students must be able to meet their daily needs independently.

Islamic boarding school success on forming independent students is inseparable from philosophy of Islamic boarding school education guidance based on fostering Islamic characteristics (Wahid et al., 2021). There are a number of research on conducted on student independence in Indonesia emphasizing on importance of Islamic character value internalization dynamically in student guidance process starting from entering the boarding, learning with peers, assignment of activity management, provision of life skills

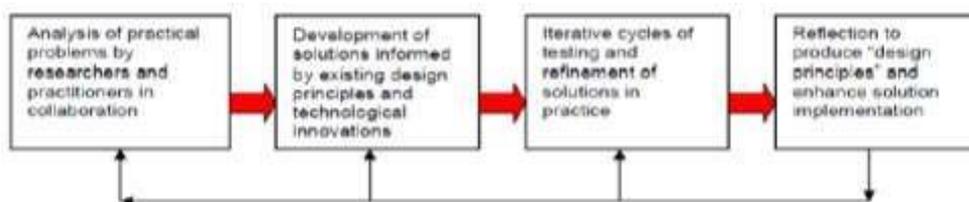
and fostering entrepreneurship spirit (Sanusi, 2012; Solichin, 2012). In term of guidance, it must be conducted holistically through learning, extra-curricular activities, habituation and cooperation with community and families as a process of independent and discipline character guidance (Tanzil, 2012). Based on research track records, it is known that

guidance on muslim student independence guidance is not well-managed specifically through a quality management system of independent student guidance in developing Islamic characteristics. Without the existence of effective quality management, it is suspected to be the absence of maximum Islamic characteristic development (Rahmatillah, 2024).

The guidance must be conducted in the forms which emphasize on quality management. The guidance based on quality management by implementing a Plan-Do-Check-Action (P-D-C-A) process that continues to take place in harmony in order to create guidance program enabling students to be able to obtain satisfaction in guidance service for students so that student independence can be implemented and accustomed by students in their daily lives.

## RESEARCH METHODS

This research is conducted using a qualitative approach with the Design Based Research (DBR) method. The type of qualitative research that will be used is a case study, which is trying to learn a phenomenon (in a case) in a real context (Yin, 2011: 17). This Design Based Research (DBR) method is chosen with a reason to describe muslim student quality management model that is implemented in the islamic boarding school with the main study of fostering independent characteristic for the students which so far there are still many studies that have not learned it. The focus will be illustrated in the development of students' Islamic character. So, the Design Based Research (DBR) method is considered as a suitable method to express this phenomenon, not to develop existing models but to make new models based on research results that can be used as reference materials for similar educational units in order to be able to apply them. The initial design of the study is designed from the beginning of the study, the research process, to the end of the research which will be carried out based on the following stages:



*Figure 2 Design-Based Research and Educational Technology: Rethinking Technology and the Research Agenda*

reference: Tel Amiel & Thomas C. Reeves, 2008

The research subjects in this study are leaders of the islamic boarding school or managers, head of the madrasa, teachers (religious teacher and religious teacher). Whereas the research object is the management of Guidance in forming Independent Muslim Students in the Ar Risalah Cijantung Ciamis Islamic boarding school.

## RESULTS AND DISCUSSION

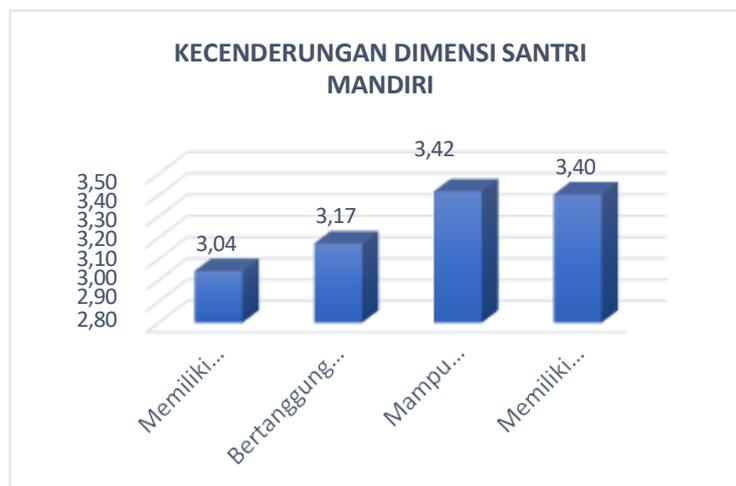
The development of independence reliance is based on ten dimensions, namely: faith and believe in God the Almighty, having good or religious behavior, excellence personality, national view, and country defence, academic achievement, culture, and or sports based on interest and talent, democratic, human rights, political education, environment, sensitivy and social tolerance in the context of plural community, creativity, skills and enterpreneurship, quality of physics health and

nutrition based on diversified nutritional resources, development of Literature and culture, fostering Information and communication technology, as well as communication guidance in English. Illustration on the implementation of guidance in the Islamic boarding schools in Ar-Risalah Ciamisin can be drawn as shown in the following picture:



In the graph above, it can be seen by calculating through WMS to determine the trend value in a situation namely student guidance in Islamic Boarding Schools of Ar-Risalah Ciamis. Then, it can be seen that mean of trend achievement of student independence in the Islamic Boarding Schools of Ar-Risalah Ciamis is categorized to be high by achieving trend value of 3.11. Looking at the questionnaires, the respondents give selection in student guidance with continuous activity trend so it is chosen scales of never, sometimes, often, and always. So by getting a value of 3.11, the guidance activity is categorized high meaning that the guidance activity is always conducted continuously and regularly.

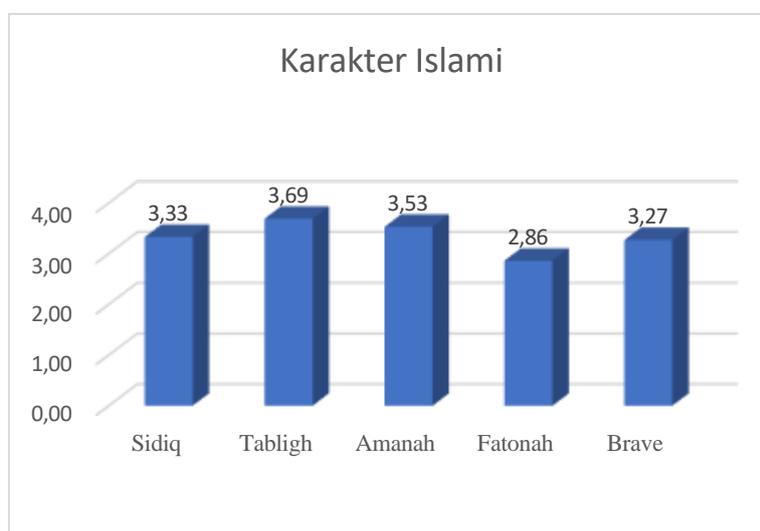
Out of tenth dimensions in student guidance conducted by Ar-Risalah Islamic Boarding School Ciamis, the highest value is obtained for the factor of developing faith and believed in the God the Almighty. This is proven by the existence of a school schedule that directs the students to always have faith and believe. In Islam, the faith and believe in God can be fostered through love the Qur'an. Whereas to obtain an illustration of independent student in the Ar-Risalah Islamic boarding school in this research, the researchers use observation questionnaires by collecting 4 dimensions namely students with willingness to learn, taking responsibility in the learning activity, having ability to take decisions, and having confidence. The description of independence student in Ar-Risalah Islamic boarding school Ciamis can be seen in the following graph:



Out of the four dimensions of independent students, it can be seen that Ar-Risalah Islamic boarding school tends to obtain the highest achievement namely for students with decisio-making skill in daily life with the scale of 3.42 and in high category. If, the dimension is analyzed, it will be more dominant than students going to common schools such as state or private schools. The students are living wihtout their parents so in decision making, they really do it themselves. Also, though there are caretakers with ratio 1:20, each of them will not focus on one student in details so that the students are demanded to be independent in decision making.

Based on results of trend calculation, it can be seen that the lowest achievement in illustrating students of Ar-Risalah in term of independence is for students with willingness to learn which it is in the lowest position compared to other independent student dimensions with achievement scale by 3.04. It is the lowest compared to responsible student in each activity with mean of trend by 3.17 and the students with confidence with trend by 3.40. Based on the result analysis on lack of willingness to learn in this study, it is caused by already busy student schedule starting in the morning until night, so it reduces students' willingness to learn beyond the schedule given by the school.

Student Islamic characteristics in Ar-Risalah Islamic Boarding School Ciamis are collected based on observations distributed by the researchers in MI, MTs, and MA students namely the dimensions showing Islamic characterstic illustrated by the Prophet Muhammad in the characters of sidiq (being honest), tabligh (delivering), amanah (reliable) and fatonah (smart). There are also additional images showing Islamic characteristics namely bravery, so the researchers add one dimension namely bravery. Achievement and illustration of student islamic characteristics can be seen in the following



Based on the calculation of trends in the dimensions of Islamic characters, it can be seen that there is one character with highest frequent to be seen in Ar-Risalah Islamic Boarding School namely tabligh with a velua of 3.69. The following character is amanah by achieving score of 3.53, sidiq with score of 3.33 and brave with score of 3.27. Whereas for the lowest Islamic character is fatonah. The tablih character achieving the highest score show that a muslim must have the characteristic, namely fatonah, as exemplified by the prophet Muhammad, namely having high level of care for the environment, social which can be seen from student care in maintaining environment cleanliness, both at class and boarding school, not throwing garbage in any places, always participating in social activities, helping any friends in needs.

Whereas the lack of achievement in fatonah indicator can be seen in low level of student curiosity, lack of student eagerness to read books, as well as lack of creativity in every activity; all of which are still relatively low. This can be seen from the lack of culture of asking to teachers and classmates, lack of initiative in using spare time to exchange reading references with friends and teachers, lack of new ideas in learning.

This model is applied in Islamic boarding schools. So, the aspects that must be presented include Quality Management, Student Guidance, Independent Students, Islamic Characteristics.



### Quality Management Model of Independent Student Guidance in Developing Islamic Characteristics

There are a number of activities which should be accommodate in student guidance in order to achieve abilities in facing the 21th century. There are some activities in the guidance as stated by Mudjiman (2009) namely 1) in the guidance process, there must be competence by self-applied method by the students to achieve final goals, 2) there must be a learning process with self-application by the students, 3) there must be learning inputs determined and searched by the students, with or without teacher assistance, 4) there is a self-evaluation process conducted by the students, 5) there is a reflection activity on the learning process taken by the students, 6) there must be past experience review or a review on the experiences by the students, 7) there are efforts to grow students' learning motivation and 8) there must be active learning activities.

The development of students in building Islamic character in the 21st century was created in an integrated activity through the activities of students in facilitating the development of students to become personal with the skills, expertise, mental and spiritual needed in the 21st century. In general, the function of the formation is in line with the functions and National Education goals. The purpose of fostering students

(including santri) in Permendiknasno 39 of 2008 article 1 include: (a)Developing students' potentials in an optimal and integrated way which includes talent, interest, and creativity; (b)Strengthening student personality to realize school resilience as an educational environment in order to avoid negative efforts and influences as well as conflict with educational goals; (c)Actualizing students' potential in achieving superior performance according to their talents and interests; (d)Preparing students to become noble and democratic citizens who respect human rights in the context of realizing civil society.

The aim of student guidance is to develop students' potentials, strengthen students' personality, and prepare santri to become noble and democratic citizens who respect human rights and equip students with a variety of competencies as well as healthy and intact personalities which in the 21st century, all fo which are seen as great challenges.

Though guidance is not the most powerful means to improve student quality personally in terms of knowledge, attitude, skills and proficiency, but meeting all of guidance requirements leads to students' ability to have incredible utilizations. If the guidance can be conducted appropriately, it can assist the students to look at themselves and their lives as well as their works, analyze life situation from all positive and negative aspects, find out problems in their life, find out any life aspects with needs for improvement or changes and plan targets or programs in life fields after joining the guidance (Mangunhardjan,1992).

## **CONCLUSION**

Management of student independence is conducted using integrated management concept with Islamic characters. The integrated quality management undergoes PDCA cycle to develop independence with the characteristic of having willingness to learn, having responsibility, having decision making skill and self-confidence. Independen students are taught by Islamic characters by fostering characteristics of sidiq, tabligh, amanah, fatonah which are encouraged by bravey nature in making decisions and accepting challenges.

The system of students' guidance in Islamic boarding schools is basically seen as a unity of the whole totality of a series of guidance activities in boarding schools having interdependent and integrated elements in a system that is directed at achieving educational goals namely forming Islamic student personalities and having ability to face 21st century challenges. The guidance includes faith and belive in God the Almighty, noble characters, superior personality, national view, and national defense, academic achievement, art, and / or sports according to talent and interest, Democracy, human rights, political education, environment, social sensitivity and tolerance in the context of plural society, creativity, skills and entrepreneurship, physical quality, health, and nutrition based on diversified nutritional resources, literature and culture, information and communication technology, communication in English. The whole guidance activities are covered in 3 activities, namely curricular, co-curricular and extracurricular

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