

Optimizing Character Education Management: A Study of Model Implementation at Madrasah

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INFORMASI ARTIKEL	ABSTRAK
<p>Article History: Received: 09 January 2025 Revised: 26 January 2026 Accepted: 28 January 2026 Published: 31 January 2026</p> <p>Kata Kunci: Pendidikan Karakter; Model Manajemen; Madrasah; Kepemimpinan; Budaya Sekolah</p>	<p>Penelitian ini bertujuan untuk mengkaji upaya optimalisasi manajemen pendidikan karakter melalui implementasi model di Madrasah Tsanawiyah, dengan fokus pada efektivitas pelaksanaan serta identifikasi faktor pendukung dan penghambatnya. Pendekatan yang digunakan adalah kuantitatif dengan metode explanatory research. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan penyebaran kuesioner kepada 19 responden. Analisis data menggunakan regresi linear berganda untuk mengukur pengaruh masing-masing faktor terhadap tingkat keberhasilan implementasi. Hasil penelitian menunjukkan bahwa faktor pendukung, seperti kepemimpinan kepala madrasah, keterlibatan guru, dan lingkungan belajar yang kondusif, berpengaruh signifikan terhadap keberhasilan manajemen pendidikan karakter, dengan nilai signifikansi sebesar 0,005. Sebaliknya, faktor penghambat seperti keterbatasan sumber daya dan minimnya keterlibatan orang tua tidak memberikan pengaruh signifikan, dengan nilai signifikansi sebesar 0,341. Secara simultan, kedua faktor tersebut menunjukkan pengaruh yang signifikan dengan nilai signifikansi 0,002. Penelitian ini menegaskan bahwa optimalisasi manajemen pendidikan karakter memerlukan sinergi antara komitmen kelembagaan, strategi pembelajaran yang terstruktur, serta penguatan budaya sekolah yang mendukung pembentukan nilai-nilai karakter peserta didik secara berkelanjutan</p>
<p>Keywords: character education; management model; madrasah; leadership; school culture.</p>	<p>ABSTRACT</p> <p>This study aims to examine the optimization of character education management through the implementation of a model at Madrasah Tsanawiyah, focusing on its effectiveness and identifying supporting and inhibiting factors. A quantitative approach with explanatory research design was employed. Data were collected through observation, interviews, documentation, and questionnaires distributed to 19 respondents. Multiple linear regression analysis was used to measure the influence of each factor on the success of implementation. Findings reveal that supporting factors, such as effective leadership of the madrasah head, teacher involvement, and a conducive learning environment, significantly influence the success of character education management, with a significance value of 0.005. Conversely, inhibiting factors, including limited resources and low parental involvement, show no significant impact, with a significance value of 0.341. Collectively, these factors demonstrate a significant combined effect, with a significance value of 0.002. This study underscores that optimizing character education management requires synergy among institutional commitment, structured teaching strategies, and a supportive school culture to foster students' character values sustainably.</p> <p>This is an open access article under the CC-BY-SA license.</p> 

1. Introduction

The moral crisis affecting the younger generation today is one of the most urgent social phenomena in the national education system. The decline in ethical values, declining social concern, increasing intolerance, and the rise of deviant behaviors such as adolescent violence, digital media abuse, and a low sense of responsibility indicate a systematic failure in shaping students' characters. In this context, character education is a fundamental, non-negotiable need in education. Character education not only teaches morality verbally but also requires internalizing it through habituation, example, and a structured management system in educational institutions (Sauri & Hermawan, 2021).

Islamic educational institutions, such as madrassas and Islamic boarding schools, have great potential in shape the character of the younger generation because they inherently integrate academic and spiritual aspects. The Tsanawiyah madrasah, as part of primary-secondary education, plays a strategic role in adolescents' personality development, which is highly vulnerable to environmental influences. Therefore, strengthening character education in madrassas cannot be achieved solely through the curriculum; it must also be supported by an education management system that can design, implement, and evaluate character development comprehensively and sustainably (Azra, 2019).

Various studies have shown the importance of character education management as a practical approach in strengthening moral values in the educational environment. Zubaedi (2018) emphasized that character education management must involve all school components in a synergistic manner across managerial functions such as planning, implementation, supervision, and evaluation. Meanwhile, research by Muttaqin and Wibowo (2020) on the management of character education in madrassas shows that the main obstacle is not the curriculum but a weak management system, including a lack of integration between the institutional vision and the practice of character development in the field.

The study by Suryadi (2020) examines the role of pesantren in shaping students' religious character and emphasizes that such success is greatly influenced by institutional culture and a consistent parenting system. However, in practice, there have been few studies that explicitly examine how the character education management model is implemented in pesantren-based madrasahs, especially at the Tsanawiyah level, which has its own characteristics. In this case, the position of this research is important as an elaboration and a complement to the lack of prior literature. This research provides a specific empirical context, namely, in Madrasah Tsanawiyah Pesantren Mizanul Ulum Sanrobone. It uses a managerial approach that can be measured quantitatively through valid data instruments and analyses.

Although there have been many studies on character education in Islamic educational institutions, most still focus on normative or curricular aspects, such as integrating values into learning or developing teaching strategies grounded in Islamic values. Research specifically discussing how character education is systematically managed through management functions in the context of pesantren-based madrasahs remains very limited. This is the research gap this study aims to fill. This study not only describes the application of character education but also examines how the character education management model is implemented and optimized as a system that accounts for both supporting and inhibiting factors.

Based on the research gap, this research focuses on in core problem: how to optimize character education management through the implementation of a model applied in an Islamic boarding school-based Madrasah Tsanawiyah. This focus was chosen because it emphasizes systemic approaches that have rarely been examined in prior research and addresses the practical need for management models that can be replicated in other madrasah contexts. The purpose of this study is to analyze the application of the character education management model in Madrasah Tsanawiyah Pesantren

Mizanul Ulum Sanrobone and to identify factors that support and hinder the optimization of management.

This research is based on the integrative theory of character education management, which combines the principles of educational management (planning, organizing, acting, controlling) with the character education approach developed by Lickona (2014). Lickona explained that effective character education must include three components: moral knowing, moral feeling, and moral action, all of which must be manifested in the policies and culture of educational institutions. In this context, education management theory is used to see how the three components can be institutionalized through program planning, resource involvement, implementation of activities, and continuous evaluation in formal education units such as madrasahs.

In addition, the value-based management approach is the conceptual framework in this study. This approach views educational institutions not only as a place for knowledge transfer, but also as a value system that is in charge of shaping the personality of students. Thus, the success of character education largely depends on how the management system in educational institutions integrates character values across all its operational dimensions. This includes the leadership of the madrasah head, organizational culture, internal policies, and the involvement of all stakeholders, such as teachers, students, parents, and the surrounding community.

This research also uses open systems theory in educational management, where educational institutions are viewed as entities that interact with their environment. This means that the effectiveness of character education management is not only influenced by internal factors such as school leadership and culture, but also by external factors such as parental involvement, community support, and government policies.

2. Method

This study uses a quantitative approach and an explanatory research design. This approach was chosen because the study aims to explain the causal relationship between free and bound variables, namely the supporting and inhibiting factors for implementing character education management at Madrasah Tsanawiyah Islamic Boarding School, Mizanul Ulum Sanrobone, Takalar Regency. The subjects in this study are students of Madrasah Tsanawiyah, who represent the implementation of character education in the pesantren environment. The total sample comprised 19 people who were purposively selected based on their active involvement in madrasah character development programs. Data were collected through observation, interviews, documentation, and the dissemination of questionnaires. Observations were conducted to examine students' daily activities related to character education practices. In-depth interviews were conducted with madrasah heads, teachers, and several parents to obtain complementary qualitative data. Documentation includes madrasah program documents, the curriculum, and character-building activity reports. The questionnaire was compiled in the form of a Likert scale and distributed to respondents to capture their perceptions of supporting factors, inhibiting factors, and the implementation of character education.

The questionnaire instrument is tested for validity and reliability before use. The validity test is performed by calculating the significance of each item's correlation with the total score; the results show that all valid items have significance values below 0.05. The reliability test was performed using Cronbach's Alpha, and all variables exceeded 0.60, indicating that the instrument was reliable. The collected data were analyzed using multiple linear regression in SPSS version 24. The analysis steps include: (1) testing classical assumptions such as normality and multicollinearity, (2) partial regression testing to see the influence of each independent variable on the dependent variable, and (3) simultaneous regression testing to see the co-influence of supporting and inhibiting factors on the application of character education. The significance of the influence was tested at a 95% confidence level ($\alpha = 0.05$).

3. Results and Discussion

A. Test Results of Research Instruments

1) Data Quality Test Results

a. Validity Test Results

Validity test (validity test) is a tool used to measure the validity of a questionnaire. The validity test was carried out by assessing the correlation between the item score and the total score for each variable, using Spearman's rank correlation. Question items are considered valid if the significance level is below 0.05.

Table 4 shows the results of the validity test for three variables: Supporting Factors (X1), Inhibiting Factors (X2), and Character Education Implementation (Y).

Table 4 Validity Test Results

Question Item	Spearman Correlation Coefficient	Sig. (2-tailed)	n	Remarks	
Supporting Factors (X1)	X1.1	,732**	0,000	19	Valid
	X1.2	,532*	0,000	19	Valid
	X1.3	,678**	0,001	19	Valid
	X1.4	,503*	0,000	19	Valid
	X1.5	,883**	0,000	19	Valid
	X1.6	,782**	0,000	19	Valid
	X1.7	,746**	0,000	19	Valid
Inhibiting Factors (X2)	X2.1	,617**	0,005	19	Valid
	X2.2	,646**	0,003	19	Valid
	X2.3	,641**	0,003	19	Valid
	X2.4	,736**	0,000	19	Valid
	X2.5	,566*	0,001	19	Valid
	X2.6	,493*	0,000	19	Valid
Application of Character Education (Y)	Y.1	,617**	0,005	19	Valid
	Y.2	,646**	0,003	19	Valid
	Y.3	,641**	0,003	19	Valid
	Y.4	,736**	0,000	19	Valid
	Y.5	,566*	0,001	19	Valid
	Y.6	,493*	0,002	19	Valid

Source: Primary Data processed, 2024

Based on Table 4, the Supporting Factors, Inhibiting Factors, and Application of Character Education variables have p-values less than 0.05, indicating that all question items in the study are valid.

b. Reliability Test Results

A reliability test is a tool used to measure the reliability of a questionnaire, which is an indicator of a variable or construct. This reliability test was conducted to assess the consistency of respondents' answers to the questions, using Cronbach's alpha with a significance level of 0.6 or higher. The results of the reliability test are as follows:

Table 5. Reliability Test Results

Variabel	Cronbach's Alpha (α)	Remarks
Supporting Factors (X1)	0,772	Reliabel
Inhibiting Factors (X2)	0,746	Reliabel
Application of Character Education (Y)	0,746	Reliabel

Source: Primary data processed, 2024

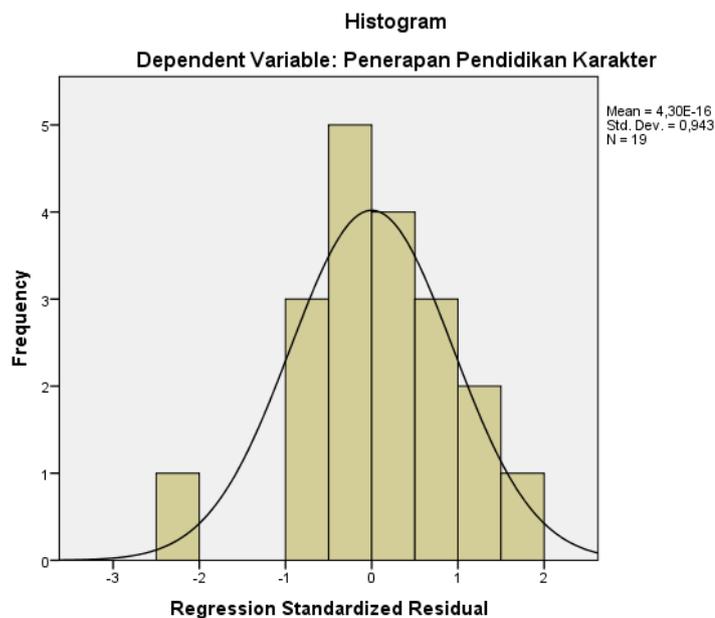
Table 5 shows that the variables Supporting Factors, Inhibiting Factors, and the Application of Character Education have *Cronbach's alpha* values greater than 0.6. This shows that the question items in this study are reliable. So that each question item used will yield consistent data, and if the question is asked again, the answer will be relatively similar to the previous answer.

2) Classical Assumption Test Results

a. Normality Test Results

The normality test is used to determine whether the errors in a regression model are normally distributed. In this study, to test the normality of the data, a Normal *P-P Plot of Regression Standardized Residual graph* was used, the results of which can be seen in the figure below:

Figure 1. Normality Test Results with Histogram



Source: Primary data processed, 2024

Based on Figure 1, the dots are spreading around the diagonal line, and their spread follows it. This shows that the regression model is feasible because it meets the assumption of normality.

b. Multicollinearity Test Results

The multicollinearity test assesses whether there is a high correlation among independent variables in a multiple linear regression model. If there is a strong correlation among the independent variables, the relationship between the independent variables and their dependent variables is disrupted. To test multicollinearity, look at the tolerance and VIF (*Variance Inflation Factor*) values. If the VIF value is less than 10 and the tolerance value is greater than 0.1, the model is considered free of multicollinearity (Sunjoyo et al., 2013). The results of the multicollinearity test can be seen in the following table:

Table 6. Multicollinearity Test

Model		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1,099	2,700		,407	,689		
	Supporting Factors	,767	,236	,626	3,256	,005	,786	1,273
	Inhibiting Factors	,129	,132	,188	,981	,341	,786	1,273

a. Dependent Variable: Application of Character Education

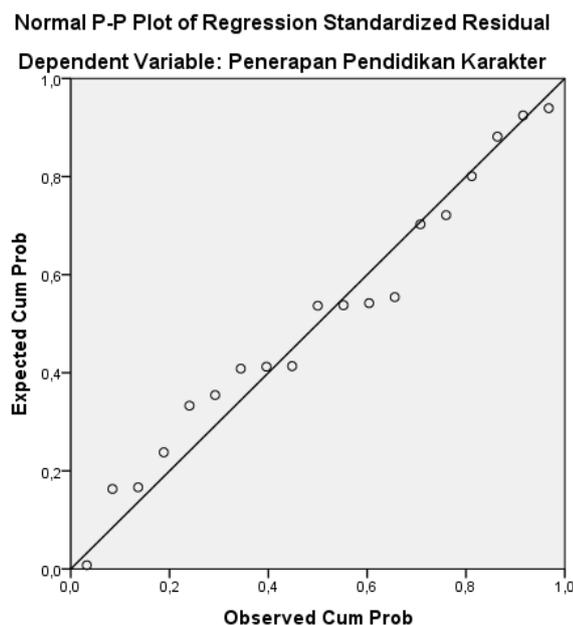
Source: Data processed, 2024

Based on Table 6, the variables Supporting Factors, Inhibiting Factors, and the Implementation of Character Education exceed 0.1, and VIF is less than 10. This means that in the regression model shows no signs of multicollinearity so that the data can be used in this study.

c. Heteroscedasticity Test Results

The heteroscedasticity test aims to see if there is an inequality of variance in the residuals from one observation to another. Detection of heteroscedasticity can be carried out using the scatterplot method, where the points scatter randomly and do not form a clear pattern. The spread is above or below 0 on the Y axis.

Figure 2. Heteroscedasticity Test Results with P-Plot



Source: Data processed, 2024

Based on Figure 2, the scatterplot shows that the data is spread along the Y-axis and does not form a clear pattern in the distribution of the data. This shows that there is no heteroscedasticity in the regression model, so it is suitable for predicting the application of Character Education with the influencing variables, namely Supporting Factors and Inhibiting Factors.

3) Hypothesis Test Results

a. Multiple Linear Regression Analysis

After the classical assumption tests are conducted and the overall results indicate that the regression model meets the classical assumptions, the next step is to evaluate and interpret the multiple regression model.

Table 7. Regression Equation Model

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,099	2,700		,407	,689
	Supporting Factors	0,767	0,236	0,626	3,256	0,005
	Inhibiting Factors	0,129	0,132	0,188	0,981	0,341

a. Dependent Variable: Application of Character Education

Source: Data processed, 2024

Based on the table above, the regression equations formed in this regression test are:

$$Y = 1.099 + 0.767 X_1 + 0.129 X_2 + e$$

The model can be interpreted as follows:

1. Constant Value (Intercept): 1.099 This indicates that when all independent variables (supporting factors and inhibiting factors) are zero, the value of the application of character education (Y) is estimated to be 1.099. This value provides a starting point for the regression model.
2. Coefficient of Supporting Factors: 0.767. This coefficient shows that a one-unit increase in the supporting factor will increase the implementation of character education by 0.767, assuming the inhibiting factor remains constant. The significance value (Sig.) for the supporting factor is 0.005, which is smaller than 0.05, indicating that the supporting factor has a significant influence on the application of character education.
3. Inhibiting Factor Coefficient: 0.129. This coefficient indicates that a 1-unit increase in the inhibiting factor will increase the application of character education by 0.129, assuming the supporting factors remain constant. However, the significance value (Sig.) for the inhibiting factor is 0.341, which is greater than 0.05. This suggests that inhibiting factors do not significantly influence the implementation of character education.

b. R2 Test (Coefficient of Determination)

The coefficient of determination test aims to determine how much of the variance in the dependent variable is explained by the independent variable.

Table 8. R2 Test Results

Model	R	R Square	Model Summary ^b		
			Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,732a	,536	,478	2,505	2,108

a. Predictors: (Constant), Inhibiting Factors, Supporting Factors

b. Dependent Variable: Application of Character Education

Source: Data processed, 2024

1. R value (Correlation) = 0.732. This indicates a strong relationship between the independent variables (supporting and inhibiting factors) and the dependent variable (the application of character education). The closer it is to 1, the stronger the relationship between the variables.
2. An R^2 value of 0.536 means that about 53.6% of the variation in the application of character education can be explained by supporting and inhibiting factors. This shows that the regression model built is quite good at explaining the dependent variables. The remaining 46.4% of the variation in the application of character education was attributable to factors not included in this model.
3. Adjusted $R^2 = 0.478$. This value provides an adjustment for the number of independent variables in the model. An adjusted R^2 lower than R^2 indicates that, although the model explains significant variation, not all independent variables contribute significantly. A value of 0.478 indicates that, after adjustment, about 47.8% of the variation in the application of character education remains explained by supporting and inhibiting factors.
4. Standard Error of the Estimate (Std.) = 2.505. This shows how much the regression model's predicted value can vary from the actual value. The smaller this value, the better the model predicts the dependent variable.
5. Durbin-Watson = 2.108. This value is used to test for autocorrelation in the residuals. The Durbin-Watson value ranges from 0 to 4, with a value around 2 indicating the absence of autocorrelation. A value of 2.108 indicates that there are no autocorrelation issues in this model.

c. Statistical Test t

The t-statistical test basically shows how far the influence of one individual variable is in explaining the Dependent Variables (Ghozali, 2009). A t-test can be performed by examining the significance value of each variable in the SPSS regression output if the p-value is less than 0.05 (significance level = 5%). Then, for each Independent Variable, the Probability value indicates whether it affects the Dependent Variable; if the Probability value is greater than 0.05, the Independent Variable does not affect the Dependent Variable.

d. Simultaneous Test Results (F Test)

Simultaneous tests are used to determine whether or not there is an influence of the independent variable as a whole on the dependent variable; this is carried out using the F test at α . Under the provision, if the p-value is < 0.05 , the proposed hypothesis is acceptable. The test results are as follows:

Table 9. Simultaneous Test Results (F Test)

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	115,990	2	57,995	9,239	,002b
	Residual	100,431	16	6,277		
	Total	216,421	18			

a. Dependent Variable: Application of Character Education

b. Predictors: (Constant), Inhibiting Factors, Supporting Factors

The results of the F test showed that both supporting and inhibiting factors significantly influenced the implementation of character education, with a significance value of 0.002, which was less than 0.05. The F value obtained was 9.239, indicating that the regression model explained the variation in the practical application of character education. Thus, the null hypothesis that the independent

variables have no effect can be rejected, indicating that both factors contribute significantly to the dependent variable.

e. Partial Test Results (t-test)

Partial tests are used to see the effect of each independent variable on the dependent variable. The test is conducted using a t-test, which involves examining the p-value of t. If the p-value for t is < 0.05, then the independent variable influences the dependent variable. The test results are as follows:

Table 10. Partial Test Results (t-test)

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,099	2,700		,407	,689
	Supporting Factors	0,767	0,236	0,626	3,256	0,005
	Inhibiting Factors	0,129	0,132	0,188	0,981	0,341

a. Dependent Variable: Application of Character Education

The t-test results showed the influence of each independent variable on the dependent variable, namely the application of character education. For the supporting factor, the significance value of t is 0.005, which is smaller than 0.05, so it can be concluded that the supporting factor has a significant influence on the implementation of character education, with a coefficient of 0.767, which indicates that an increase of one unit in the supporting factor will increase the implementation of character education by 0.767. In contrast, for the inhibiting factor, the significance value of t is 0.341, which is greater than 0.05, indicating that the inhibiting factor has no significant influence on the application of character education, although the coefficient is 0.129. Thus, only supporting factors contribute significantly to this regression model.

B. Discussion

1) Application of the Character Education Model at Madrasah Tsanawiyah Mizanul Ulum Sanrobone Islamic Boarding School, Takalar Regency

Character education is an important aspect in the formation of students' personalities, especially in educational institutions such as madrasahs. At Madrasah Tsanawiyah Pesantren Mizanul Ulum Sanrobone, Takalar Regency, the application of the character education model is the primary focus in efforts to create a generation that is not only academically intelligent but also has strong moral and ethical values. This study aims to explore how the application of the character education model in the madrasah is applied, by referring to the results of regression analysis that show the influence of supporting and inhibiting factors on the implementation of character education.

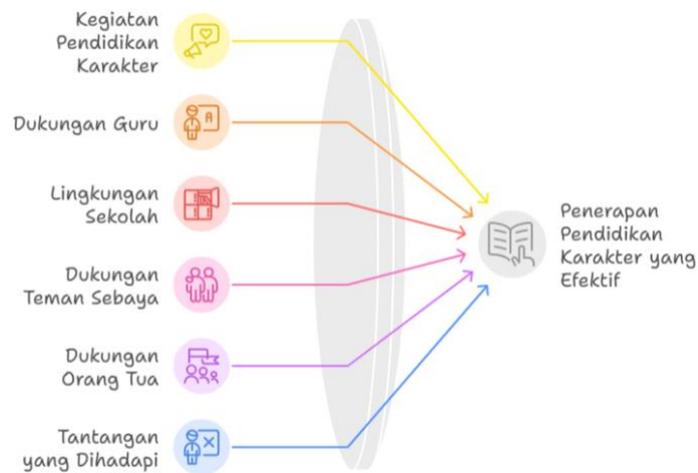


Figure 3. Towards Effective Character Education

Based on the analysis results, the application of character education in Madrasah Tsanawiyah Pesantren Mizanul Ulum Sanrobone can be seen from two main aspects: supporting factors and inhibiting factors.

The t-test results showed that supporting factors significantly influenced the implementation of character education ($p = 0.005$). This suggests that elements such as a positive school environment, teacher engagement, and regular activities that support character education contribute significantly to the successful implementation of this model. Previous research by Maulidiyah et al. (20) emphasized the importance of a supportive environment in character education. A positive environment can foster an atmosphere conducive to students' learning and the internalization of character values. At Madrasah Tsanawiyah Pesantren Mizanul Ulum, teachers' active involvement in instilling character values through daily activities is a key factor in implementing this model.

In contrast, the inhibiting factor did not have a significant influence on the implementation of character education, with a p-value of 0.341. Although there are some challenges, such as a lack of resources or parental support, these factors are not strong enough to hinder the implementation of character education in madrasahs. Research by Sholeh et al. (21) shows that, despite these inhibitions, strong supporting factors can overcome them. At Madrasah Tsanawiyah Pesantren Mizanul Ulum, despite several obstacles, the madrasah's efforts to create an environment that supports character education continue to yield positive results.

The F test results showed that both supporting and inhibiting factors significantly influenced the implementation of character education ($p = 0.002$). This confirms that the constructed regression model is valid and can be used to explain variations in the application of character education. An R^2 value of 0.536 indicates that these factors can explain 53.6% of the variation in the application of character education. This is in line with the research of Farhani D (22), who states that character education can be influenced by a variety of factors, including school policies, parental involvement, and programs designed to support character education.

The application of the character education model at Madrasah Tsanawiyah Islamic Boarding School, Mizanul Ulum Sanrobone, has significant practical implications. First, the importance of the involvement of all parties, including teachers, students, and parents, in supporting character education. This involvement can take various forms, such as seminars, workshops, and parent-led character development programs.

Second, madrasahs need to continue developing programs that support character education, such as extracurricular activities that foster character values. Research by Sakila et al. (23) shows that extracurricular activities can be an effective way to teach students about character values.

Third, the importance of evaluation and monitoring of the implementation of the character education model. Madrasah needs to conduct periodic evaluations to determine the extent to which this model is implemented successfully and what needs improvement. This is in line with research by Maulidiyah et al. (20), which emphasizes the importance of evaluation in character education programs to ensure their effectiveness.

This research is in line with various previous studies that show that character education has a positive impact on student development. For example, research by Arfa and Lasaiba (24) emphasizes that character education can improve students' social behavior and reduce negative behavior. In addition, research by Maulidiyah et al. (20) shows that structured character education programs can improve students' moral and ethical values.

On the other hand, research by Soleh et al. (21) shows that, despite challenges in implementing character education, strong supporting factors can overcome these barriers. This can also be seen in the context of Madrasah Tsanawiyah Pesantren Mizanul Ulum, where, despite several obstacles, the existing supporting factors still contribute positively to the implementation of character education.

2) Supporting and Inhibiting Factors in the Implementation of Character Education Management at Madrasah Tsanawiyah Mizanul Ulum Sanrobone Islamic Boarding School, Takalar Regency

Character education in madrasahs is an important aspect in shaping students' personalities, who are not only academically intelligent but also have strong moral and ethical values. At Madrasah Tsanawiyah Islamic Boarding School Mizanul Ulum Sanrobone, Takalar Regency, the implementation of character education management involves various factors that can support or hinder the process. In this discussion, the supporting and inhibiting factors that affect the implementation of character education management in the madrasah will be described.

a. Supporting Factors



Figure 5. Supporting Factors for Character Education

(1) Teacher Involvement

The active involvement of teachers in the character education process is essential. At Madrasah Tsanawiyah Pesantren Mizanul Ulum, teachers not only teach but also serve as role models for students. Research by Surani et al. (25) shows that teachers involved in character education can positively influence student behavior. Activities that involve teachers in teaching character values, such as discipline, responsibility, and cooperation, are one of the main supporting factors.

(2) A Positive School Environment

A supportive school environment significantly influences the implementation of character education. Madrasah Tsanawiyah Pesantren Mizanul Ulum creates a conducive atmosphere for students to learn and internalize character values. Research by Surani et al. (9) shows that a positive environment can increase students' motivation to participate in character education activities.

(3) Structured Character Education Program

The existence of a structured and systematic character education program is a significant supporting factor. These programs include extracurricular activities, seminars, and workshops that teach students character values. Research by Surani et al. (25) emphasizes the importance of planned programs in supporting character education.

(4) Parent Involvement

Parental involvement in students' character education is also an important supporting factor. Good communication between madrasahs and parents can strengthen the character values taught in schools. Research by Arfa dan Lasaiba (24) shows that parental involvement in education can improve student learning outcomes and strengthen character education.

(5) Routine Activities and School Traditions

Routine activities that promote character values, such as flag ceremonies, social events, and holiday celebrations, also contribute to character education. School traditions that prioritize moral and ethical values can strengthen the internalization of students' character. Research by Farani (22) shows that routine activities can be an effective way to teach character values.

b. Inhibiting Factors



Figure 6. Obstacles to the Implementation of Character Education

(1) Lack of Resources

One of the barriers in implementing character education management is a lack of resources, both in materials and teaching staff. These limitations can hinder the implementation of effective character education programs. Research by Faham A (26) suggests that limited resources can reduce the effectiveness of character education programs.

(2) Lack of Support from Parents

While parental involvement is a positive factor, a lack of parental support can be a barrier. If parents do not support the values taught in the madrasah, students may experience confusion when trying to internalize those values. Research by Efendi dan Ningsih (18) shows that parental support is critical in supporting students' character education.

(3) Challenges in Program Implementation

Challenges in implementing character education programs, such as a lack of teacher training or a lack of understanding of its importance, can also hinder progress. Research by Suprayitno dan Wahyudi (27) indicates that inadequate teacher training can reduce the effectiveness of teaching character values.

(4) Differences in Values and Culture

The difference in values and culture between the school environment and the home environment can be an obstacle in the implementation of character education. If the values taught in the madrasah are not in line with the values embraced at home, students may have difficulty internalizing these values. Research by Atika et al. (28) shows that consistency between the values taught in school and at home is essential for the success of character education.

(5) Lack of Awareness of the Importance of Character Education

A lack of awareness among students and parents about the importance of character education can also hinder it. If students are unaware of the benefits of character education, they may not be motivated to participate in activities that support character education. Research by

Salsabilah et al. (29) shows that awareness of the importance of character education can increase student participation in existing programs.

c. Description of Supporting Factors for Character Education Management

Supporting factors in the context of character education management include internal strategic elements that support the successful implementation of character values in the educational process. In this study, the factors include the leadership role of madrasah heads, teacher involvement, learning environment conditions, and the strengthening of institutional culture that supports Islamic values. Based on data processing of the questionnaire distributed to 19 respondents, an average score of 81.52 was obtained out of a maximum total score of 100. This indicates that the supporting factors are in the high category. The majority of respondents stated that a religious school climate consistently supports the education character program, exemplary attitudes among teachers and education staff, and the existence of internal policies that lead to comprehensive character development practices.

The high score in this supporting factor indicator indicates that the madrasah has succeeded in creating a managerial structure and institutional environment that is conducive to the development of students' character. The head of the madrasah, in this context, plays the role of a transformational leader who is able to inspire and direct all elements of the madrasah to internalize Islamic moral values in the learning process and daily life. These findings reinforce Zubaedi's (2018) argument, which emphasizes the importance of the managerial function in forming an effective, character-oriented educational ecosystem.

The active involvement of teachers as agents of change is also reflected in the implementation of daily habituation programs, character training, and modeling of appropriate behavior inside and outside the classroom. Teachers are not only teachers, but also moral guides who directly influence students' behavior and attitudes. This is in line with the results of Sauri and Hermawan's research (2021), which shows that the success of character education is primarily determined by the collective commitment of educators in building an ethical and spiritual atmosphere.

d. Description of Factors Inhibiting Character Education Management

Research Results: Inhibiting factors in the implementation of character education management were identified across several areas, including limited facilities, low parental participation, limited character-learning media, and insufficient training in optimal teacher capacity development to support character programs. Based on the questionnaire analysis, the average score was 66.79, placing it in the medium category. The lowest-scoring indicator came from the parent involvement item, which most respondents considered an element that has not been synergistic in supporting character education at home.

Discussion Although the study's results show that the inhibiting factors are not statistically significant in influencing the implementation of character education, it is important to recognize that these obstacles still have a qualitative impact on the program's smooth implementation. The lack of parental participation is a challenge in itself, considering that character education should be carried out collaboratively between madrasahs and families. The absence of synergy between these two parties can cause the character values fostered in schools not to be strengthened in the home, so the process of internalizing character is not optimal.

This finding is in line with the research of Muttaqin and Wibowo (2020), which highlights the weak integration between school and the family environment as the main obstacle in the sustainability of character education. In addition, limited resources, such as character-based learning media and uneven teacher training, are technical obstacles that need attention in the design of madrasah education policies.

Table 1. Average Inhibiting Factor Score

Inhibiting Aspects	Average Score	Category
Parental Participation	61,40	Medium
Learning Facilities	68,30	Medium
Character Education Media	67,20	Medium
Teacher Training	70,25	Height

e. Implementation of Character Education Management in Madrasah

The research results show that the implementation of character education at Madrasah Tsanawiyah Pesantren Mizanul Ulum is at a very high level, with an average score of 84.21. Activities that indicate the implementation of character include religious practices such as congregational prayers, daily reading of the Qur'an, tadarus, social activities, and teachers' example in daily behavior. Student involvement in socio-religious activities is the highest indicator in this study.

Discussion: The high implementation score reflects the successful integration of managerial policies with the practical implementation of character development programs. Madrasah has succeeded in synergizing curricular and cultural aspects in realizing the goals of character education. Programs such as congregational prayers, book studies, and involvement in social activities have become effective instruments in internalizing students' moral and spiritual values.

This model is very much in line with the theoretical framework of character education put forward by Lickona (2014), which states that character education must include moral knowing, moral feeling, and moral action. In this context, habituation and example are tangible forms of moral action that make character part of students' social habits. Strengthening character through real actions and a supportive environment allows students' personalities to develop naturally and continuously.

f. Multiple Linear Regression Test Results

Research Results: Data analysis was conducted using multiple linear regression to test the simultaneous and partial effects of supporting and inhibiting factors on the implementation of character education management. The results of the partial test showed that:

- The supporting factor (X1) had a significant effect on the implementation of character education (Y), with a p-value of 0.005.
- The inhibiting factor (X2) had no significant effect on the implementation of the character, with a significance value of 0.341.

Simultaneously, the two independent variables (X1 and X2) had a significant effect on the dependent variable (Y), with a significance level of 0.002 and a coefficient of determination (R²) of 0.536.

Table 2. Multiple Linear Regression Test Results

Independent Variables	Regression Coefficients	Sig.	Remarks
Supporting Factors	0,602	0,005*	Signifikan
Inhibiting Factors	0,213	0,341	Tidak Signifikan

*Description: Significant on $p < 0,05$

Discussion: The results of this analysis strengthen the basic assumption that the management of character education is highly dependent on the madrasah's internal strength. Supporting factors

such as leadership, making the learning environment, and teacher participation have a significant contribution in creating a systematic and sustainable character development system. Conversely, insignificant inhibiting factors indicate that as long as internal management is strong, external barriers can be minimized.

These findings support an open systems approach in educational management, where an institution's success is determined not only by internal conditions but also by its capacity to respond adaptively to external factors. The *value-based management* approach, the theoretical basis of this research, also emphasizes that the success of character education requires integrating values in all managerial processes, from planning and implementation to evaluation. With a systemic, value-based management model, madrasas are not only places to learn but also spaces for the formation of measurable, directed character.

4. Conclusion

The optimization of character education management at Madrasah Aliyah Islamic Boarding School, Mizanul Ulum Sanrobone, Takalar Regency, yielded positive results, thanks to strong supporting factors such as teachers' active involvement, a conducive school environment, and a structured character education program. This contributes to the development of the character of students who are not only academically intelligent but also have good moral and ethical values. While there are many supporting factors, there are still some challenges that need to be addressed, such as a lack of resources, inconsistent parental support, and difficulties in implementing character education programs. These factors can hinder the effectiveness of character education implementation, so further attention is needed from the madrasah and the community.

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