



## Principal Management *Sekolah Umum Berbasis Pesantren* (SUBP) in Strengthening Character Education of Students

Afridel DN<sup>1</sup>

<sup>1</sup>. Universitas Islam Negeri Mahmud Yunus, Indonesia

[afrideldn06@gmail.com](mailto:afrideldn06@gmail.com)<sup>1</sup>

### Abstract


Today's school education is faced with many issues of adolescent behavior and deviation. Several innovations are implemented in order to minimize the negative impact of adolescence, one of them through public school management based on pesantren (SUBP). The purpose of this research to describe the management of the head of the SUBP school is reviewed from the aspects of planning, organizing, actuating, and controlling. This qualitative research method uses the head of school informant, deputy head, SUBP teacher, and student. To obtain data and information, interviews, observations, and documentation analysis techniques are used. The findings of this study from the aspect of planning through the integration of the curriculum with local wisdom curriculum basic religious values, on the aspect of organizing the strengthening of character education through the organization of extracurricular activities, and personal organization of character education. The aspect of actuating character education is internalized with intra-curricular activities and extracurricular activities. Whereas the aspect of controlling character education strengthening is carried out in the form of evaluation by teachers and schools, cultivation, as well as the participation of students in religious events

**Keywords:** principal management; SUBP, school management; strengthening character

### Article Info

Article History:

Recived: 22/12/2021 Accepted: 15/06/2022 Publish: 29/06/2022

 doi:10.51590/waraqat.v7i1.211

## Introduction

In simple terms, education management is an educational organization that is practical, so that through educational management activities, it is hoped that educational goals will be more effective and efficient. Related to Islamic education, management is understood as a process of managing learning resources in Islamic educational institutions in an Islamic manner to achieve the goals of Islamic education effectively and efficiently. George Terry suggested four popular management functions, namely planning, organizing, actuating, and controlling which are abbreviated as POAC. Abddin Nata called these four functions as functional activities of an institution.<sup>1</sup>

Every educational institution requires good management so that the goals set can be achieved effectively and efficiently. Public schools as formal educational institutions require good management so that schools as educational institutions can develop science and technology. Today's school education institutions are dealing with various juvenile delinquency problems that generally occur at this time. This concern is especially how from the aspect of suppressing juvenile delinquency that occurs in the community and avoiding deviant behavior committed by students. Several innovations were tried to be implemented to minimize the negative impact of juvenile delinquency, one of which was the development of a pesantren-based public school (SUBP) in Solok Regency.

The emergence of pesantren-based public schools (SUBP) as an answer to the various demands and problems above. Pesantren-based public schools (SUBP) refer to presidential regulation (Perpres) Number 87 of 2017 concerning strengthening character education. In this presidential regulation Number 87 of 2017, it is stated that strengthening character education is an educational movement that is the task of schools or educational units that serves to improve the character of students for the better by synchronizing heart, taste, thought, and exercise activities with involving all interested parties and collaborating between educational units, families, and communities as part of the National Movement for Mental Revolution (GNRM).

Pesantren-based public schools (SUBP) have been implemented in Solok Regency in as many as 17 junior high schools (SMP), and one of them is the Junior High School (SMP) Negeri 2 Gunung Talang, Solok Regency. The term pesantren-based public school is taken from the Regent's Regulation Number 03 of 2018 concerning the implementation of Islamic boarding school-based public school education in primary and secondary education units in Solok district. SUBP is held to realize and develop abilities and shape the character of students who hold firmly to religious values. Where students are expected to have competencies as expected by the central government while remaining rooted in religious and cultural values. So that the people of Solok Regency in the future become a society that has strong competitiveness in facing global challenges.<sup>2</sup>

A person of character is defined as a person who has personality. Character is related to words, feelings, actions that are in accordance with norms such as; religion, law, manners, culture, and customs. Character is an inseparable part of education. Through education, an educator is expected to be able to build values related to the attitudes or behavior of students to be applied in everyday life. Character education is expected to be able to change or shape the character, behavior, temperament, character, and personality of students according to the specified criteria. The main values in strengthening character education are religious, nationalist, independent, mutual cooperation, and integrity. Then related to the implementation of strengthening character

---

<sup>1</sup> Abuddin Nata, *Manajemen Pendidikan Mengatasi Kelemahan Pendidikan Islam Di Indonesia* (Jakarta: Kencana, 2012).

<sup>2</sup> Tim Penyusun SUBP, *Program Sekolah Umum Berbasis Pesantren (SUBP) Pada Satuan Pendidikan Dasar* (Solok: STAI Solok Nan Indah Press, 2018).

education in schools, it can be done through several activities such as learning activities that must be carried out by students in schools on a scheduled and regular basis. Furthermore, through activities that can support extracurricular activities. This aims to deepen the material that has been given, such as assignments, and projects, or deepen the material that has been given, such as assignments, projects, or learning activities related to intracurricular materials, extracurricular activities, which can channel talents and develop the interests that exist in them.<sup>3</sup>

How is the management of the SUBP principal producing students with character? The answer to this formula will be reviewed from the aspects of planning (planning), organizing (organizing), implementation (actuating), and evaluation (controlling). To find the answer to this formulation, the writer uses qualitative research as an approach. Sugiono explained that qualitative research is a research method used by researchers in natural conditions where the researcher is the key instrument. Informants from this study were the principal, vice-principal, SUBP teachers, and students of SMPN 2 Gunung Talang. To obtain data and information from informants related to the management of the SUBP principal in strengthening the character education of students, interviews, observations, and documentation analysis were carried out. All data and information are processed through the stages of data reduction, data presentation, conclusion drawing, and data verification.

### **Result and discussion**

Starting a school management activity, the principal prepares a plan that contains superior programs. As stated by the principal of SMP Negeri 2 Gunung Talang in his interview excerpt as follows.

In planning, all teacher councils are asked to propose the best program related to teaching materials. Based on these proposals, a plan was formed that aims to strengthen character education in SMP 2 Gunung Talang. From this proposal, a program for cultivating the nuances of pesantren in schools was drawn up and planned. Every program developed at SMP Negeri 2 Gunung Talang always involves all school members. Through deliberation led directly by the school, then outlined in the form of rules that are in line with the flagship program in Solok Regency, after which the implementation of each program is organized.<sup>4</sup>

Based on the interview above, information was obtained that the SUBP management planning begins with the suggestions of the teachers. The teacher proposes to the principal the form of a school flagship program. The school accommodates this aspiration by drafting a proposed program for acculturating the nuances of pesantren in schools. The planning of this flagship program activity involves all school members. After all, proposals are collected, they are brought to a meeting or deliberation of teachers and school principals, and this meeting is chaired directly by the school. The output of this deliberation gave birth to a set of school rules whose contents were pesantren-style programs. Furthermore, the rules that have a pesantren nuance are organized by the teacher in the form of an activity plan along with the implementation schedule and the perpetrators. The above SUBP planning information can be presented in a simpler form as shown in Figure 1.

Pesantren-Based Public Schools in principle seek to integrate formal school values in Junior High Schools (SMP) with religious learning. Thus creating a strong education system in terms of a religious character. This can be realized through the integration of these religious values into general subjects, the daily behavior of school members, and school management.

---

<sup>3</sup> Pratama.

<sup>4</sup> Kepala SMP Negeri 2 Gunung Talang, *Wawancara*, di Ruang Kepala Sekolah, Tanggal 05 Mei 2021.



**Figure 1.** SUBP Program Planning Flow

This planning flow is in line with the Ministry of Education and Culture, it is stated that the KDP program is adjusted to the curriculum in the existing education unit, carried out in several ways, including; integrating the existing subjects, meaning that the main values of KDP are integrated into the syllabus and lesson plans prepared by the teacher and these values are developed in the learning session, implementing the values of KDP in extracurricular activities and through habituation activities through routine activities.

In addition, planning for strengthening character education (PPK) is also relevant to national character education which includes nationalist character, integrity, independence, and *gotong-royong*. For the nationalist PPK, flag ceremonies and scouting activities are planned. For PPK integrity by implementing honest canteen school rules, while for PPK independence students are prepared to carry out activities that can hone students' independence and creativity such as Friday muhadorah activities, as well as GEBUGAS activities (The Thousand Teachers Alumni Movement and Students) and joint *gotong-royong* activities which are scheduled every year. month so that the character of the Gotong Rorong of students can be built together. According to Imam Machali and Kurniadin, education planning is a process to prepare for future activities.

Based on the explanation described above, the PPK planning (religious, nationalist, integrity, independent, and *gotong-royong*) of students at SMP Negeri 2 Gunung Talang is carried out by making a schedule of activities, and completing materials that can support the smooth running of the program. such as student absenteeism. Furthermore, learning activities are carried out by entering character values (religious, nationalist, integrity, independence, and mutual assistance) in the syllabus and lesson plans, after which these values are instilled in students through planned learning activities. In this case, it can be stated that the KDP planning at SMP Negeri 2 Gunung Talang has been compiled and prepared in the form of integrated local content curriculum documents and various learning tools that will be used in learning.

Strengthening character education by school principals is carried out by involving several elements of the school. These elements are listed in table 1. As follows.

**Table 1.** Organizing Activities

No.	Types of Activities	Schedule	Place	Participants	Person in charge
1	Implementation of dhuha prayers	Every school day	Mushalla	All school residents	Daily picket teachers and SUBP teachers
2	Fasting sunnat	Thursdays in the first week of each month	School environment and outside the school	All school residents (except those who are unable to)	SUBP Teacher
3	Dzuhur prayers are in a row	As per Dzuhur time schedule	Mushalla	All school residents	Picket teachers and SUBP teachers
4	Kultum Friday	Every Friday	School field	All school residents	Picket teachers and SUBP teachers

5	Forum Annisa	Every Friday	Mushalla	All female students	PAI teachers, SUBP teachers and BK teachers
6	GEBUGAS (Almsgiving Movement)	Every day	Classrooms	All school residents	Teachers who teach mornings by bringing the city of GEBUGAS into the local
7	The development of calligraphy, the art of Qasidah, tartil and recitation of the Qur'an	Every Saturday afternoon	Classrooms	According to the talents of the learners' interests	SUBP teachers, PAI teachers and Arts Teachers
8	Tahfidz hut	Every Friday afternoon	Classrooms	All students	Representatives for student affairs, SUBP teachers and PAI teachers
9	PAQ Learning (Qur'anic Education)	According to a predetermined schedule (2 hours of lessons per week)	Classrooms	All students	Qur'anic Education Teacher
10	Arabic Language Learning	According to a predetermined schedule (2 hours of lessons per week)	Classrooms	All students	Arabic Teacher
11	Learning the fiqh of worship	According to a predetermined schedule (2 hours of lessons per week)	Classrooms	All students	The fiqh of Worship teachers
12	Tahfidz learning	According to a predetermined schedule (2 hours of lessons per week)	Classrooms	All students	Guru tahfidz
13	Learning translation and interpretation	According to a predetermined schedule (2 hours of lessons per week)	Classrooms	All students	Translation and interpretation teacher

Table 1. above describes the organization of activities at the SUBP school in a systematic and planned manner. Organizing includes the implementation schedule, place, time, participants, and

the person in charge. Some of the schedules for implementing SUBP activities are daily routines and some are weekly. The place where SUBP activities are generally held is in the school environment because SUBP activities are part of the local curriculum. Some of the implementation times are effective hours, some are outside effective hours. Participants in SUBP activities include all school residents, not only students but teachers are also involved in SUBP activities. The activities programmed at the SUBP school are carried out by the SUBP teachers as the frontline in its management.

Under the direction of the Ministry of Education and Culture, in several school program activities with Islamic nuances, students are provided with various kinds of religious activities which are carried out by making schedules, providing supervision and direction to the activities that will be carried out by students. These activities are in the form of a) Duha Circumcision Prayer, b) Dzuhur Prayer in congregation, c) Circumcision Fasting, d) Annisa Forum, e) Reading Al-Qur'an before studying, f) Learning Tahfidz Qur'an, g) ) Learning Al-Qur'an Education (PAQ), h) Learning Interpretation of Translation, i) Learning Arabic, j) Learning Fiqh of Worship.

Strengthening religious character at SMP Negeri 2 Gunung Talang carried out activities in the form of Dhuha prayers, zuhur prayers in congregation, the GEBUGAS program, Friday cults, and the Annisa forum. The SUBP program is implemented by all devices in the school, led by each activity coordinator who has been prepared based on deliberation and consensus, then monitored directly by the principal. The pesantren-based public school program that has been implemented in this school seeks to continuously improve the quality of education, especially in the field of student character, including religious character.

The implementation of the Duha prayer is required for all students whose implementation time is before entering the local area or before the start of the first hour of learning. So the implementation of the Duha prayer has become a routine for all school members and has become a habit for students. Likewise, the Zuhur prayer is obligatory in the congregation in the school prayer room. After praying, the GEBUGAS program was immediately implemented.



**Figure 2.** Prayer Activities with Congregations

Then the Annisa Forum activity is a study carried out specifically for women who discuss everything related to the Islamic religion. The Annisa Forum is a routine activity carried out at

the SUBP of SMP Negeri 02 Gunung Talang which is held on Friday at 11.45 at the school prayer room. This forum is directly guided and fostered by SUBP teachers and PAI teachers.



**Figure 3.** Annisa Forum Activities

The implementation of strengthening religious character education in schools is carried out through the following activities; learning activities that must be carried out by students in schools on a scheduled and regular basis; activities that aim to deepen the learning materials that have been given, such as assignments related to intracurricular materials; Furthermore, the activities carried out outside of learning are extracurricular activities. The strengthening of religious character education that has been implemented at SMP Negeri 2 Gunung Talang is carried out through intracurricular and extracurricular activities. Activities carried out through intracurricular activities are: a) Reading the Qur'an before studying, b) Learning Tahfidz Qur'an, c) Learning Al-Qur'an Education (PAQ), d) Learning Interpretation of Translation, e) Learning Arabic, and f) Learning Fiqh of Worship. Meanwhile, extracurricular activities include: a) Duha Circumcision Prayer, b) Dzuhur Prayer in congregation, c) Circumcision Fasting, and d) Annisa Forum.

Other activities carried out at SMP Negeri 2 Gunung Talang is in line with the direction of the Ministry of National Education, in the form of an attitude of tolerance and upholding mutual respect for one another despite different beliefs from other religions. Furthermore, these values are further translated into Indicators. The indicators of this religious value are as follows: 1) Provide opportunities for students to participate in commemorating religious holidays (PHBI); 2) Provide opportunities for all students to carry out worship such as congregational prayers at school, sunnah fasting Monday-Thursday, etc.; 3) Permit students to use the facilities provided for worship; 4) Carry out routine activities in the local area such as praying before and after studying.

Activities to shape the nationalist character of students through the SUBP of SMP Negeri 2 Gunung Talang in Solok Regency, namely flag ceremonies and Scouting activities. The flag ceremony is an activity that is routinely carried out by every school every Monday and on national holidays.



**Figure 4.** Flag Ceremony Activities

Then for scouting activities, according to the results of observations, this scouting activity is carried out once a week every Saturday and is trained by scout coaches at SMP Negeri 2 Gunung Talang.



**Figure 5.** Pramuka Activities

Nationalism is a form of devotion or one's loyalty to the nation or homeland. Based on the research results, the values that can improve the nationalist character of students at SMP Negeri 2 Gunung Talang are carried out with several activities including; a) Flag Ceremony and b) Scout Extracurricular Activities. This is under expert statements related to indicators of the value of the Nationalist character itself. The indicators of nationalist character values include; Having a sense of pride towards the Indonesian nation; Having a sense of love for the homeland; Having a spirit of self-sacrifice for the Indonesian people; Proud to have diverse customs and cultures; Appreciate the services of the heroes; Have a sense of social care, and others.<sup>5</sup>

Furthermore, values can improve the character and the "integrity" of students. The sub-values of integrity include; honesty, fairness, responsible, exemplary, and love of the truth. The indicator of the integrity character value is the value that students must have, which is an effort to show behavior and responsibility so that they can be trusted by others, both in terms of words, and actions and have a high work commitment.

From the results of research that have been done that in increasing the value of PPK in SMP Negeri 2 Gunung Talang as one of the implementations of Pesantren-Based Public Schools (SUBP) carried out

---

<sup>5</sup> PRATAMA.

with several activities including; a) Implement student discipline through school rules and regulations, b) Provide daily picket assignments. This is in line with the statement that integrity is a concept in which a person is completely consistent with his actions so that expectations and satisfying results will be realized for him.<sup>6</sup>

The next character values are values that can improve the "Gotong Royong" character of students. In instilling the character of *gotong-royong*, SMP Negeri 2 Gunung Talang carries out several activities including implementing Gotong Royong in schools, building group collaboration, regular meetings/deliberations, and implementing the GEBUGAS program (Gerakan Seribu Guru Alumni and students). From these activities, according to the indicators of the value of the *gotong-royong* character where students can appreciate cooperation in groups, solve all problems together, establish good communication and friendship and help each other, and have high solidarity with other fellow students.

Based on the results of interviews with the principal of SMP Negeri 2 Gunung Talang in Solok Regency, he explained as follows.

"Evaluation is important to measure the extent to which the program we have made is realized. About the problem of student evaluation, we have assessment indicators, which of course are professionally evaluated by those concerned with assessment indicators whose responsibility has been given based on the organization that has been formed and determined. The evaluation of the implementation of the SUBP is carried out in two ways, namely the evaluation of the implementation of the SUBP by the education office, and the evaluation of the implementation of the learning process carried out by the principal and supervisors in each education unit. So at this stage, the principal conducts an evaluation related to the learning process with SUBP teachers once a month, while the supervision from the pesantren-based school administrator team from the Education Office is carried out twice in one semester."<sup>7</sup>

The evaluation process is carried out by a team of evaluators formed during deliberation consisting of the principal, deputy's head, and administration, the evaluation process is carried out by looking at the plans contained in the existing implementation, if it has been compared and the results are good then continue, but if it is bad then find a solution together if a solution is not found during the deliberation at the school, the evaluator team will proceed to the SUBP MKKS (School Principal Work Meeting) meeting which is accompanied by the Education Office and related parties.

The value of religious character is done by evaluating both the cognitive, affective, and psychomotor aspects of students, for example; making student attendance to be a guide at the end of the assessment and holding a form of test (written/oral). The value of nationalist character is done by looking at how the attitude of students in implementing it in everyday life, whether it is seen from how students place the interests of the nation above personal or group interests, as well as seen from how students can reflect self-discipline, and respect and respect each other. between each other. The value of the character of Integrity is done by looking at the responsibility and honesty of students. Furthermore, the value of independent character can be done by looking at how students can solve their problems without depending on others. While the value of the *gotong-royong* character of students is done by seeing how students can cooperate well, help each other among friends, and can reflect the overall values in students and applied in everyday life.

Evaluation of the KDP program is carried out to measure the level of achievement of a program implemented in achieving results as expected. Evaluation of the value of KDP at SMP Negeri 2 Gunung Talang is by the theory described, namely that every program that is planned and implemented requires evaluation to see how far the level of success of a program is being

---

<sup>6</sup> Handayani.

<sup>7</sup>Kepala SMP Negeri 2 Gunung Talang, *Wawancara*, di Ruang Kepala Sekolah, Tanggal 05 Mei 2021.

implemented. From all the data collected, it can be seen that strengthening the character education of students through *Sekolah Umum Berbasis Pesantren* (SUBP) at SMP Negeri 2 Gunung Talang has been carried out well the activities carried out, and it has been seen from the five characters (religious, nationalist, integrity, independence and *gotong-royong*) in students. However, still, not all characters can be implemented optimally, but it has illustrated that strengthening the character education of students at SMP Negeri 2 Gunung Talang can be done through a SUBP program.

### Conclusion

Based on the results of research and data analysis, it can be concluded that PPK planning through *Sekolah Umum Berbasis Pesantren* (SUBP) is carried out by entering character values into the syllabus or lesson plans for each subject. These character values are translated into subjects, then these values need to be instilled through habituation in students. The next stage is organizing activities starting from the form of activity, time, place, participants, and person in charge. The implementation of strengthening character education is carried out through intracurricular and extracurricular activities. The last stage is the evaluation of Strengthening Character Education through Islamic Boarding Schools at SMP Negeri 2 Gunung Talang in the form of evaluating the Implementation of the SUBP Program carried out by the Solok District Education Office, and evaluation of the Implementation of the Learning Process carried out by the Principal and Supervisor in each Education Unit.

### Reference

- Ainurrosidah, Liza, Nurul Ulfatin, and Bambang Budi Wiyono, 'Pembentukan Karakter Peserta Didik Pada Sekolah Berbasis Pesantren Melalui Implementasi Kurikulum Terpadu', *Jamp: Jurnal Administrasi Dan Manajemen Pendidikan*, 1.2 (2018), 160–70
- Asmendri, *Teori Dan Aplikasi Manajemen Peningkatan Mutu Pendidikan Sekolah/Madrasah* (Batusangkar: STAIN Batusangkar Press, 2012)
- Budiyanto, Mangun, and Imam Machali, 'Pembentukan Karakter Mandiri Melalui Pendidikan Agriculture Di Pondok Pesantren Islamic Studies Center Aswaja Lintang Songo Piyungan Bantul Yogyakarta', *Jurnal Pendidikan Karakter*, 2, 2014
- Handayani, Trisni, 'IMPLEMENTASI PEMBENTUKAN KARAKTER KEMANDIRIAN SISWA MELALUI PEMBELAJARAN KEWIRAUSAHAAN', *Jurnal Dinamika Pendidikan*, 13.3 (2020), 352–60
- Karim, Nurdin, 'Pendidikan Karakter', *Shautut Tarbiyah*, 16.1 (2010), 69–89
- Nata, Abuddin, *Ilmu Pendidikan Islam* (Jakarta: Kencana, 2010)
- Nata, Abuddin, *Manajemen Pendidikan Mengatasi Kelemahan Pendidikan Islam Di Indonesia* (Jakarta: Kencana, 2012)
- Nurochim, Nurochim, 'Sekolah Berbasis Pesantren Sebagai Salah Satu Model Pendidikan Islam Dalam Konsepsi Perubahan Sosial', *Al-Tabrir: Jurnal Pemikiran Islam*, 16.1 (2016), 69–88
- Pratama, Andre Agustina, 'Implementasi Nilai-Nilai Pendidikan Karakter Pada Kegiatan Keagamaan Di Sekolah Dasar Negeri 006 Tebing Karimun Kepulauan Riau' (Universitas Islam Riau, 2018)
- PRATAMA, ENGGAR DISTA, 'PELAKSANAAN PENGUATAN PENDIDIKAN KARAKTER (PPK) DI SMK NEGERI 2 PENGASIH'
- Qomar, Mujamil, *Manajemen Pendidikan Islam* (Jakarta: Erlangga, 2007)
- Said, Nur, 'Pelaksanaan Manajemen Sekolah Berbasis Pesantren Di Madrasah Tsanawiyah Pesantren Satu Atap Nurul Amal Kenteng Kecamatan Bandungan Kabupaten Semarang' (IAIN Salatiga, 2015)
- Saihu, Saihu, and Baeti Rohman, 'Pembentukan Karakter Melalui Model Pendidikan

- Transformatif Learning Pada Santri Di Pondok Pesantren Nurul Ikhlas Bali', *Edukasi Islami: Jurnal Pendidikan Islam*, 8.02 (2019), 435–52
- SUBP, Tim Penyusun, *Program Sekolah Umum Berbasis Pesantren (SUBP) Pada Satuan Pendidikan Dasar* (Solok: STAI Solok Nan Indah Press, 2018)
- Sugiyono, *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)* (Alfabeta, 2008)
- Susanti, Santi, Bukman Lian, and Yenny Puspita, 'Implementasi Strategi Kepala Sekolah Dalam Penguatan Pendidikan Karakter Peserta Didik', *Jurnal Pendidikan Tambusai*, 4.2 (2020), 1644–57
- UPI, Tim Dosen Administrasi Pendidikan, *Manajemen Pendidikan* (Bandung: Alfabeta, 2012)
- Wangid, Muhammad Nur, Ali Mustadi, Vera Yuli Erviana, and Slamet Arifin, 'Kesiapan Guru SD Dalam Pelaksanaan Pembelajaran Tematik-Integratif Pada Kurikulum 2013 Di DIY', *Jurnal Prima Edukasia*, 2.2 (2014), 175–82