

Jurnal Konseling Religi

ISSN : 1907-7238

E-ISSN : 2477-2100

DOI : <http://dx.doi.org/10.21043/kr.v13i2.17163>

Vol. 13 No. 2, Desember 2022 | 303-318

<http://journal.iainkudus.ac.id/index.php/konseling>



## **Pesantren's Counseling Guidance Services Management-Based Character Education**

**Rukhaini Fitri Rahmawati**

*Institut Agama Islam Negeri Kudus, Jawa Tengah, Indonesia*

*rukhaini@iainkudus.ac.id*

### **Abstract**

The character crisis makes Indonesian education urgently need improvement through the educational transformation that not only prioritizes cognitive but also develops the student's skills and character. This study aims to determine the relationship and contribution of counseling guidance services in *pesantren* to children's character education through service management analysis. The researcher used qualitative research methods with triangulation for data collection. The evaluation instrument involves the Stufflebeam evaluation components. They are context, input, process, and product. The results indicate that the planning and controlling management functions have not been able to function properly and have caused problems in the provided services. The service types have led to increased competence, improved attitudes, and students' character. However, there were many obstacles in the process. They are funding, infrastructure, implementation time, control from the leadership and administration as well as regular reporting of activities. These conditions have an impact on the role and effectiveness of counseling guidance in assisting *santri* to maximize their potential and achieve their developmental tasks.

Keywords: Management guidance counseling, character education, pesantren

### **Introduction**

Indonesia has experienced morals and character crisis for a long time. The indications are anarchism, individual and group conflicts, and corruption. The moral degradation is much influenced by the globalization that occurs in society (Budiarto

2020). Moral degradation in educational institutions can be seen from the violence and bullying done by students. Based on the data, Indonesia reached the fifth rank position as the country with the high number of child bullying cases. For solving the character crisis and facing the global challenges, Indonesian education needs to be transformed. The parties involved in education need to increase their role in developing character education. So far, teachers are considered as the party whose biggest role in educating children's character although this role must be carried out by all parties in educational institutions, including the guidance and counseling service unit.

Character is one of education goals. Based on the National Education System Law No. 20 of 2003, the function of education is developing abilities and character to create dignified national civilization. The objective of education is not only educating in knowledge aspect but also educating to have faith, piety, noble character, creativity, independence, and responsibility. Because of the importance of character for humans, the government regulates education not only to focus on classroom learning but also educational services for helping the students' character development. Guidance and counseling are services for facilitating students to develop their potential and achieve their developmental tasks, whether they are physical, emotional, social, intellectual and moral or spiritual to achieve their life independence (Haryatri 2019). To achieve the goals of counseling guidance, it is needed to have systematic, logical, objective, and sustainable efforts.

There have been many studies conducted on character education. They are dominated by its concept, implementation and development. Many character education concepts are based on religion, the Qur'an, hadith, educational institutions and expert figures' perspective (Achmad 2020; Fadilla 2021; Fattah 2017; Hafid 2018; Hakim 2019; Muali and Aini 2019; Utami 2017; Zahro' and Aminah 2021). The studies on the character education are usually about the implementation, supporting and inhibiting factors, especially the implementation in schools (Apiyani 2022; Asdiqoh and Zaman 2020; Evananda, Bafadal, and Sobri 2018; Prabandari 2020). Character education development is carried out in various ways such as curriculum development, media development and programs and values-based character development (Hakim et al. 2020; Ngamilah 2019; Ronald Tambunan 2021; Wisada, Sudarma, and Yuda S 2019). Studies on character education tends to describe ideas and conditions but it has not yet reached the stage of evaluating the character education implementation.

In line with that background, there are three research objectives in this study. They are 1) describing the management of counseling guidance services in Islamic boarding schools? 2) identifying obstacles experienced in the counseling guidance services management 3) explaining how the counseling guidance services management contribute to the development of character education. From this research, it is possible to obtain the comprehensive and intensive knowledge to enable policy makers and implementers in counseling guidance to formulate a more appropriate strategic plan, especially in the management of counseling guidance services.

Guidance and counseling services exist and become part of education to help achieve educational goals but their roles and functions cannot be maximized. The services are still considered as units that just deal with problem children, not to help children develop their potential and character (El Rahma and Kholisna 2021). The educational challenges are always increased so the counseling guidance unit needs to improve and transform to be able to carry out its duties and functions properly. The first thing that can be done is to evaluate the management and counseling services regularly. The results of the evaluation can be used to make an improvement.

### *Method*

The object studied in this study is the management of counseling guidance services in *pesantren* and their contribution to the development of the character of students. The *pesantren* that became the research location was *Pesantren Al-mu'min Muhammadiyah*, Tembarak, Temanggung Regency. This *pesantren* has three units of education level, namely *Madrasah Tsanawiyah*, *Madrasah Aliyah* and Vocational High School. The research used is field research with a descriptive qualitative approach. Qualitative research aims to reveal the studies problems in detail. The participants in this research are five counselors in the *pesantren*. Researcher is as the key instrument, while the data collection techniques are combined. The data collection techniques used were documentation and in-depth interviews with counselors as the main correspondent. In addition, questionnaire is also used as data collection to get additional data.

This study aims to analyze the relationship and contribution of education service management to character education. To identify the relationship and its contribution, it

can be seen from the management of counseling and guidance services and the results of the service. Meanwhile, to see the contribution clearly, an evaluation was carried out on the management and counseling services. Aspects assessed on management include planning, organizing, implementing, and evaluating. Meanwhile, the counseling guidance service refers to the evaluation components, namely context, input, process, and product. In data analysis, the writer used Creswell qualitative data analysis with these steps; 1) Organizing data, 2) Reading and viewing all data, 3) Making coding, 4) Using coding as material for making descriptions, 5) Connecting between themes, 6) Giving interpretation and meaning about the theme (Sugiyono 2018).

### *Theoretical Review*

#### *Character Education*

Character education is a process of activities carried out with all conscious and planned power and effort to direct the students. It is also a process of activities that lead to improving the education quality and developing the values that always teaches, guides, and fosters every human being to have intellectual competence, good character and skills (Yahya 2010). Character education can also be interpreted as a moral and character education system that instills and develops good character values so that they have good knowledge and actions in their lives (Winata, Sahudi, and Hasanah 2020). This education objectives are forming and developing personality through character education. The results can be seen from the characters changes in the form of good behavior, responsibility, honesty, hard work, respecting the human rights, and so on (Ngatiman and Ibrahim 2018). It emphasizes the process of instilling and developing character values. The individuals are expected to have good knowledge, morals, character and norms so that they are able to act and behave well.

The Ministry of Education and Culture proclaimed four main character values that the students must have. They are honesty from heart, intelligence from thinking, responsibility from exercise, and caring from feeling and intention. The character values formulated by the Ministry of Education and Culture were further developed by the Curriculum Center of the Indonesian Ministry of National Education. The main values that must be achieved in learning in educational institutions are religiosity, honesty, intelligence, logical thinking, democratization, being tough, and caring (Muchtar and

Suryani 2019). The objectives of character education developed in educational institutions are, 1) supporting the habituation of commendable behavior that is in line with cultural, social, religious and universal values, 2) creating a responsible leadership spirit, 3) strengthening students' mental toughness and sensitivity to environmental situations so they will not do deviant behaviors, 4) increasing the ability to avoid disgraceful behavior that harms himself, others, and the environment (Tsauri 2015). The functions of character education are forming, developing the potential, improving and strengthening. By having those points, the students are expected to be able to filter everything before they do something.

### *Counseling Guidance Service Management*

Management is managing and regulating the process of utilizing resources so that goals can be achieved effectively and efficiently. According to Terry, "Management is a district process of planning, organizing, actuating, controlling, performed to determine and accomplish stated objectives the use of human beings and other resources". Koontz and Weihrich said "management is the process of designing and maintaining and environment in which individuals work together in groups" (Kristiawan, Safitri, and Rena Lestari 2017). In the context of the organization, management is important because organizations need effective and efficient approaches, strategies and methods to achieve the goals. Management can empirically help the organization success in achieving its goals and maintaining a balance because of the individuals' differences and interests in the organization. It can be concluded that management has several essences. They are 1) management is a process, 2) management is functioned to achieve goals 3) management utilizes resources (human, infrastructure, finance, environment, etc.)

Terry classified five general substances in management. They are planning, organizing, mobilizing, and supervising. These four substances are hereinafter referred to as management functions. Planning is the process of determining the goals to be achieved in the future and the steps needed to achieve them. Planning can also be interpreted as determining a series of actions based on existing alternatives. The planning results are formulated as a form of decisions that will be carried out in an effort to achieve the desired goals. Organizing is a process of creating relationships among personnel, functions and physical factors so that they are aligned to achieve

goals. In an organization, there are generally three components, namely personnel, physical facilities, and functions. Mobilizing is the movement of the implementation of the two previous functions, namely planning and organizing. Mobilizing can also be interpreted as a human relationship to leadership, leaders can remember subordinates to understand, contribute ideas, motivation, energy, and time to achieve goals effectively and efficiently. Supervising is a management function that aims to evaluate the objectives achievement. Supervising is defined as an activity to determine what has been carried out in accordance with the objectives and to analyze the deviations and obstacles possibility and their follow-up (Ruyatnasih and Megawati 2018).

In the context of guidance and counseling, management is meant as the process of planning, organizing, directing and supervising the activities in guidance and counseling, as well as the use of other resources to achieve the goals that have been set. Management of counseling guidance is a management activity carried out by counselors to facilitate the guidance and counseling functions starting from planning, organizing, implementing and evaluating to achieve effective and efficient goals by utilizing various existing resources (Sugiyono 2010). The aspects in counseling guidance management are the planning, the implementation and assessing of the guidance and counseling program. To develop an effective and efficient plan, several analyzes are needed. They are analysis of student needs, counseling guidance objectives, situation analysis, types of programs, methods, personnel involved, facilities, barriers and risk analysis. In its implementation and direction, if the counseling guidance service becomes a unit of an institution, it is necessary to design a counseling guidance program as an integral part of the overall institutional programs (Harefa and Telaumbanua 2020)

### *Pesantren*

*Pesantren* is one of the Islamic educational institutions, where the teachers (kiai) and students stay together. It is often called *Pondok Pesantren* or Islamic boarding schools. In the pesantren complex, there are facilities, like dormitory, rooms for learning and praying. Pesantren education which was originally traditional then developed because of necessity. Pesantren are classified into four types: 1) *Pesantren salaf*, 2) *pesantren ribath* 3) *pesantren khalaf* modern, and 4) *pesantren jami'i*. *Pesantren salaf* is a pesantren that focuses on teaching religious sciences and there is no formal education.

*Pesantren ribath* is Islamic boarding schools that combine religious and general knowledge. It prepares students to become cadres. Moreover, it also prepares students to take education to a higher level. *Pesantren khalaf/modern* is a pesantren which has religious and general science curriculum. The term 'modern' arose because of the methods and learning materials changes. Students do not only get the knowledge but also skills. And, pesantren jami'i is a pesantren that is given to students as a supplement. This pesantren education adapts to the learning time in formal schools (Fahham 2020).

The *pesantren* education system is closely related to the characteristics of Islamic boarding schools. The education is generally categorized into two, namely the traditional education system and the modern education system (Murtopo 2016). The traditional education system is a very simple religious teaching system. The methods that are often used in this system are: 1) *sorogan* method: a method of learning *kitab*/Islamic books individually where students take turns reading, explaining or memorizing. 2) *wetonan* or *bandongan* method: a method where students sit around the *kiai* who is explaining the material, while the students make notes 3) *muhawaroh* method: a method used to learn and develop language skills by conversing. 4) *mudzakarah* method: a method used by students to discuss religious issues through scientific meetings, and 5) *majlis ta'lim* method: a method of delivering religious material that is general and open.

Meanwhile, the modern education system is the innovation and refinement result of traditional education system. This system combines tradition and modernity to obtain a synergistic education system. The methods used include 1) the classical method (*madrasi* system), a learning pattern that is carried out at the same time so that students experience the learning process together, 2) the course system (*takhasus*): an education system that focuses on skills by developing psychomotor aspects of students, and 3) the training system, an educational model system that focuses on the psychomotor abilities of students by fostering practical abilities.

## **Discussion**

After analyzing the management process (planning, organizing, actuating, and controlling), guidance and counseling services in *pesantren* shows the conformity but

there are still some constraints. From the planning, all guidance and counseling programs designed by counselors have implemented the principle of priority needs and involve all components directly involved in counseling guidance services. Planning that has been arranged also covers procedures of service implementation. In addition, the components and individuals who are responsible for the implementation of the guidance are also included in the planning. However, the planning has not referred to the service evaluation in the previous year. In organizing process, the counseling guidance service unit already has an organizational structure, service guidelines and operational standards in carrying out services. However, despite having a clear organizational structure, parts of each structure are not yet equipped with clear tasks and job descriptions. In actuating, service implementation is obliged to report activities to the institution head. The head of the institution also provides motivation and direction but it is still not optimal. While in the controlling process, many weaknesses were found, especially in the evaluation aspect. Evaluations cannot be carried out regularly, have not used valid instruments, and the results have not been followed up.

The obstacles experienced in managing counseling guidance services in *pesantren* are funding, infrastructure, limited time, concurrent positions, and the lack of maximum cooperation between counselors and *ustadz-ustadzah* (teachers) in *pesantren*. Minimal funding has an impact on the limitations of infrastructure facilities that support the counseling guidance process. Interview results show that the existing guidance and counseling room was still far from the standard. There are 3 rooms that are used to carry out services. Two of them are still integrated with the teachers' room. While another room is not equipped with adequate infrastructure. Moreover, the time used for guidance and counseling is also very limited. These factors cause classical services cannot be carried out according to schedule. The counselors also just have limited time because they also serve as teacher. Communication between the counselor and the teacher is related to the condition of the students who have not been maximized, causing the counselor to be less familiar with the students' characteristics. The problems faced in implementing the counseling guidance program have an impact on the service quality and quantity.

Guidance and counseling service programs in *pesantren* include orientation, information, group counseling, individual counseling, consulting, mediation, and home



visits services. All of these services cover personal, social, study and career fields. Orientation services in *pesantren* are more aimed at the adaptation process for new students, where life in *pesantren* is certainly much different from outside of *pesantren*, especially the culture, learning, and social life. Information services in *pesantren* aim to provide information, knowledge and understanding related to counseling guidance so that the students can take full advantage of the services. Group counseling services are provided to students related to problems that generally arise in *pesantren* or regarding issues that are developing. Meanwhile, individual counseling services are given to overcome personal problems experienced by students. Personal problems that are often experienced by students are relationship, family, and life problems in the *pesantren*. Consultation services are also provided so that the students have insight and understanding related to certain problem and how to overcome it. Home visit services are also provided to students if the problem solving need data from their families.

Based on the problems identification carried out in the counseling guidance service management process, it can be seen that the monitoring and evaluation functions have not been running well. Planning that does not consider data from the results of previous evaluations makes the quality improvement process unable to run. Data in planning is needed to deal with a dynamically changing external environment (Sholahuddin et al. 2021). If planning does not consider changes, there will be many new variables that cannot be controlled. Supervision is functioned to avoid deviations in the service implementation process in terms of budgeting, procedures, and authority. The lack of supervision has an impact on the quality and quantity of counseling guidance services (Sitorus 2020). Moreover, the use of non-standardized instruments in the controlling process causes the factors inhibiting the service program objectives are not detected properly. Failure to identify these constraints has an impact on the quality of service quality assurance (Paputungan, Ansar, and Mas 2021).

*Pesantren* is an Islamic educational institution that has characteristics. One of them is *santri* or students. The students obliged to stay in *pesantren* is a potential for counseling guidance. The different students' background such as regional origin, family background, and previous education creates variations in the *pesantren*. The plurality of *santri* and *pesantren* culture, and globalization are indicators that need to be considered in planning for counseling guidance services. For that reason, challenges and failure in

identifying needs will have an impact on service quality and objectives achievement. The objectives and functions of counseling guidance services are to help students identify themselves, develop their potential and character, and handling the problem students (Mahaly 2021). From these objectives and functions, it can be known that the management process that is not ideal makes the counseling guidance services role and function is not optimal, Moreover, it can cause the dysfunction.

The results of the service evaluation on the counseling guidance context, input, process, and product implemented in the *pesantren* show an imbalance in the input and process. Funding and infrastructure facilities that have not been balanced have an impact on the service implementation process. The room that is still integrated with other rooms makes it less flexible and causes discomfort in the process. In addition, non-standard facilities and infrastructure also make service implementation ineffective and inefficient (Fitria et al. 2021). Multiple positions have an impact on the time availability to carry out the guidance. There are programs and services that cannot be implemented due to limited time. The provision of services also cannot be maximal and complete, especially with the large number of students. The lack of cooperation between counselors and teachers has an impact on the lack of information about counsees for counselors. And, information about students as counsees has an effect on accuracy in guidance (Putra and Setiawati 2020). In conclusion, the context, input, process, and product are interrelated and influential elements.

One of factors influencing the input condition is planning. The planning results must cover implementers, required resources, and detailed procedures. It aims to identify what and how steps must be taken to achieve the goal. Less detailed planning will hinder implementation and not optimal process (Setiyati and Hikmawati 2019). Multiple positions in an organization, especially in educational institutions, are caused by the not ideal ratio of human resources (educational and educational staff) to the existing task. Continuing to carry out the existing tasks and concurrent positions are an alternative solution. Another excessive burden is also caused by the ratio of *ustad-ustadzah* to students which is not ideal. In this case, an analysis of the workload and available resources is needed so that it can be seen that there is a shortage of needed human resources (Irawan and Leksono 2021). Proper planning on all elements will maximize the process and results.

Guidance and counseling in *pesantren* in general function not only to develop the character of the students but also to help the students successfully adapt to the *pesantren* life. In *pesantren*, students are educated, guided and supervised for 24 hours. Education is not only given in the classroom through the learning process but also through existing *pesantren* programs and culture. Starting from waking up until going back to sleep. Habituation is the main method used by *pesantren* in educating and developing the students' character. Discipline is something that students need to have in order to be able to follow all activities. The tight activities and strict rules that exist in *pesantren* cause culture shock, especially for new students (Fitri Rahmawati 2016). The students' failure to adapt causes students to be uncomfortable living and studying at the *pesantren*. Other impacts are students feel not to be able to participate in activities and learning, feel guilty, not confident, feel unable to live in *pesantren* and finally they choose to leave or move. The existence of counseling guidance services in this *pesantren* aims to help students to recognize themselves, their potential, and their learning goals. Guidance and counseling at this stage aims to develop a tough and responsible character. Thus, it will be easier for students to develop their character through education in the *pesantren*.

## Conclusion

Based on the results of this study analysis, there are three conclusions. First, the management process of counseling guidance services in *pesantren* Al-Mu'min Muhammadiyah Tembarak Temanggung is not optimal yet, especially in the planning and controlling functions. Second, inappropriate planning in the previous management process has an impact on service inputs and processes, especially the availability of funds, infrastructure, and human resources. Third, the contribution of counseling guidance services to the students' character education is to develop the responsibility and so that they can develop their character more optimal through education in *pesantren*.

The results of this study provide an overview of the condition of counseling guidance services through evaluations carried out on management and its service programs. It is known that the planning for this counseling guidance service needs to be improved by doing a detailed plan by considering the objectives, needs, procedures and

challenges. By considering those points, the counseling guidance services function can be maximized, especially in its contribution to develop the students' character. Considering the problems faced by the students, counselors can make the sustainable orientation service program to be the main program. This service is not only provided when the new *santri*/students join the *pesantren*, but the service is provided to *santri* who have not been able to adapt.

This research just concerns on evaluating the management process and its service program to determine the contribution of counseling guidance for character education. It is not able to provide information about the effectiveness of counseling service programs yet. The results of this study can be used to make a priority scale in program implementation so that the objectives of counseling guidance services can be achieved effectively and efficiently.

### References

Achmad, Yudianto. 2020. "KONSEP PENDIDIKAN KARAKTER INDIGENOUS DALAM PERSPEKTIF ALQURAN." *Jurnal Pendidikan Karakter*. doi: 10.21831/jpk.v10i1.29002.

Apiyani, Ani. 2022. "Implementasi Pendidikan Karakter Di Madrasah." *Jiip - Jurnal Ilmiah Ilmu Pendidikan*. doi: 10.54371/jiip.v5i2.445.

Asdiqoh, Siti, and Badruz Zaman. 2020. "IMPLEMENTASI PENDIDIKAN KARAKTER PADA SISWA MADRASAH ALIYAH." *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*. doi: 10.24090/insania.v25i1.3510.

Budiarto, Gema. 2020. "Indonesia Dalam Pusaran Globalisasi Dan Pengaruhnya Terhadap Krisis Moral Dan Karakter." *Pamator Journal*. doi: 10.21107/pamator.v13i1.6912.

Evananda, Febrina, Ibrahim Bafadal, and Ahmad Yusuf Sobri. 2018. "STUDI KASUS IMPLEMENTASI PENDIDIKAN KARAKTER PADA SEKOLAH DOLAN." *Jurnal Administrasi Dan Manajemen Pendidikan*. doi: 10.17977/um027v1i32018p252.

Fadilla, Rohayu. 2021. "Konsep Pendidikan Karakter Thomas Lickona Pada Anak Usia Dini." *Skripsi. IAIN Bengkulu*.

Fahham, Achmad Muchaddam. 2020. *Pendidikan Karakter: Pola Pengasuhan, Pembentukan Karakter, Dan Perlindungan Anak*. Jakarta: Publica Institute Jakarta.

Fattah, Abdul. 2017. "KONSEP PENDIDIKAN KARAKTER DALAM PERSPEKTIF HADITS." *TARBAWI: Jurnal Pendidikan Agama Islam*. doi: 10.26618/jtw.v1i2.364.

Fitri Rahmawati, Rukhaini. 2016. "KONSELING BUDAYA PESANTREN (STUDI DESKRIPTIF TERHADAP PELAYANAN BIMBINGAN KONSELING BAGI SANTRI BARU)." *KONSELING RELIGI Jurnal Bimbingan Konseling Islam*. doi: 10.21043/kr.v7i1.1359.

Fitria, Linda, Neviyarni S, Yarmis Syukur, and Riska Ahmad. 2021. "SARANA DAN PRASARANA SEBAGAI PENUNJANG KEGIATAN BIMBINGAN DAN KONSELING DI SEKOLAH MENENGAH KEJURUAN." *AL-IRSYAD*. doi: 10.30829/al-irsyad.v11i1.9329.

Hafid, Ubabuddin Din. 2018. "Konsep Pendidikan Karakter Perspektif Islam." *Ta'dib: Jurnal Pendidikan Islam*. doi: 10.29313/tjpi.v7i1.3428.

Hakim, Lukmanul. 2019. "KONSEP PENDIDIKAN KARAKTER PERSPEKTIF KH. HASYIM ASY'ARI STUDI KITAB ADABUL 'ALIM WAL MUTA'ALIM." *MEDIAKITA*. doi: 10.30762/mediakita.v3i1.1800.

Hakim, Nasrul, Yudiyanto Yudiyanto, Halimah Sa'diah, and Eka Putri Setiana. 2020. "Manual Book Biology Scientific Camp: Pengembangan Pendidikan Karakter Berbasis Outdoor Approach." *BIODIK*. doi: 10.22437/bio.v6i1.8458.

Harefa, Darmawan, and Kaminudin Telaumbanu. 2020. *Teori Manajemen Bimbingan Dan Konseling (Kajian Untuk Mahasiswa Pendidikan Dan Keguruan)*. PM Publisher.

Haryatri, H. 2019. "Urgensi Bimbingan Dan Konseling Di Sekolah Dasar." *Jurnal Al-Taujih: Bingkai Bimbingan Dan Konseling Islami*.

Irawan, Aldi, and Eko Budi Leksono. 2021. "Analisis Beban Kerja Pada Departemen Quality Control." *Jurnal INTECH Teknik Industri Universitas Serang Raya*. doi: 10.30656/intech.v7i1.2537.

Kristiawan, Muhammad, Dian Safitri, and Rena Lestari. 2017. "Manajemen Pendidikan." *Deepublish*.

Mahaly, Sawal. 2021. "Pelaksanaan Asesmen Kebutuhan Peserta Didik Dalam Memberikan Layanan Bimbingan Klasikal Di SMA Laboratorium Universitas Pattimura Ambon." *Al-Ittizaan: Jurnal Bimbingan Konseling Islam*. doi: 10.24014/ittizaan.v4i2.14918.

Muali, Chusnul, and Robiatul Aini. 2019. "Total Moral Quality Sebagai Konsep Pendidikan Karakter Di Pesantren; Sebuah Kajian Kritis Pemikiran Hasan Baharun." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*. doi: 10.21154/cendekia.v17i1.1491.

Muchtar, Dahlan, and Aisyah Suryani. 2019. "Pendidikan Karakter Menurut Kemendikbud." *Edumaspul: Jurnal Pendidikan*. doi: 10.33487/edumaspul.v3i2.142.

Murtopo, Ali. 2016. "PONDOK PESANTREN SEBAGAI ROLE MODEL PENDIDIKAN BERSISTEM FULL DAY SCHOOL." *Al-Afkar: Jurnal Keislaman & Peradaban*. doi: 10.28944/afkar.v5i1.144.

Ngamilah, Ngamilah. 2019. "Model Pengembangan Pendidikan Karakter Melalui Implementasi Kurikulum 2013 Pada Lembaga Pendidikan Yang Dikelola Oleh Yayasan Islam Kota Salatiga." *INFERENSI: Jurnal Penelitian Sosial Keagamaan*. doi: 10.18326/infsl3.v12i2.481-505.

Ngatiman, Ngatiman, and Rustam Ibrahim. 2018. "PENDIDIKAN KARAKTER DALAM PERSPEKTIF PENDIDIKAN ISLAM." *Manarul Qur'an: Jurnal Ilmiah Studi Islam*. doi: 10.32699/mq.v18i2.949.

Paputungan, Inggit, Ansar Ansar, and Sitti Roskina Mas. 2021. "Keefektifan Pelaksanaan Sistem Penjaminan Mutu Internal." *PEDAGOGIKA*. doi: 10.37411/pedagogika.v12i1.630.

Prabandari, Anung Siwi. 2020. "IMPLEMENTASI PENDIDIKAN KARAKTER DI SEKOLAH DASAR." *Jurnal Pendidikan Dan Konseling (JPDK)*. doi: 10.31004/jpdk.v1i2.586.

Putra, Arif Firmansyah, and Denok Setiawati. 2020. "Studi Kepustakaan Penerapan Konseling Cognitive Information Processing (CIP) Dalam Lingkup

Pendidikan Library Research Application of Cognitive Information Processing (CIP) Counseling Within Scope of Education.” *Jurnal BK UNESA*.

El Rahma, Zakiah Nadya, and Titin Kholisna. 2021. “Persepsi Layanan Bimbingan Dan Konseling Sekolah Terhadap Minat Siswa Berkonsultasi.” *Psikodinamika - Jurnal Literasi Psikologi*. doi: 10.36636/psikodinamika.v1i1.582.

Ronald Tambunan, James. 2021. “Pengembangan Pendidikan Karakter Dan Budaya Bangsa Berwawasan Kearifan Lokal.” *JURNAL WIDYA*. doi: 10.54593/awl.v1i2.3.

Ruyatnasih, Yaya, and Liya Megawati. 2018. *Pengantar Manajemen: Teori, Fungsi Dan Kasus*. Absolute Media.

Setiyati, Ritta, and Elok Hikmawati. 2019. “Pentingnya Perencanaan Sdm Dalam Organisasi.” *Pentingnya Perencanaan Sdm Dalam Organisasi Forum Ilmiah*.

Sholahuddin, Nur, Hikmatul Asqi, Siti Rahmawati, and Nilna Rizqiyah. 2021. “FUNGSI PERENCANAAN DALAM PERSPEKTIF AL-QUR’AN DAN HADIST.” *Leadership:Jurnal Mahasiswa Manajemen Pendidikan Islam*. doi: 10.32478/leadership.v2i2.718.

Sitorus, M. 2020. “Pengaruh Pengawasan Terhadap Kualitas Pelayanan Masyarakat (Studi Kasus: Dinas Perdagangan Dan Perindustrian Kota Medan).” *Jurnal Wacana Kinerja: Kajian Praktis-Akademis ....*

Sugiyono. 2010. *Manajemen Bimbingan Konseling Di Sekolah*. Semarang: Widya Karya.

Sugiyono. 2018. *Mertode Penelitian Evaluasi*. Bandung: Alfabeta.

Tsauri, Shofyan. 2015. *Pendidikan Karakter; Peluang Dalam Membangun Karakter Bangsa*. Jember: IAIN Jember Press.

Utami, Puji Nur. 2017. “Konsep Pendidikan Karakter Menurut KI.Hajar Dewantara.” *Skripsi, Fakultas Tarbiyah Dan Ilmu Keguruan, IAIN SALATIGA*.

Winata, Koko Adya, Sahudi, and Aan Hasanah. 2020. “Landasan Teori Pendidikan Karakter Disekolah (Tinjauan Ontologi, Epistemologi Dan Aksiologi.” *Jurnal Al Amar*.

Wisada, Putu Darma, I. Komang Sudarma, and Adr. I. Wayan Ilia Yuda S. 2019. "PENGEMBANGAN MEDIA VIDEO PEMBELAJARAN BERORIENTASI PENDIDIKAN KARAKTER." *Journal of Education Technology*. doi: 10.23887/jet.v3i3.21735.

Yahya, Khan. 2010. *Pendidikan Karakter Berbasis Potensi Diri*. Yogyakarta: Pelangi Publishing.

Zahro', Afifah, and Siti Aminah. 2021. "Konsep Pendidikan Karakter Dalam Perspektif K.H. Hasyim Asy'ari." *AL-ADABIYAH: Jurnal Pendidikan Agama Islam*. doi: 10.35719/adabiyah.v2i2.70.