



ISLAMIC VALUES-BASED STUDENT MANAGEMENT PLANNING FOR CHARACTER DEVELOPMENT

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ABSTRACT

This study aims to analyze student management planning in fostering Islamic character, focusing on strategies, objectives, and school policies at SDIT Bening. This research employs a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The findings reveal that student management planning is implemented systematically and integrated with Islamic values through three main aspects: strategies, objectives, and school policies. Strategies are carried out through curriculum integration and habituation of religious activities, objectives focus on developing students' faith, moral character, discipline, and responsibility, while school policies support sustainable program implementation involving all school stakeholders. This study highlights that well-structured planning plays a crucial role in the success of Islamic character development. The implication suggests that educational institutions should strengthen planning aspects as a foundation for effective student management to create a holistic and value-based learning environment.

Keywords: *Islamic Character, Planning, Student Management.*

INTRODUCTION

Character education is one of the strategic issues in contemporary education, particularly in responding to moral and social challenges among younger generations. Beyond academic achievement, schools are increasingly expected to foster students' moral and ethical development through educational environments that intentionally promote values. Research on character education indicates that its effectiveness is associated with the consistency of educational practices and the integration of character development into broader school processes (Brown et al., 2022). In addition, character education can be understood as a whole-school responsibility involving students, teachers, families, and school administrators rather than as an activity directed solely at individual students (Berges-Puyó, 2020). Islamic character development is defined as a systematic process to shape students' personalities based on Islamic principles such as honesty, responsibility, discipline, and noble character (akhlaq al-karimah) (Lickona, 2012; Berkowitz & Bier, 2005). Character development is very important at the elementary school level because it is an early stage in which students develop values and habits that may influence their subsequent behavior. Evidence from an international sample of schools indicates that values and virtues education remains a central concern in character education, with schools employing different strategies to cultivate these dimensions among students (Fernández Espinosa & López González, 2023).



This condition indicates a gap between the expected goals of character education and the reality in practice. If not addressed systematically, this phenomenon has the potential to lead to a broader character crisis among students, especially at the primary education level, which is a fundamental phase in personality formation. However, in reality, students' moral behavior tends to decline, which is indicated by a lack of discipline, low responsibility, and the increasing negative impact of digital technological advancements (OECD, 2021; UNESCO, 2020). This shows that Islamic character development in schools has not been fully implemented effectively and needs to be strengthened, especially in terms of structured, systematic, and sustainable management.

One strategic approach to support Islamic character development is through effective student management. Student management provides a framework through which student-related programs and activities can be organized in accordance with institutional educational goals. Within this broader management process, planning is particularly important because it establishes the direction, objectives, and supporting arrangements for subsequent program implementation. Research on character education further indicates that school-level efforts become more coherent when character development is supported through systematic leadership and organizational arrangements (Dabdoub et al., 2023). Student management does not only function in administrative aspects but also plays a role in fostering students' character through well-planned programs (Bush, 2011; Hallinger, 2018). Through proper management, all student activities can be directed toward internalizing Islamic values in daily life.

Planning is one of the most important components of student management. Planning is the initial stage that determines the direction and success of Islamic character development programs. This stage includes determining appropriate strategies, setting clear objectives, and implementing school policies that consistently support the application of Islamic values. Without proper planning, character development programs tend to be ineffective and have minimal impact on students' behavior (Fullan, 2007).

Previous research shows that program consistency, teacher role modeling, and the religious culture developed in schools greatly influence the success of character education (Surahman, 2024). However, studies that specifically focus on student management planning as the main foundation for Islamic character development, especially those covering strategies, objectives, and school policies are still very limited (Mahnun, N., Kholik, A., Indra, S., Maryani, N., & Fatima, N. S. 2026)

This study also focuses on the aspects of program implementation and the outcomes of character development. A number of previous studies have examined character education from various perspectives, such as the implementation of religious programs, the role of teachers, and school culture in shaping students' character. However, most of these studies still emphasize the implementation aspect, while studies that focus on planning as the primary foundation in student management remain relatively limited. In fact, planning plays a strategic role in determining the direction, effectiveness, and sustainability of character development programs. Therefore, there is a need to examine more deeply how student management planning is systematically designed to support Islamic character development. Previous studies have examined character education from several perspectives, including the effectiveness of character education programs, school leadership, values and virtues education, and the involvement of teachers and families. For



example, a comprehensive meta-analysis demonstrated that character education programs can produce positive outcomes, although the magnitude of effects varies across programs and methodological conditions (Brown et al., 2022). Other research has emphasized the importance of school leadership in redesigning educational environments to support character development (Dabdoub et al., 2023), while studies involving school managers and teachers have examined how values and virtues are understood and translated into character education practices (Fernández Espinosa & López González, 2023). These studies provide important evidence concerning the implementation and organizational support of character education. However, comparatively less attention has been directed toward student management planning as an integrated process through which strategies, character-development objectives, and school policies are deliberately formulated and connected. In the Indonesian Islamic elementary school context, recent studies have also examined character education through school culture, Islamic habituation, curriculum management, and broader character education management (Arif et al., 2024; Shiddiq et al., 2024). However, these studies generally address character education implementation or management more broadly. A more specific examination of student management planning and the way strategies, character-development objectives, and school policies are interconnected remains limited. Therefore, this study addresses this gap by examining student management planning for Islamic character development through three interconnected dimensions: strategies, objectives, and school policies.

In addition, the context of Integrated Islamic Elementary Schools is unique, as it incorporates Islamic values into every aspect of education. One such institution, SDIT Bening, implements structured religious-based educational programs. Therefore, it is important to conduct further research on student management planning in supporting students' Islamic character development, particularly in terms of strategies, objectives, and management policies.

RESEARCH METHOD

Based on the aforementioned background, this study aims to analyze student management planning in fostering Islamic character, focusing on strategies, objectives, and school policies at SDIT Bening. This study employs a qualitative approach using a case study design to obtain an in-depth understanding of the phenomenon within its real-life context. The research was conducted at SDIT Bening through observations of student activities, interviews with school stakeholders, and analysis of relevant school documents. Data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing. To ensure the validity and reliability of the findings, triangulation techniques were applied, both in terms of data collection methods and data sources.

RESULTS AND DISCUSSION

The findings indicate that Islamic education theory is aligned with the planning approach implemented at SDIT Bening. The integration of Islamic values into daily school activities provides students with repeated opportunities to encounter and practice the values promoted by the institution. This finding is consistent with research emphasizing that character education is strengthened when values are integrated into school practices



rather than treated as isolated activities (Fernández Espinosa & López González, 2023). The use of habituation and role modeling is also consistent with a whole-school perspective in which character development involves the interaction of school practices, teachers, families, and institutional arrangements (Berges-Puyó, 2020).

In terms of strategy, planning is implemented through the integration of Islamic values into both the school curriculum and various student activities (Darling-Hammond et al., 2020). Students' Islamic character is developed through structured habituation practices, such as congregational dhuha prayer, Qur'anic recitation improvement (tahsin and tilawati), and memorization programs (tahfidz) (Suyadi et al., 2023). The use of structured religious habituation at SDIT Bening is consistent with findings from Indonesian Islamic elementary school contexts. Shiddiq et al. (2024) found that Islamic school culture can function as an environment for developing students' character through continuous guidance and habituation. Similarly, research on Islamic education management in Integrated Islamic Elementary Schools indicates that planned religious routines, including congregational prayer and Qur'anic activities, can contribute to the development of a substantive religious school culture (Aznur et al., 2025).

Furthermore, the objectives of student management planning are directed toward developing students' character based on Islamic principles, including strong faith (iman), noble character (akhlaq al-karimah), discipline, and a sense of responsibility. These objectives reflect that the school's educational orientation extends beyond academic achievement to encompass holistic character formation (Nucci & Narvaez, 2008).

The role of institutional planning and policy is also evident in Indonesian Islamic education settings. Arif, Nurdin, and Elya (2023) reported that character education programs were aligned with institutional vision and supported through school and family involvement. These findings suggest that character development is strengthened when character-related programs are connected to broader institutional directions and supported by members of the educational community. The importance of school policy is further supported by research emphasizing the role of educational leadership in establishing conditions that sustain character education. School leaders can influence the direction of character education by shaping the school environment, supporting consistent practices, and mobilizing members of the school community around shared values (Dabdoub et al., 2023). Similarly, recent research involving teachers highlights the need for character education to be embedded within curriculum and school culture while supported by collaboration with families (Fernández-Espinosa et al., 2025). These policies are operationalized through daily practices, such as congregational dhuha prayer, Qur'anic memorization programs (tahfidz), and the application of Islamic etiquette (adab) in everyday interactions. Moreover, these policies involve all members of the school community, including teachers and parents, in the character development process (Leithwood et al., 2020). This collective involvement reflects a comprehensive and collaborative approach to reinforcing Islamic values within both the school environment and students' daily lives.

The findings indicate that Islamic education theory is aligned with the planning approach implemented at SDIT Bening. This theoretical perspective emphasizes the importance of habituation and the integration of Islamic values across all educational activities. Such strategies enable students to internalize Islamic values in their daily



behavior (Arthur et al., 2017) while simultaneously enhancing their cognitive understanding (Suyadi et al., 2023).

The findings further suggest that the institutionalization of Islamic values is important for maintaining consistency in character development. Character education becomes more sustainable when school leaders and teachers actively model the values promoted by the institution and reinforce them through repeated practices (Gunada et al., 2024). A recent systematic review similarly indicates that sustainable character education is supported by values-based leadership, school routines, a coherent school culture, and collaboration among school stakeholders (Yaakop et al., 2026). These perspectives reinforce the finding that student management planning should connect program design with institutional practices that can be maintained over time. Furthermore, the planning objectives, which focus on the development of Islamic character, reflect the fundamental principles of Islamic education that emphasize a balance between intellectual, spiritual, and social dimensions. This aligns with the broader view that education is not solely aimed at improving students' academic performance but also at fostering their overall personality development (Firmansyah et al., 2023).

In contrast, the success of Islamic character development is strongly influenced by consistent school policies grounded in religious values. Well-structured policies that involve the entire school community demonstrate a strong institutional commitment to creating an educational environment that supports character formation. Previous studies have also confirmed that school policies play a critical role in determining the effectiveness of character education (Neliwati et al., 2022). The emphasis on planning in the present study is also supported by recent research on character education management in Indonesian Islamic elementary schools. Halim et al. (2026) identified planning as one of the central management functions in character education, alongside organizing, implementation, and evaluation. This perspective reinforces the argument that character development requires managerial preparation before programs are implemented. However, the present study places greater emphasis on student management planning by examining how strategies, objectives, and school policies are connected as an integrated planning framework. Student management planning at SDIT Bening reflects key principles of Islamic educational management, namely being systematic, goal-oriented, and value-based. This is consistent with the core functions of student management, where planning serves as a foundational stage that determines the success of managing student activities. Therefore, the planning practices implemented can be considered effective in supporting the development of students' Islamic character.

The findings of this study indicate that the success of Islamic character development is not solely determined by the presence of religious programs, but also by the quality of systematic and integrated planning within student management. This is consistent with the view that effective educational planning must be able to align institutional goals, implementation strategies, and continuous evaluation. In this context, SDIT Bening demonstrates adaptive managerial practices by integrating Islamic values into all student activities. Furthermore, these findings reinforce previous studies suggesting that the success of character education is strongly influenced by program consistency and a school culture that supports the internalization of values (Arthur et al., 2017; Leithwood et al., 2020). Therefore, student management planning should not be viewed merely as an



administrative function, but rather as a strategic instrument in developing an educational environment oriented toward character formation.

From the perspective of Islamic educational management, the approach implemented at SDIT Bening reflects the principle of holistic education, which emphasizes the balanced development of cognitive, affective, and spiritual domains. This indicates that the integration of the formal curriculum with habitual religious practices is a key factor in fostering sustainable Islamic character development among students. The implication of this study highlights the importance for Islamic educational institutions to strengthen the planning stage as the primary foundation in student management. Without well-structured planning, character development programs are likely to be less effective and may not produce significant changes in students' behavior. At SDIT Bening, student management planning for Islamic character development has been implemented systematically through the formulation of strategies, objectives, and school policies that integrate Islamic values. Religious activities have been institutionalized as part of strategic practices, while the school's objectives are explicitly directed toward fostering students' Islamic character. In addition, the school provides strong support through structured and sustainable programs. Therefore, the success of Islamic character development is highly dependent on well-prepared and comprehensive planning.

A deeper analysis reveals that the planning approach adopted at SDIT Bening reflects an integration between classical management functions and Islamic educational values. Planning functions not only as a means of program formulation but also as a controlling mechanism that directs the overall process of character development. This indicates that the school has implemented strategic management principles by positioning values as the fundamental basis in every policy decision. Moreover, the habituation strategies implemented through daily religious activities demonstrate an experiential learning approach, in which students not only understand values cognitively but also internalize them through direct practice. This approach has been shown to be effective in character education, as it provides repeated real-life experiences that gradually shape habits and ultimately develop into enduring personal character.

Nevertheless, this study is not without limitations. The focus on a single educational institution limits the generalizability of the findings. In addition, this study primarily emphasizes the planning aspect and has not explored in depth the effectiveness of program implementation and evaluation in Islamic character development. Therefore, future research is recommended to examine the interrelationship between planning, implementation, and evaluation within student management in a more comprehensive manner. Comparative studies across different schools may also provide broader insights into best practices in fostering Islamic character within primary education institutions. Conceptually, the findings of this study affirm that the success of Islamic character development is highly dependent on the alignment between the school's vision, program planning, and organizational culture developed consistently over time. A lack of synchronization among these elements may result in suboptimal program implementation. Therefore, synergy among the components of educational management becomes a key factor in creating a conducive learning environment for effective character formation.

CONCLUSION



Student management planning for Islamic character development at SDIT Bening is implemented systematically through three interconnected elements: strategies, objectives, and school policies. The strategies integrate Islamic values into the curriculum and students' daily activities through structured religious habituation. The objectives provide a clear direction for developing students' faith, noble character, discipline, and responsibility. Meanwhile, school policies provide institutional support that enables these character development programs to be implemented consistently and sustainably. This perspective also suggests that character development should provide opportunities for students to experience and practice values rather than merely receive instruction about them. In the context of SDIT Bening, structured religious activities can therefore be understood not only as instructional routines but also as opportunities for students to repeatedly practice the values promoted by the school. The findings further suggest that the institutionalization of Islamic values is important for maintaining consistency in character development. Character education becomes more sustainable when school leaders and teachers actively model the values promoted by the institution and reinforce them through repeated practices. These perspectives reinforce the finding that student management planning should connect program design with institutional practices that can be maintained over time.

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