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## Managing Young Human Resource Behaviors through Character Education

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### Abstract

The purpose of this research was to explore what efforts were being made by the Madrasah Tsanawiyah Bungo Regency in order to foster and embed character education in their students, in particular; how to plan, implement, supervise, and evaluate character education for students in One State Madrasah Tsanawiyah Bungo Regency. This research was a qualitative research with a case study approach. In collecting the data, the researcher used a demographic background and an in-depth interview with 9 participants. The participants in this research were one principal, two vice principals, three teachers, and three students. Based on the findings of the research, it concluded the design of this education plan had been carried out periodically from the beginning of the year by perfecting the plan of the previous year and continued by making a plan for the following year which was carried out by a deliberation meeting with the teacher assembly and entered into the education calendar. The finding related to the implementation of character education was carried out by integrating character education into daily activities at the madrasah and building communication between schools with parents of students. Furthermore, the finding of supervision showed that each party in the school such as the principal, vice-principals and teachers played an active role in supervising both directly and indirectly. The teacher was the party that had an active role because the teacher in addition to overseeing student actions, teacher also taught about how to inculcate character education in the classroom so that it can improve student behaviors by giving a warning. In terms of evaluation, it showed that the learning process of character education had been going quite well and in accordance with what was expected even though there were still shortcomings such as there were teachers who still did not understand the materials well, so the learning process was still less interesting and satisfying, especially in religious learning.

### Keywords

Behaviors, character education, madrasah

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## Introduction

The goal of the national education in general has not yet been fully achieved. This causes the quality of education to not fully reflect the character expected by the national goal, where education at present tends to be pragmatic, secular, materialistic, hedonistic, rationalistic, that is, people who are intellectually and physically intelligent but are dry from spiritual and lack of emotional intelligence (Britton, 2014; Kamil & Mukminin, 2015; Lickona, 1999; Muazza et al., 2018; Muazza et al., 2019; Mukminin et al., 2019). Schools should not only be obliged to increase academic achievement, but also be responsible for the formation of good character which is two integral missions that should receive the attention of the school (Niето & Bode, 2008). However, the economic and political demands of education cause the emphasis on academic achievement to defeat the ideality of the role of schools in character building. To achieve this goal, good handling and guidance are needed and require skillful and experienced personnel, and have a good education Britton, 2014; Lickona, 1999; Muazza et al., 2019). So, the goal can be achieved in accordance with what is expected. Therefore, resources owned by educational institutions must be able to compete and have extensive and renew the knowledge that exists and is needed in society. Madrasah or Islamic schools have a general objective as well as specific instructional objectives. In reality, in madrasah there are still many problems found from the attitude of students who are not appropriate, frequent brawls between students and students, as well as drinking and gambling behaviors (Habibi et al., 2018; Kamil et al., 2018; Muazza et al., 2018; Muazza et al., 2019).

All of these negative behaviors clearly show a fairly severe degradation of character, one of which is caused by the suboptimal development of character education in educational institutions in addition to environmental conditions that are not supportive. This alarming condition is a big challenge for the government, educational institutions including teachers, and parents to further enhance character education for students, both character education that is developed in the family, school, and community environment (Kamil & Mukminin, 2015; Kamil et al., 2018; Muazza et al., 2018; Muazza et al., 2019; . So the problem of character degradation has become a sharp focus of society. The highlight is contained in various writings in print media, interviews, dialogues, and speech titles in electronic media. The implementation of character education is not yet optimal, because character education in various madrasah or Islamic school is able to implement it well. This is caused by two things, first, the education strategy has so far been more input oriented, meaning that the paradigm adopted by educational institution leaders is too reliant on the assumption that when all educational inputs have been met, it will produce quality outputs. Secondly, the management of education has been more macro-oriented, governed by the bureaucracy at the central level, as a result of many factors. In addition, the multidimensional crisis that has plagued the country of Indonesia today when looking for roots of the problem is stemmed from weak nation and character building and mental). Therefore, character values must be included in the education program, because only by having strong character will be able to face various development challenges.

The purpose of this research was to explore what efforts were being made by the Madrasah Tsanawiyah Bungo Regency in order to foster and embed character education in their students, in particular, (1) making plan related to character education for students in One State Madrasah Tsanawiyah Bungo Regency, (2) implementing character education for students in One State Madrasah Tsanawiyah Bungo Regency, (3) supervising activity in character education for students in One State Madrasah Tsanawiyah Bungo Regency, and (4) evaluating character education for students in One State Madrasah Tsanawiyah Bungo Regency. This study was guided by one major research question: How are the planning, implementation, supervision, and evaluation of the character education for students in One State Madrasah Tsanawiyah Bungo Regency?

## **Methodology**

### ***Research design, site, and participants***

This research was a qualitative design with a case study approach. This design was to investigate the extent of one Madrasah Tsanawiyah of the Bungo regency state in fostering and instilling character education in their students. According to Merriam (1998), a qualitative case study is an intensive and holistic description, explanation, and analysis of "a bounded system" (p. 27) or phenomena such as people, programs, institutions, institutions, processes, social units, groups or a policy. The site of this research was one state Madrasah Tsanawiyah Bungo Regency. The choice of setting of this research was based on the situation in which there are substantive and theoretical issues and is open to research that deserves to be chosen as a research site. At the one State Madrasah Tsanawiyah Bungo Regency, there are substantive and theoretical issues regarding managerial behaviors. As for the subjects of this research were the principal, vice principal, teachers, and students. Then, to get the access to this research site, the researcher used a variety of sources. First, the researcher got the permission from the head of educational management program at the research site. Then, in conducting the research, the researcher confirmed the school's affairs to get permission for asking the participants, to contribute in this research. Finally, the researcher asked the participants to participate in this research through the invitation letter.

### ***Data collection and analysis***

The sampling procedure of this research was purposive sampling. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information – rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals that are especially knowledgeable about or experienced with the issue of interest (Creswell, 1998). The participants in this research were the principal consisting of one person, the vice principal consisted of 2 people; the teachers consisted of 3 people and 3 students.

In conducting this research, the researchers used two kinds of techniques to collect the data. They were demographic background information and an in-depth interview. Both were given to the participants in this research. In demographic background, there were some questions which used to get more detail information from the participants such as about: name, gender, age, profession, occupation, educational qualifications. This demographic

background was also used to help the researcher find the right criteria of the participants for this research. Then, after using demographic background, the researchers used the in-depth interview. In conducting the interview, the researchers had some steps. First, the researchers sent a permission letter to the school affairs to get permission for conducting the research. Second, the researchers met headmaster and discussed to find the participants for the research. Third, the researchers made an appointment with the principal, the vice principals, the teachers and some students who had chosen as participants of the research about the time for interviews. Fourth, after getting the time, the researchers did interview with the participants.

Interviews were conducted guided by an interview protocol compiled based on literature review and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units and Presidential Regulation of the Republic of Indonesia Number 87 of 2017 Concerning Strengthening Character Education. Both of these regulations focus on Strengthening Character Education with the consideration that in order to create a nation that is cultured through strengthening religious values, honesty, tolerance, discipline, hard-working, creative, independent, democratic, curiosity, national spirit, love of the motherland, appreciating achievement, communicative, peace-loving, fond of reading, caring for the environment, caring socially, and being responsible, the government sees the need to strengthen character education.

For qualitative data, all interview data were recorded by audio record, transcribed and analyzed and categorized according to the research questions. This data analysis technique helped researcher to group interview data. Marshall and Rossman (1999), say, "data analysis is process of bringing order, structure, and interpretation to the mass of collected data. It can be a messy, ambiguous, time consuming, creative, and fascinating process" (p. 150) and Creswell (1997) say, "Undoubtedly, no consensus exists for the analysis of the forms of qualitative data "(p.140). There were some steps in analyzing the data of this research. First step, the data from demographic profile were described and analyzed descriptively by the researcher. Second, for the interviews, the process of data analysis was started by doing transcription of the interviews. The data from in-depth interview session were transcription by the researcher. After that, the researcher used coding and analyzed to identify how themes and sub-themes help me to explain my research questions.

### ***Ethical considerations***

Referring to the ethical considerations, an IRB authorization process was not used in this study as in Indonesia it is not a must. However, we masked all the names of our participants and their participation was voluntary.

### **Findings and Discussion**

Demographic background was used by the researcher to get more detail data of the teachers who had chosen as participants. In addition, this demographic background was also used by the researcher to find the participants, whether yes or not the participant precise to give the data about this topic. In this demographic background, there were some points that

answered by the participants in this research. They included the name (pseudonym), age, profession, occupation, educational qualifications. Further, the use of this information was used to profile the participants in this research. There were 9 voluntary participants of one state madrasah tsanawiyah Bungo regency as participants involved in this research. All the participants came from different backgrounds. Furthermore, the participants were both male and female. Thus, the researcher replaced the names of these participants by pseudonym as participant A, participant B, Participant C, Participant D, Participant E, participant F, participant G, participant H, participant I so that the data were kept confidentially.

### *Planning for character education*

Making a plan is the initial stage needed in starting an activity. Of course this planning must be in accordance with what goals are achieved, just as it is about the planning of character education for students. Character education is what you want to be introduced to students and how. Based on the results of interviews with the principal in one of Madrasah Tsanawiyah:

"The management of character education that we mean and actualize in this madrasa is the character education set by the government. In this context there are 18 character education intended by the Indonesian Ministry of Education and Culture (Kemendikud). However, the focus of the management of character education that is internalized to each student is religious character, discipline and responsibility. ....discipline and character of responsibility in each student's identity. Thus, all students are able to demonstrate the values of religious character that is carried out with full discipline and responsibility in their daily activities". [Participant A]

Based on the interview above, it showed that the character education implemented is character education that is determined directly by the Indonesian Ministry of Education and Culture (Kemendikud). Students are taught on how to have a religious, disciplined and responsible character and also character education is of course adapted to the vision and mission at school. The second participant added,

"Well, for this character education planning activity in the academy, it actually started from the beginning of the year meeting of the madrasa head with a teacher assembly to discuss the agenda for the new school year and all madrasa programs, including a plan for character education activities oriented to the madrasah vision: the realization of people of faith, piety, charity, pious, competent, confident, skilled, useful for religion, society, homeland and the nation that basically *rahmatan li al-'lamin*, after that I as the head of the madrasa held a meeting with the madrasa committee, and teachers. The agenda for discussing character education is continuous, that is perfecting the character education program the previous year and then planning the next year character education program which is then planned in the annual education calendar and the work program of the madrasah head."

Based on the interview above, it showed that the arrangement of the character education program in this madrasah integrated in school program planning in every year together with other school stakeholders such as teachers and administrators and parents. This statement is also supported by Participant D,

"The planning of the character education program was made with the council of teachers in the annual work meeting to determine the person in charge through a decree from the madrasa head. Based on the decree, only then we compile further teaching plans that are scheduled in the madrasa education calendar. This is done to later be introduced to students' parents in order to manage the teaching process which is fun and conducive." [Participant D]

The interview data showed that a meeting was held with the teacher council for annual deliberations related to teaching planning and the person in charge as added by Participant A and F,

"Yes, of course, we are in creating a character education program that is integrated with the madrasa program aimed at realizing our madrasa vision and mission and in accordance with national education goals. So the types of activities chosen refer to the vision and mission of the madrasa." [Participant A]

"basically the character education planning process specifically related to the Counseling Guidance program is based on the madrasa's vision and mission. This vision and mission must be aligned with the character values planned by the madrasa. we then formulated in the teaching implementation plan and was endorsed by the madrasa headmaster. This is done as a sign that the lesson plan can be implemented in class." [Participant F]

Our data indicated that the planning which is the design of the implementation of character education so far has been running in accordance with the vision and mission of the school and in accordance with the rules about 18 characters made by the Ministry of Education and Culture (Kemendikbud). This character education aims to create a religious character that is carried out with full discipline and responsibility in each of students' daily activities that is in accordance with the vision of the madrasa, namely the realization of people who have faith, piety, pious deeds, morality, competence, skills, and who are useful for religion, society, homeland and nation.

### ***The implementation of character education***

Based on the interviews with participants, the implementation of character education in the research site was carried out in synergy between formal activities in madrasahs and outside madrasahs with a comprehensive approach and also the design of this

implementation was carried out in accordance with the design and meetings with stakeholders.

"In the implementation of character education in madrasas we carried out in synergy between formal activities in madrasas and outside madrasas with a comprehensive approach. First, integrating the planned character education content into all subjects. Second, integrating character education into daily activities at the madrasa, integrating character education into activities that are already programmed or planned. Fourth, building communication communication between schools and parents of students." [Participant A]

Our data showed that cooperation between the two parties or stakeholders in schools is needed to facilitate the socialization of character education and also to facilitate the implementation of character education. Before being socialized to students, character education was previously discussed at an annual meeting, to make a character education design that will be disseminated to students.

"There are many ways that are carried out in socializing character education in our madrasa, including the headmaster of madrasas through teacher deliberations at the beginning of the school year, based on the results of the deliberations then compiled work programs, then through the homeroom teacher, character education programs are socialized to students." [Participant B]

Then character education carried out in school must be based on what is in the curriculum such as vision, mission, goals, structure, curriculum content, educational calendar, syllabus, and lesson plan so that it helps to make character education easier to understand and apply with accompanied examples in accordance with what is in everyday life.

### ***The supervision of character education***

Supervision of character education in school is needed because there are many students who have not applied what has been socialized with character education.

"The implementation of character education that we have planned with all madrasas, cooperation with students' parents in accordance with input and deliberated plans is outlined in the form of a program which is then outlined in the work of the madrasa head, basically the character education activities are synergized with the madrasa program which is a distinctive value madrasa." [Participant A]

The interview above showed that character education should be implemented with the help of the parents in accordance with inputs and deliberated plans which synergized with the madrasa programs.

"In our madrasa, we make agreed rules based on the decision of a joint meeting at the beginning of each year. This ruling is binding for each student indiscriminately. This rule then becomes the benchmark in making decisions that occur to students during the learning process." [Participant C]

The result of the interview above showed that, of course in this supervision several rules have been made that will serve as a benchmark for how students should behave in accordance with what is embedded in character education and also in making these rules before; they have been deliberated with the family of students.

"To instill students' character values requires cooperation between all parties in the school, and all parties must jointly think about and try to instill character values in students. So that students can really be well directed and experience changes in their character for the better." [Participant A]

The result showed that, all parties involved in the school were a supervisory team that would oversee every action taken by students in the school area which of course would be adjusted according to any character rules that must be instilled in accordance with character education. Supervision was usually carried out by schools such as school principals, vice principals and teachers. In addition to the principal who acted as a supervisor in the implementation of character education, the teachers also played an active role as a supervisor in the character education at school because teachers spent a lot of their time with students such as in the classroom and the teacher also played an active role to start teaching and applying several matters relating to character education in the classroom such as noble character, discipline, responsibility and respect for fellow friends and teachers. If there are students who break rules that have been embedded in character education during the teacher's supervision period, the teacher will give a direct warning to the students. The result showed that the principal would supervise both directly and indirectly in supervising everything that was done and how students behave during the school environment, not only the principal but also the teachers with the help of the principal.

"Punishment and advice to us has been done by each teacher, especially the teacher who taught, so if my friends, especially men, also do not experience changes in character, then every violation will be reported to the homeroom teacher, then the homeroom teacher reports to the guidance counselor teacher issues a letter for parents to come to school." [Participant H]

The result showed that the teachers were actively involved in doing supervision even inside the class as added by participant G.

"I see that all teachers have tried and cooperated, rebuked, gave advice, but my friend, especially men, did not change and improve his temperament."



Supervision was carried out at all times both in the classroom and outside the classroom and all parties were concerned such as school principals, vice principals and teachers.

### *The evaluation of character education*

Evaluation is an activity to assess and review what has been implemented and if there are inappropriate or other obstacles during implementation, so that it can be corrected and updated.

"There must be supervision and evaluation of the implementation of character education in our madrasa. Evaluation of the success of character education can be done at the time of sharing learning outcomes, where at the time of taking report cards parents of students and teachers can discuss about the development of children's character. Good religious value, example, care for the environment, love cleanliness, honesty, discipline, communicative, and responsibility. We also remind that religious values, discipline and responsibility are our main focus in madrasas, without competing with other exemplary values. Thus, parents of students can freely convey the development of children, and the teachers also have no difficulty in fostering the character of children. They can share with parents, so hopefully the best solution for children is expected. Whereas supervision is carried out in the daily activities of children in the classroom". [Participant B]

"For now, we always call every student's parents to the madrasa at the beginning of every school, and every time they take a passport. Then we provide input and direction on the whereabouts of students in madrasas. We also tell the extent to which the function of each element in fulfilling their respective obligations. "[Participant B]

This evaluation process is very important to be carried out in order to achieve the objectives of the application of character education. The evaluation of character education is usually done routinely every year for example in giving report cards where teachers can meet directly with students' parents to discuss how the characters that have been embedded in their children whether they are in accordance with the rules of character education or not, and together - find a solution if there is a discrepancy. The results of the interview were also supported by the results of interviews with other participants who stated that the evaluation activities were carried out routinely every year with the involvement of parents who also acted as student supervisors in the development of character education.

"Every year at the madrasa an evaluation of the implementation of character education activities is carried out, to find out which are less successful, so that in the coming year the development of character values that have not been successful will be the main focus to be improved, while supervision is carried out by monitoring student activities for example *yasinan* activities every Friday morning, parents of students are also involved in supervision because parents of students must sign, all

events that occur that are carried out by children related to the values of character education set by the madrasa." [Participant E]

In evaluating, of course there are stages or indicators that must be assessed and evaluated.

"To measure the level of success in implementing character education in our madrasa, it is carried out in four stages. First, develop indicators of established and agreed values. Second, develop an assessment instrument. Third, record the achievement of indicators. Fourth, conduct analysis and evaluation on the coach / teacher." [Participant C]

The result above showed that there were few indicators to measure the level of success in implementing character education. Furthermore,

"The learning and teaching process goes well, because the teaching methods used are in accordance with the material taught, the teacher teaches the discipline of time and the schedule set, but the teacher who teaches religion lacks mastered the subject matter taught, so we have difficulty understanding the subject matter, the teacher will be angry if we make a fuss and disturb friends, we ask if there is material that is not understood, and we think the example and example of a teacher will greatly affect our attitudes and character as students, for example how to dress, speak and so on so we feel The teacher's behavior is character education which is indirectly provided by the teacher to us but we can immediately get his knowledge." [Participant I]

The purpose of this research was to explore what efforts were being made by the Madrasah Tsanawiyah Bungo Regency in order to foster and embed character education in their students, in particular; how to plan, implement, supervise, and evaluate character education for students in One State Madrasah Tsanawiyah Bungo Regency. In the first research question, discussion and finding related to the results of interviews with participants that the planning which is the design of the implementation of character education so far had been running in accordance with the vision and mission of the school and in accordance with the rules about 18 characters made by the Ministry of Education and Culture (Kemendikbud). This character education was aimed to creating a religious character that was carried out with full discipline and responsibility in students' daily activities that was in accordance with the vision of the madrasa, namely the realization of people who have faith, piety, pious deeds, morality, competence, skills, and who are useful for religion, society, homeland and nation. Furthermore, the findings were also in accordance with the Constitution No. 20 of 2003 (Article 3 of the National Education System Law), which states that national education functions to develop and shape the dignified character and civilization of the nation in the context of intellectual life of the nation. The aim is to develop the potential of students to become human beings who believe and devote to God Almighty, have good character, be healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The design of this education plan had been carried out periodically from the beginning of the year by perfecting the plan the previous year and continued by making a

plan for the following year which was carried out by a deliberation meeting with the teacher assembly.

In the second research question the finding related to the implementation of character education in one state Madrasah Tsanawiyah Bungo Regency was carried out in accordance with management functions which include planning, organizing, leadership and supervision (Robbins 1995), namely by teaching or socializing to students about some of the characters that were not only used in madrasah but also applied to the environment in which decision making and implementation there were several stakeholders, who take over such as teachers and parents and according to the decisions of the principal. Of course this involvement of others is in line with the understanding of management made by Terry (1956) in which the implementation of management is an action to get others to do something while responsibility remains in the hands of the governing. Character education in this area was also carried out by integrating character education into daily activities at the madrasa and building communication between schools with parents of students. Kamil and Mukminin (2015) and Kamil et al. (2018) argue that the purpose of education including character education in school settings is to establish harmonious connections with families and communities in playing the role of shared character.

Furthermore, in terms of supervision, our findings indicated that each party in the school such as the principal, vice-principal and teachers play an active role in supervision both directly and indirectly. Teacher was the party that had an active role because the teacher in addition to overseeing student actions, the teacher also taught about how to inculcate character education in the classroom so that it can improve student behavior by giving a warning and reward. This finding was in accordance with the results of research from Habibi et al. (2018), Kamil et al. (2018), Muazza et al. (2018), and Muazza et al. (2019) who found that besides teaching, teachers must also focus on students' morals and behavior in order to maintain the future of students and also teachers need to control student behavior by giving punishments and judgments and rewards. The finding related to evaluation show that the learning process of character education in one state Madrasah Tsanawiyah had been going quite well and in accordance with what was expected even though there were still shortcomings such as there were teachers who still did not understand the material well, so the learning process was still less interesting and satisfying, especially in religious learning. This finding was in accordance with the findings of Sudarni (2009), who found the same results that in one of the schools he studied, there were still deficiencies in the learning process, such as the creation of an active, creative and enjoyable learning process.

### **Conclusions**

Based on the analysis of the discussion of the findings about the management of character education in one state Madrasah Tsanawiyah Bungo Regency, some conclusions can be drawn as follows. The management process of character education for students in the regency of Madrasah Tsanawiyah Bungo Regency is trying to meet the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units and Presidential Regulation of the Republic of Indonesia Number 87 of 2017 Concerning Strengthening

Character Education. In the research site, religious values developed are awareness values. The development of excellent academic values and religious awareness rests on the principle of integrating moral knowing, moral feeling and moral action through the exemplary approach and the system approach.

Character education carried out in the school was based on what is in the curriculum such as vision, mission, goals, structure, curriculum content, education calendar, syllabus, and lesson plans that help to make character education easier to understand and apply with appropriate examples with what is in everyday life. The supervisor will oversee every action taken by students in the school which of course will later be adjusted to whatever character rules that must be instilled in accordance with character education. Supervision is usually carried out by the school, especially the principal, vice principal of school, teachers and students. Character education supervision is carried out with a strict control and evaluation of the attitudes and behaviors of students regularly and continuously by developing indicators of character values that are determined, using assessment instruments in the form of observation sheets, attitude scales, portfolios and check lists; supervision using internal control management through rules and attitude books, and external control through collaborative control with parents of students through home visits, taking notes on achievement, conduct analysis and follow up as needed. Evaluation of character education is usually carried out routinely every year, for example at every report card giving, where teachers can meet directly with students' parents, to discuss how the characters that have been embedded in their children, they are in accordance with the rules of character education or not.

#### **Disclosure statement**

No potential conflict of interest was reported by the authors.

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