

## IMPLEMENTATION OF INTEGRATED QUALITY MANAGEMENT PRIVATE CHARACTER EDUCATION IN IMPROVING DISCIPLINE OF STUDENTS

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### Abstract

Education in Indonesia until now has not been able to answer moral inequality. This is because the education system that is schooling focuses on the transfer of knowledge and pays less attention to character education, limited hours of lessons, and the weak implementation of character education in educational institutions. Based on this, a breakthrough is needed to change the behavior of students, one of which is the Implementation of Integrated Quality Management in Islamic boarding schools, which can improve student discipline through training, habituation, and example. The purpose of the study was to determine and analyze the implementation of integrated management of noble character education in improving student discipline. The results of the study, that the quality of character education programs through good educational activities in dormitories or madrasas. The quality of kyai's leadership with charismatic leadership with a colligial collective management approach. Quality of the decision-making process with colligial collectives. Quality evaluation of character education with academic evaluation and parenting. The preserved values of the pesantren are the five souls of the cottage, consisting of the values of sincerity, simplicity, independence, ukhuwah Islamiyah and responsible freedom. The impact of character education is that the discipline character of the students is increased and the students are committed to the values and rules of the pesantren. The Integrated Management-Based Character Education Model used, consists of inputs, processes, outputs and outcomes which are managed using an integrated management typical of Pesantren.

**Keywords:** *Integrated Quality Management, Character Education and Discipline*

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## **A. Introduction**

Education in Indonesia so far has not been able to answer the moral inequality among students. This is partly due to the fact that the schooling education system focuses on the transfer of knowledge and pays less attention to character education, the limitations of teachers in educating students' character due to limited hours of lessons, and the weak implementation of character education in all educational institutions. Meanwhile, education has the function of fostering the character of the nation's children.

As referring to the goals of National education contained in the National Education System Law Number 20 of 2003, that: "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (UU No.20 tahun 2003, 2003).

In fact, education has not entirely succeeded in shaping character in building the noble character of students, there are still rampant cases of crime, immorality and even corruption that illustrate the decline of the nation's morals and morals. Moral violations committed by a fragile generation, unable to contain their lust, controlled by material things, and far from religious norms. As Suparlan & Marzuki, that "It is not surprising that in this country, if teenagers are powerless to face the temptations of lust, are lulled by the glittering world, and crushed by the ferocity of the world" (P. Suparlan & Letak Choiran Marzuki, 2015)(C. M. Suparlan, 2015).

Education has the task of developing the potential of students not only in the cognitive aspect, but also in building people of faith, piety, noble character and independence. This implies the

importance of character education in building the nation. In line with this, the government confirms as stated in Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK) that: "The education movement is under the responsibility of the education unit to strengthen the character of students through harmonization of the heart, taste, thought and exercise with involvement and cooperation between education units, families, and the community as part of the Mental Revolution National Movement (GNRM) (Perpres No. 87 Tahun 2017, n.d.). Through the realization of five interrelated main values, namely religiosity, nationalism, independence, mutual cooperation and integrity which are integrated in the curriculum.

Character education is expected to be applied to all educational units in an integrated manner in classroom learning and school culture or boarding schools, but Islamic boarding schools have different characteristics from general educational institutions. As Syafe'i said: "The characteristics that are carried make it impossible for pesantren to apply the same regulations as schools"(Syafe'i, 2017).

Likewise with Darul Muttaqien Islamic Boarding School Parung Bogor, in dealing with character education, it is implemented through the Implementation of Integrated Quality Management (MMT), which is allegedly able to improve student discipline through training, habituation, and example. Coaching and monitoring for 24 hours for students is carried out at Islamic boarding schools to foster the personality of students, especially in implementing disciplinary education. Based on this, the researcher sees that the management of Islamic boarding schools in improving the discipline of Islamic boarding school students is interesting to be studied, especially examining the implementation of integrated quality management that focuses on character education of noble

character at Darul Muttaqien Islamic Boarding School Parung Bogor.

## **B. Method**

This research uses a qualitative approach in the form of case studies, with descriptive methods and data collection techniques using observation, interviews and documentation studies. With regard to this research is a qualitative case study, then what is studied are: the implementation of integrated quality management/TQM of noble character education in improving the discipline of students. Case studies are a more suitable method when the main research questions relate to how and why questions, when the researcher has little opportunity to control events (Djauzi, 2019) An important stage in the preparation and implementation of single case research is finding the unit of analysis or the case itself (Yin, 2018).

Interviews in this study were addressed to kyai, pesantren secretaries, TMII administrators, asatidz, caretakers, students and the community in the school environment. Then the study of documents includes the vision, mission, curriculum, rules of the lodge, documents of moral development as well as learning outcomes assessment instruments and student data, data on personnel/teachers, data on facilities and infrastructure, data on organization, management, and the general condition of Islamic boarding schools. Furthermore, observation by direct observation at the research site, especially on the implementation of integrated quality management of noble character education.

## **C. Finding and Discussion**

### **1. Finding**

Darul Muttaqien Islamic Boarding School which is the place of this research, is located in the village of Jabon Mekar, Parung

District, Bogor Regency, West Java. Officially established on July 18, 1988 AD with a land area of + 18 hectares. The findings of this study, based on the results of the study indicate that the implementation of integrated quality management of noble character education in improving student discipline, the Integrated Quality Management process at the Darul Muttaqien Islamic Boarding School Parung Bogor, namely through an integrated quality management process on the quality of character education programs, the quality of kyai leadership, quality the decision-making process, the quality of the evaluation, the typical values of the pesantren, the impact of character education and the model of character education, as described below:

### **Quality of Character Education Program**

Research findings by examining the quality of educational programs conducted at the Darul Muttaqien Islamic boarding school, have a noble character dimension in order to give birth to the disciplined character of students through academic education programs and parenting programs. These two programs refer to the seven quality principles of noble character education programs, namely:

- a. Attachment (All the quality of activity programs in Islamic boarding schools must have a spirit. The spirit reflects the attachment of activities to Allah which is categorized as worship and good deeds).
- b. Value Aspect. There are five values developed at Darul Muttaqien which also serve as educational goals, namely: aqidah, worship, morals, knowledge and skills.
- c. Programmed. All aspects of the value of character education must be programmed because it will facilitate the evaluation of planning, implementation, and evaluation.

- d. Measurable. The entire quality of value-based programs must have clear and written target values so that they can be evaluated,
- e. Coordination. The entire quality of value-based programs must run in accordance with the structural path of planning, implementation, monitoring, evaluation and progress reports.
- f. Values Education Method. The value education method used is exemplary, habituation, advice, attention, giving gifts and giving warnings.
- g. Motivation and Inspiration Value Principles. There are around 162 aphorisms from the leadership of the pesantren that have been recorded which are commonly used as motivational and inspirational sentences. These aphorisms were written in a pocket book with the title "Treading the Way of Struggle".

Then it was also found that there are elements of the noble character education program for students who are implemented in the Darul Muttaqien Islamic boarding school, namely repentance, obedience, istiqomah, sincerity, ikhtiyar, tawakal, qanaa'ah, patient, gratitude, khusnuzan, tawadhu, seeking knowledge, hard work, creative, productive, innovative, tolerance, preserving the environment, simplicity, caring for others, competing in goodness, amar ma'ruf nahi munkar, responsibility, being fair and honest, social ethics, eating halal food, collaborative, optimistic, dynamic, independent, democratic, syaja'ah, ukhuwah Islamiyah, freedom, discipline, responsibility, courtesy, thoroughness, self-confidence, critical thinking and avoiding despicable morals and quality standards for student discipline. All of these can train and build students to have superior disciplined characters.

Then the quality standards of Santri discipline can be seen from several disciplines, namely academic discipline (intra-

curricular, co-curricular and extra-curricular activities). Discipline in the Parenting Sector which consists of programs in the field of *ubudiyah*, organization, language, and discipline. The rules of the *pesantren* are in the form of prayer rules, dressing, eating, sleeping rules, washing clothes and bathing, receiving guests, rules for receiving packages, permits, personal equipment, package rules, as well as violators and sanctions. Furthermore, the Dormitory Regulations which contain the rules in the dormitory, for example the rules for using boarding school facilities and inventories, speaking ethics, acting ethics, prohibiting carrying dangerous equipment such as sharp weapons and narcotics, prohibiting extortion, prohibiting illegal meetings, prohibiting gangs, and prohibiting conducting illegal activities. bullying and violence against other students.

It was also found data on the strategy of noble character education applied at this Darul Muttaqien Islamic boarding school, namely there are four strategies of noble character education, consisting of exemplary (students imitate the Kyai figure), Training (Students are trained to be disciplined with curricular activities, intra-curricular). curricular, extracurricular and parenting activities}, Habituation (Santri are accustomed to doing commendable activities and stay away from disgraceful behavior) Committees (involved in various events, including being involved in Darul Muttaqin Super League, Darul Muttaqien). Through this strategy, as a *pesantren* step in educating students This is attempted as the first step in realizing the realization of the vision and mission of the *pesantren* which is supported by various human resources in education with noble character.

### **Kyai's Leadership Quality**

The quality of kyai's leadership in Darul Muttaqien *pesantren* refers to the collegial collective model. Collegial collective leadership does not place the kyai as central, but involves all line

leaders jointly leading, and advancing Islamic boarding schools. So that the decisions taken are not based on his personal opinion but must consider the opinions and suggestions of all line leaders so as to make it easier for him to take various strategic and technical decisions in all lines of education.

Collegial collective leadership can assist the kyai in determining and implementing strategic management, the standard of leadership of the pesantren organization, the implementation of leadership, as well as the functions, authorities and duties of the leadership functions of the Darul Muttaqien Islamic boarding school leader. This strategic management can be a direction in strategic planning that is oriented to the vision, mission, quality services, goals and objectives of the pesantren. All decisions in strategic planning are made through meeting activities.

### **Quality of Decision Making Process**

This quality is based on data and knowledge through the process of identifying and defining problems, formulating decisions, implementing decisions and evaluating decisions through meetings. Data-based decision making helps in making policies that must be done to make changes in a system to improve performance, and identify changes that can worsen performance and even assist Islamic boarding schools in carrying out six management functions, namely planning, organizing, actuating, controlling, evaluating, and progress reports.

Planning function as program quality planning, organizing/organizing consists of assigning tasks to pesantren leaders and line leaders, actuating/implementing functions as program quality implementation, controlling/supervising as policy review with realization in the field, evaluating program quality in evaluation and progress reports as a progress report of the pesantren program.



Meanwhile, science-based decision making can develop and test hypotheses (presumptions) to improve organizational performance. The basis of this hypothesis can be developed into competencies to understand and apply concepts related to individual differences in organizations, group dynamics, learning processes, and processes of change in order to achieve improvements in the quality of pesant ren. The science used is more based on the Qur'an and Hadith which contains three types of truth, namely the i'tiqadi truth (faith), the syar'iy truth and the waqi'iy truth (factual).

### **Evaluation Quality**

The quality of evaluation of noble character education in Darul Muttaqien Islamic Boarding School includes evaluation objectives, evaluation techniques, analysis techniques of evaluation results and follow-up on evaluation results.

On the quality of the evaluation of noble character education, Islamic boarding schools have evaluation objectives, namely:

- a. Knowing the ability of students. Educational evaluation can determine the ability of students from daily exams, PTS, PAS and from academic and parenting report cards.
- b. Measure the growth and development of students. Evaluation can see the progress of students as long as they are students at the Darul Muttaqien Islamic Boarding School
- c. Diagnosing learning difficulties of students. Evaluation can map students' learning difficulties in both written and oral tests.
- d. Knowing the results of teaching. Through evaluation, the teacher's teaching results can be assessed whether the material is conveyed well or not. The material conveyed by the teacher is understood by students or not.

- e. Knowing learning outcomes. The evaluation can find out the learning outcomes from the learning outcomes report cards, both academic report cards and parenting report cards.
- f. Knowing the curriculum achievement. Learning evaluation can determine the achievement of subject competition standards with learning outcomes.
- g. Knowing changes in the character of students, Evaluation of learning can find out changes in students' attitudes from undisciplined to disciplined.

Through these seven evaluation indicators, it is easier for boarding schools, student learning achievements and character education of noble character.

### **Typical Values of Darul Muttaqien Islamic Boarding School**

The values developed are very thick with Islamic values based on the Qur'an and al-Hadith. Darul Muttaqien Islamic Boarding School is very selective towards values that come from non-Muslims, always studies and selects culture. If it is against Islam, then santri and teachers are strictly prohibited based on Islamic teachings and based on the rules of the pesantren or what is often referred to as the sunnah. cottage.

Islamic boarding school values become the spirit of organizing the process of education, teaching and guidance in Islamic boarding schools. The values that are visible and invisible are developed, based on what has been developed by the predecessor pesantren, namely the Darussalam Islamic Boarding School, Gontor Ponorogo.

The distinctive values of the Darul Muttaqien Islamic Boarding School through Pancajiwa Pondok. The typical values of the five souls are sincerity, simplicity, independence, ukhuwah Islamiyah, and freedom which are described normatively and in

daily behavior in theory and practice and are called normative values in Panca Jiwa Pondok.

### **The Impact of Noble Moral Character Education**

The impact of noble character education that continues to be instilled in students through TMI institutions and parenting can automatically shape the attitude of disciplined students and become superior and independent students. Based on the results of the study, it was found and appeared in:

#### **a. Student Discipline**

Discipline can make students discipline automatically, meaning that students carry out their daily activities in accordance with the adab, norms, rules and order of the pesantren both in academic activities and parenting without coercion or having to be ordered, allowing students to be aware of the importance of character education. It can even be the key to success both in the pesantren and while living in the outside community.

#### **b. Excellent and Independent Students**

Excellent and independent students. The purpose of excelling here is that the graduates have superior moral, intellectual, academic, religious, and life skills. Excellence in moral aqidah means that students have high faith and piety to Allah SWT in accordance with the rules of the Qur'an and Hadith, Islamic boarding school rules and adab, norms and rules. Excellence in terms of morality means that students have good morals or commendable morals in accordance with Islamic teachings. superior in terms of intellectual means that the Darul Muttaqin Islamic boarding school students are advanced in terms of reading literacy, making research reports, academic graduation. Excellence in academics means that many santri alumni continue their studies to higher education levels.

Furthermore, excelling in worship means that students can carry out worship directly, for example praying five times a day,

have competencies that can become mosque priests, preachers, and lead tahlil, funeral directors, PHBI committees and indirect worship, such as students can become zakat, infaq and worship committees. sodaqoh, and the committee for celebrating Ramadan. Then excel in skills / skills, meaning that students are equipped with life skills or life skills through life skills education.

The superior students can form the character of independence which places the students in carrying out their duties and obligations accordingly; necessities of life, and other things personally without bothering others. This is evidenced by the findings when students maintain the cleanliness of their rooms, sleeping places, ironing clothes, and others. This independence makes both individuals and groups less dependent on others. Students who are used to being independent can be seen that sleeping alone will have an impact, namely being able to think critically, be responsible, creative, form hardworking personalities, have a strong mentality, and be able to overcome personal problems.

### **Character Education Models**

The model used is a systemic model, which applies the Character Education Based on Integrated Management model with input, process and output components as well as out comes which are managed using an integrated management typical of the Darul Muttaqien Islamic Boarding School. In line with the vision of the pesantren, the output is quality students with excellence in aqidah, morals, intellectuals, worship, and life skills. While the outcome is the realization of a superior generation that is intelligent, pious, independent and disciplined.

The findings also show that this character education model pays attention to fifteen components, formed into three models of character education, namely:

a. Tadzkirah Model Model

The model uses example, guidance, motivation, sincere intentions, continuity (learning process, attitude, and action), reminding each other, repetition, organizing / applying, and touching the heart.

b. Istiqomah Model

A model that applies education consistently with what has been determined in educating students both academically and nurturally, consistent in the inheritance of five mental values, and with respect to the rules.

c. Iqra, Thought, and Dhikr models

The iqra model applies moral education based on education by strengthening moral literacy in accordance with the book of moral aqidah strengthened by learning the Qur'an and Hadith. The thought education model focuses more on character education in terms of intellectual skills, especially intra-curricular education. While the dhikr model contains guidance in reciting praise to Allah SWT. Dhikr at Darul Muttaqien Islamic Boarding School implements dhikr in heart dhikr and oral dhikr. These three models of character education have a major effect, especially in terms of aqidah, morals, and discipline of students.

## **E. Conclusion**

The implementation of integrated quality management (MMT) of noble character education in improving the discipline of students at Darul Muttaqien Islamic Boarding School has been going well with discipline indicators. This is inseparable from the implementation of MMT in applying the character of discipline both intracurricular, cocurricular, and extracurricular which are supervised for 24 hours, but if it is associated with the various theories used in this dissertation, both MMT theory, character

education theory, and disciplinary theory, that has not implemented effectively and optimally, because there are limited human resources and other resources as well as a lack of stakeholder understanding in understanding and implementing the theory used.

### **Acknowledgment**

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