

# Implementation of Value-Based Management in Shaping Character at Madrasah

Rida Rahayu Akhirul Banat<sup>1\*</sup>, Muhammad Fadhli<sup>2</sup>, Fatkhur Rohman<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Sumatera Utara Medan, Indonesia

\*rida332243012@uinsu.id

## ARTICLE INFO

### Article history

Received March 23, 2026

Revised April 17, 2026

Accepted May 26, 2026

**Keywords:** Value Based Management, Value Based Management, Character Education, Madrasah, Student Character.

## ABSTRACT

This research focuses on the study of the implementation of Value Based Management in character building of students at MTs Negeri 2 Asahan thru stages of value mindset, value analysis, and continuous value implementation. This is due to the emergence of moral degradation issues in the school environment, as seen from the increase in undisciplined behavior, weak social concern, low sense of responsibility, and decreased ethical awareness among students. Therefore, educational institutions can no longer emphasize academic achievement alone but need to build a learning system that places values as the main foundation for character development of students. The research employs a descriptive qualitative approach with a phenomenological method conducted at MTs Negeri 2 Asahan, Asahan Regency, North Sumatra. Data collection was carried out thru participatory observation, in-depth interviews, and documentation involving the head of the madrasa, deputy head of the madrasa, teachers, educational staff, and students as sources of information. The data were then analyzed thru a structured process of reduction, presentation, and conclusion drawing to ensure that the research results comprehensively depict the field conditions. The research results show that the implementation of Value-Based Management at MTs Negeri 2 Asahan has been carried out systematically and integrated into all educational activities, starting from the formation of a shared awareness thru the instillation of religious values, discipline, honesty, and responsibility as the foundation of the madrasah culture. This is followed by the process of identifying the gap between ideal values and the actual behavior of students, which is influenced by family conditions, social environment, and differences in student character. The implementation of values is realized thru the integration of character education in learning activities, student programs, counseling services, and point-based disciplinary rules. Thus, this research emphasizes that Value-Based Management is capable of shaping students' character comprehensively thru the application of values integrated into the educational organization's culture.

## 1. INTRODUCTION

Character education occupies an important position in the effort to build the quality of Indonesian people comprehensively because the educational process is not only directed at the delivery of knowledge but also tasked with shaping the moral ethics and personality of students so that they develop fully in accordance with the national education goals that emphasize the formation of faithful, pious, noble, creative, independent, intelligent individuals who have social and national responsibility. Therefore, the success of education is not only measured by academic achievements but also by the formation of good character in students. The current state of education shows the emergence of character issues among students, marked by an increase in bullying, verbal violence, low social awareness, digital media abuse, and a decline in student discipline. This indicates that the

implementation of character education has not been maximized, as various behavioral deviations are still frequently found in school environments. In fact, the Indonesian Child Protection Commission recorded more than 37,000 reports of violence against children from 2011 to 2019, with most cases occurring in educational settings. Thus, schools remain vulnerable spaces for character violations and acts of violence against students (KPAI, 2020: 4). Meanwhile, Asyifah's research also shows that cases of bullying at the secondary school level continue to increase and pose a serious challenge in the process of character formation for students (Asyifah, 2024: 58). Thomas Lickona explains that character is formed thru the integration of moral knowing, moral feeling, and moral action, which are interconnected in building human behavior comprehensively. Therefore, character is not only related to the ability to understand the value of goodness but also involves the ability to love and apply that value in daily life because its formation process requires habituation, exemplification, and continuous internalization of values in the educational environment (Thomas Lickona, 2018: 51). In modern education, character formation is closely related to the school organizational culture because educational institutions play a strategic role in shaping students' mindsets, behaviors, and personalities. Thus, effective character education must be integrated into the school management system so that values do not stop as normative slogans but become an organizational culture that lives in every educational activity (Kokom Komalasari, Didin Saripudin, 2020: 126). Therefore, educational institutions need a management system that makes values the main orientation in the educational process. The relevant approach to support this process is Value Based Management, which places values as the main foundation in all organizational activities, from decision-making, organizational culture, learning, to educational evaluation. This concept views that all organizational activities should be directed toward value-based goals, so that education is not only oriented toward academic achievement but also toward the comprehensive character formation of students (Tim Koller, 1994: 87). The implementation of Value Based Management in education becomes increasingly important amidst the rapid developments of globalization and digitalization because the social changes that occur also influence the behavior patterns and value systems of adolescents. Meanwhile, advancements in information technology indeed provide easy access to education but also open up opportunities for moral challenges due to the ease with which students can obtain various information that is not always aligned with character education values. Therefore, educational institutions need to build a value reinforcement system that runs continuously so that students have moral resilience in facing social changes.

MTs Negeri 2 Asahan is one of the Islamic educational institutions that applies a Value-Based Management approach in the process of character building for students thru the instillation of religiosity, discipline, responsibility, honesty, and noble character as the foundation of all educational activities. These values are not only conveyed thru classroom learning but are also internalized thru school culture, religious practice habituation, student activities, a point-based discipline system, and the exemplary behavior of teachers in their daily lives within the madrasah environment. Based on the initial observation results, the implementation of value-based management at MTs Negeri 2 Asahan is evident thru the habituation of religious activities, strengthening student discipline, the application of a point-based discipline system, leadership activities, and the continuous involvement of teachers in character development for students. Thus, these values are not merely placed as normative concepts but have become part of the educational organization's culture at the madrasah. This research is conducted to deeply analyze the implementation of Value-Based Management in shaping student character at MTs Negeri 2 Asahan, aiming to provide theoretical contributions to the development of value-based educational management studies and to serve as a practical reference for educational institutions in building an effective and sustainable character education system. Research on character education and value-based management has been extensively studied by various researchers. Aini and Firmansyah explain that the implementation of Value-Based School

Management has an influence on the formation of students' moral behavior in Islamic educational institutions (Aini & Firmansyah, 2022: 45), while Komalasari and Saripudin emphasize that the integration of value education into the school management system can build a character-based school culture (Komalasari & Saripudin, 2020: 126). Meanwhile, Dogan states that values-based management can be used as a strategic approach in shaping a value-based school organizational culture (Dogan, 2016: 88). Then, the research by Febrian and Bakri focuses more on the habituation of values and the development of students thru school culture and student management (Febrian, 2024: 73; Bakri, 2024: 64). Although several studies have discussed character education and value reinforcement in the educational environment, there are still limitations because most of the research has focused more on general character education, value integration in learning, or school culture, and has not specifically reviewed the implementation of Value-Based Management thru the stages of value mindset, value analysis, and value implementation in the context of madrasahs. Additionally, previous research has mostly placed character education as merely an educational program and has not viewed it as an integrated management system of educational organizations, either structurally or culturally, resulting in a research gap in the study of character education based on value management, especially in Islamic educational institutions at the junior high school level. Based on these conditions, this research aims to fill the gap in the study by analyzing the implementation of Value-Based Management comprehensively thru the dimensions of value mindset, value analysis, and value implementation in shaping students' character at MTs Negeri 2 Asahan. The novelty of this research lies in its focus on placing Value-Based Management as an integrated educational management system in all madrasa activities, from leadership, learning, counseling services, point-based discipline, to school organizational culture. Therefore, this research is expected to contribute theoretically to the development of Value-Based Management studies in Islamic education and provide practical benefits for educational institutions in building a comprehensive and sustainable value-based character education system.

## 2. METHODS

This study employs a descriptive qualitative approach using phenomenological methods, as the discussion focuses on understanding social phenomena occurring in educational settings, particularly regarding the implementation of Value-Based Management in the character development of students. Consequently, the researcher explores the meaning of informants' experiences and perspectives on the value-based educational practices implemented at MTs Negeri 2 Asahan, in accordance with the views of John W. Creswell, who explains that the phenomenological approach is used to understand individual experiences of a social phenomenon (Creswell, 2014: 77). The research was conducted at MTs Negeri 2 Asahan in Asahan Regency, North Sumatra Province, because this madrasah was deemed to have conditions aligned with the research focus on the application of Value-Based Management in student character development. The selection of the location was done purposively, as the research site was considered capable of providing data relevant to the research needs, as explained by Sugiyono: purposive location selection is based on specific considerations to ensure the data obtained aligns with the research focus (Sugiyono, 2019: 147). Purposive sampling was used to determine the informants because not all parties understand the implementation of Value-Based Management in student character development; thus, the researcher selected data sources based on specific considerations to ensure that the involved informants could provide information aligned with the research needs. As Sugiyono explains, purposive sampling is a technique for selecting data sources based on the consideration that the informants are deemed to best understand the research focus (Sugiyono, 2019: 218). The number of informants in this study consists of seven people, including the madrasah principal, the vice principal, teachers, and

educational staff, with the criteria of having direct involvement in educational management, understanding the process of applying values in student character development, being active in learning activities and student guidance, and being willing to provide information openly according to the research needs. The research data sources include primary and secondary data, while primary data was obtained through interviews with the madrasah principal, the vice principal for curriculum, the vice principal for student affairs, guidance and counseling teachers, subject teachers, educational staff, and students to obtain information related to the research focus.

Table of research informants:

No	Name	Education	Position
1.	DHL	S2	Principal
2.	MM	S1	Administrative Coordinator
3.	II	S1	Vice Principal for Student Affairs
4.	SS	S1	Vice Principal for Curriculum
5.	LM	S1	Vice Principal for Facilities and Equipment
6.	AF	S1	Guidance Counselor
7.	BB	S1	Religious Education Teacher

The secondary data sources for this study were obtained from various official documents belonging to MTs Negeri 2 Asahan, including the school’s vision and mission, rules and regulations, work programs, activity reports, and student character development records, to support the research data requirements. Data collection was conducted through observation, in-depth interviews, and document analysis. Observation was used to directly observe the application of values in daily educational activities, while in-depth interviews were conducted to gain an understanding of informants’ perspectives and experiences regarding the application of values within the madrasah education system. Document analysis was utilized to strengthen the research data through various institutional documents related to the implementation of character education. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions, while all data obtained were analyzed systematically and interpretatively to identify patterns of value-based management in student character development; data validity was strengthened through source triangulation, methodological triangulation, and temporal triangulation to ensure the credibility of the research results, in accordance with the views of Lexy J. Moleong (Moleong, 2018: 157).

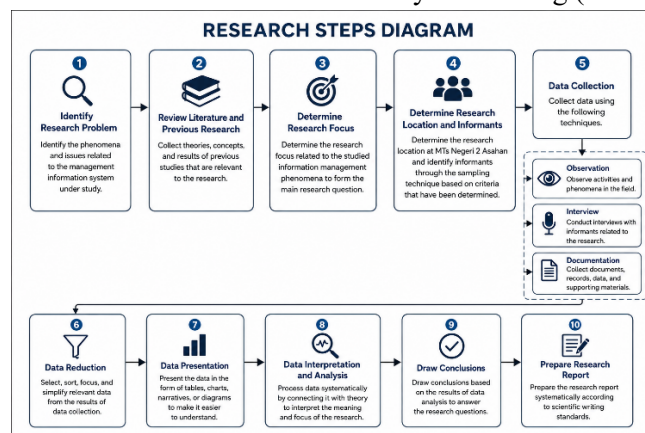


Figure 1. Research Steps Diagram

### 3. RESULTS AND DISCUSSION

#### Results

#### 3.1 A Value-Based Approach to Shaping Students' Character

The research findings show that the value mindset at MTs Negeri 2 Asahan serves as the primary foundation for achieving educational goals focused on character development among students, while the implementation of these values is carried out in a structured manner through the instillation of religiosity, discipline, responsibility, honesty, and good character among all members of the madrasah community. Consequently, these values are not merely treated as formal rules but have evolved into a shared consciousness and organizational culture within the life of the the madrasah. Data from interviews with the Madrasah Principal indicate that the implementation of values in the educational environment is driven by concerns over the decline in students' character; consequently, the madrasah strives to build an educational system capable of strengthening moral development and student behavior in daily life. Meanwhile, the Principal emphasized that the process of instilling values is a crucial component in maintaining the quality of students' character within the madrasah environment. "I observe a lack or loss of character among students, particularly madrasah students. That is precisely why I am implementing this. The effort to internalize these values involves educators being convinced that the act of instilling such character is part of worship." (WAW-KM-01). This interview excerpt demonstrates that the implementation of values at MTs Negeri 2 Asahan begins with fostering spiritual awareness among educators, so that teachers do not merely act as conveyors of instructional content but also serve as key figures in the process of instilling values in students. Meanwhile, values are understood as a form of moral responsibility and an integral part of worship in the practice of the educational profession. The interview results also indicate that the character traits fostered at MTs Negeri 2 Asahan include akhlakul karimah (noble character), discipline, independence, and the habit of worship, so that the educational process is not solely focused on academic achievement but also emphasizes the development of positive behavior in daily life. Meanwhile, the Head of the Madrasah explained that character development is carried out through various habits implemented consistently within the madrasah environment. "The character traits we aim to cultivate are respect toward Allah, toward parents, toward the environment, as well as independence and the habit of reading the Qur'an." (WAW-KM-02).

The data indicates that character development for students at MTs Negeri 2 Asahan is not only focused on strengthening social relationships among students but also emphasizes the cultivation of spiritual and moral awareness in daily life, so that the educational process implemented seeks to foster religious, disciplined, and responsible behavior in accordance with the values prevailing within the madrasah environment. Meanwhile, the results of an interview with the Deputy Head of the Madrasah for Student Affairs revealed that the implementation of these values is carried out through discipline training and the application of a point-based code of conduct so that students develop an awareness of rules and responsibilities while on school premises. The informant further explained that this system is used as a means of character development for students through behavioral monitoring and the cultivation of disciplined attitudes in daily activities. "The implementation is directed at the students. So if there's an issue, it's addressed step by step. If a student has a problem with a teacher, the teacher handles it first. If it's not resolved, it's escalated to the homeroom teacher, then to the guidance counselor, followed by the student affairs office, and finally to the madrasah principal." (WAW-WK-01). The results of the interview indicate that MTs Negeri 2 Asahan conducts student guidance in a targeted and educational manner, ensuring that every student issue is resolved through a process of mentoring and guidance rather than focusing solely on imposing temporary sanctions. In another interview, the Vice Principal for Student Affairs further explained the implementation of student character development within the madrasah. "We do this

through activities such as leadership training and scouting. Through these activities, we instill character values so that they become second nature to them.” (WAW-WK-02). The data indicates that the process of internalizing values at MTs Negeri 2 Asahan is carried out through students’ direct involvement in organizational activities and social initiatives within the madrasah environment. Meanwhile, field observations reveal that the cultivation of religious values is evident through activities such as reciting the Quran before lessons, practicing the cultural greeting, maintaining polite behavior, adhering to punctuality, and students’ participation in keeping the school clean (OBS-01). Furthermore, teachers demonstrate exemplary behavior through disciplined conduct, neat appearance, and polite communication with students. Documentation results indicate that character values have been integrated into the madrasah’s vision and mission, school regulations, and various student development programs such as religious activities, Scouting, and moral education (DOK-01).

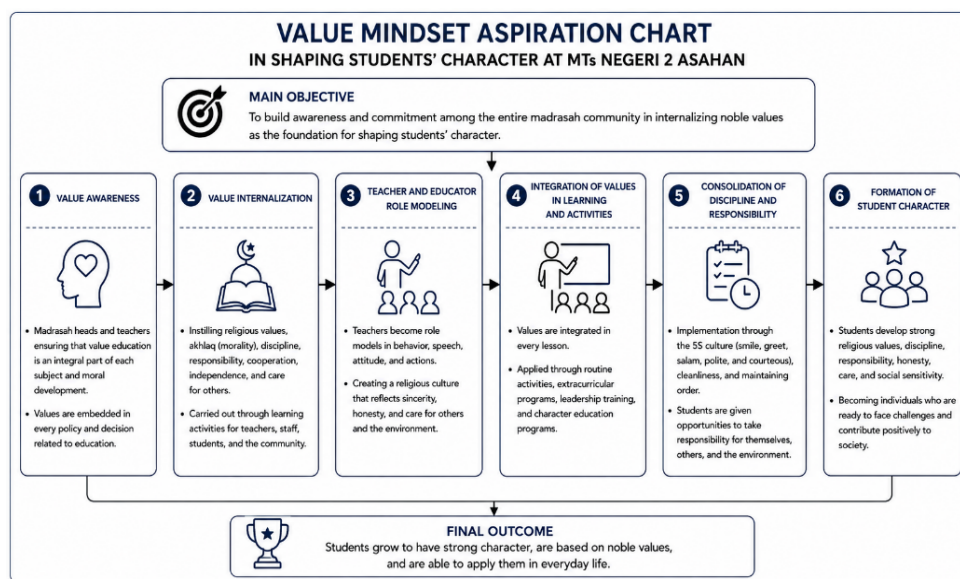


Figure 2. Mindset Aspiration Chart

### 3.2 Value Analysis in Identifying Character Issues

The research findings indicate that MTs Negeri 2 Asahan conducts value analysis by observing student behavior and examining various factors that influence character development, while this process is carried out through behavioral monitoring, guidance and counseling services, learning evaluations, and a point-based disciplinary system. Furthermore, the results of an interview with the Deputy Principal for Student Affairs revealed that students are not immediately sanctioned for every violation; instead, the severity of the offense and the underlying causes of the student’s behavior, so that the madrasah can determine the appropriate form of guidance based on the student’s condition, while the informant also explained the mechanism for implementing such guidance. “Every violation has its points. They’re not all the same. If they reach fifty points, the parents are called in. If they reach one hundred points, the student can be sent back to the parents.” (WAW-WK-03). This quote demonstrates that MTs Negeri 2 Asahan implements a targeted and continuous student behavior evaluation system, so that the use of points serves not only as a monitoring tool but is also utilized for character development of the students. Meanwhile, the interview results also indicate that family circumstances are one of the obstacles in the process of shaping students’ character. The Vice Principal for Student Affairs explained: “Usually due to family background, such as children lacking supervision or from broken homes.” (WAW-WK-03). Interview results with the Vice Principal for Curriculum indicate that students’ readiness to receive character development at

MTs Negeri 2 Asahan is not at the same level, so the character-building process requires an approach tailored to each student’s individual circumstances, while the informant stated: “Not all students have the same background. Some find it easy to embrace these values, while others struggle. Family environment factors also play a significant role.” (WAW-WKR-03). Observation results show that at MTs Negeri 2 Asahan, there are still some students who have not demonstrated optimal discipline, such as arriving late, failing to maintain cleanliness, and lacking responsibility toward school facilities (OBS-02), while documentation results indicate the use of a point-based code of conduct and student guidance reports to monitor students’ behavioral progress on a regular basis (DOK-02).

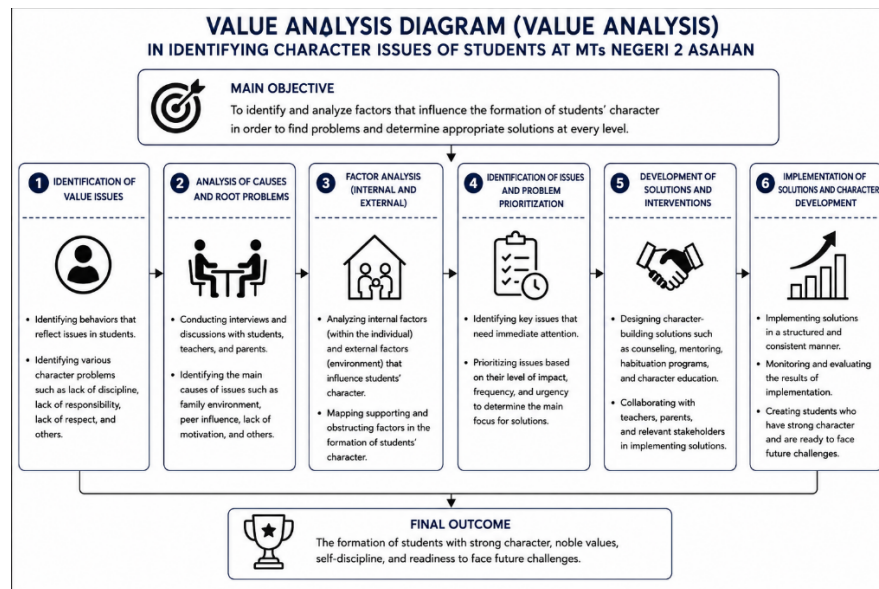


Figure 3. Analysis Value

### 3.3 Value Implementation in the Education System

The research findings show that value implementation at MTs Negeri 2 Asahan is carried out by integrating values into the learning process, student activities, guidance and counseling services, and the madrasah’s organizational culture; thus, values are not merely presented as theoretical material but are also applied and directly monitored in students’ daily lives. Meanwhile, the results of an interview with the Deputy Head of the Madrasah for Curriculum indicate that all teachers are required to incorporate character values into the learning process. The informant stated: “We direct all teachers not only to focus on delivering content but also to incorporate character values into every lesson.” (WAW-WKR-01). Interview results with the Guidance Counselor indicate that student guidance is conducted through an individualized and persuasive approach. The informant explained: “We strive to understand the students’ circumstances first before providing guidance. So students are not merely punished, but guided.” (WAW-BK-01). Additionally, results from interviews with the Deputy Principal for Facilities and Infrastructure indicate that the school environment is also utilized as a medium for shaping students’ character. “A clean, tidy, and comfortable environment will instill discipline and a sense of care in students.” (WAW-WS-02). Observation results show changes in student behavior at MTs Negeri 2 Asahan following the consistent implementation of Values-Based Management, resulting in students appearing more disciplined, orderly, and mindful of environmental cleanliness, as well as more actively participating in religious activities within the madrasah (OBS-03) Meanwhile, documentation results indicate the presence of character-building programs, including religious activities, the habit of reading the Quran, discipline and order, as well as Scouting activities and leadership training, which are routinely conducted by the madrasah (DOK-03).

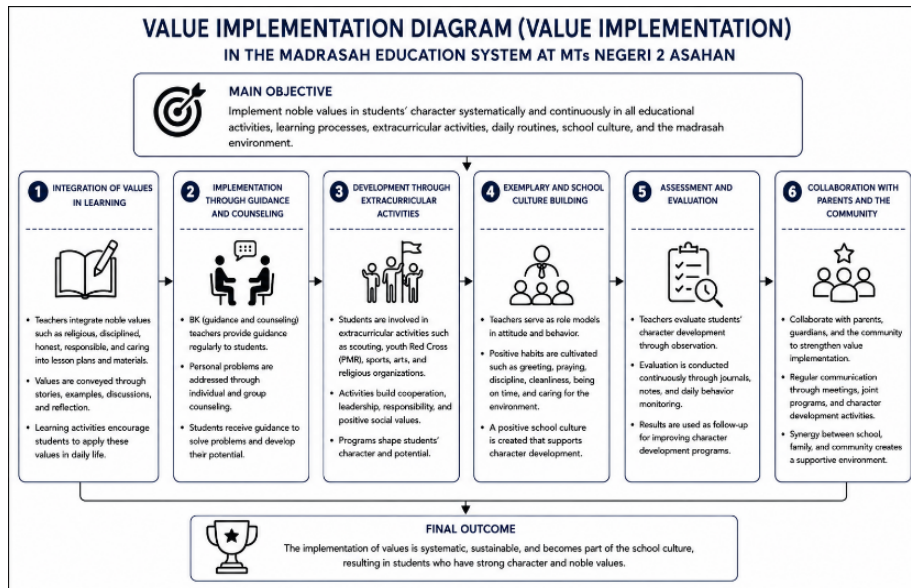


Figure 4. Implementation Value

## Discussion

### Values as the Foundation of a Character-Based Educational Culture

The implementation of mindset-based aspirational values at MTs Negeri 2 Asahan demonstrates that students' character development does not rely solely on formal instruction but evolves through the cultivation of a school culture built upon the internalization of values within educational activities, so that the institution's mindset, actions, and policy direction consistently move toward the formation of a more structured personality. The research findings also confirm that religiosity, discipline, responsibility, and *akhlakul karimah* are the primary orientations in various school activities, aligning with the concept of Value-Based Management, which positions values as the foundation for decision-making and the primary driver of organizational culture, as explained by Copeland, Koller, and Murrin (2000: 96). Thus, values are not merely understood as moral rules but also become a living institutional identity within the daily educational environment. The spiritual approach at MTs Negeri 2 Asahan demonstrates that character development occurs through inner awareness, positioning teachers not merely as conveyors of subject matter but also as moral and spiritual guides in the learning process. This aligns with Al-Ghazali's perspective, which emphasizes that education is directed not only toward the mastery of knowledge but also toward the cultivation of a soul that is civilized, pure, and close to Allah SWT (Al-Ghazali 2004: 41), so that the orientation of character education from an Islamic perspective does not stop at social behavior but also touches on a deeper spiritual dimension. A study of organizational culture shows that the internalization of values at MTs Negeri 2 Asahan is formed through a process of habituation that occurs repeatedly and consistently until the values become part of the collective behavior of the school community, in accordance with Schein's theory (2010: 18), which explains that organizational culture arises from values, beliefs, and basic assumptions that are passed down and shape patterns of collective action evident in religious practices, discipline, and the exemplary conduct of teachers—which gradually construct students' character within the madrasah environment. The integration of values into learning indicates a shift in educational orientation—no longer teacher-centered but focused on character development and the comprehensive internalization of values within the learning process, in line with the ideas of Paulo Freire (2000: 72), who views education as a process of humanization that develops students' critical and moral awareness; thus, the implementation of values at MTs

Negeri 2 Asahan underscores that the success of character education is largely determined by the central role of values as the core of educational cultural practices within the school.

### **Value Analysis as a Form of Reflective Awareness in Character Development**

Character development among students at MTs Negeri 2 Asahan is understood as the result of a complex interaction between interrelated social, psychological, and environmental factors; thus, the character education process cannot be reduced merely to the enforcement of formal rules but must accommodate students' daily life experiences. Field findings also indicate that variations in family circumstances, social environments, as well as the heterogeneity of student character, pose significant obstacles to the implementation of values-based education. This can be explained through Urie Bronfenbrenner's Ecological Systems Theory (1979: 21), which asserts that individual development is shaped by the interconnectedness of various environmental systems—ranging from the family unit to broader social structures—meaning that educational institutions cannot be positioned as the sole actors in character formation. The implementation of a point-based disciplinary system at MTs Negeri 2 Asahan demonstrates the presence of a social control mechanism that functions in the process of student character development, which can be linked to the ideas of Émile Durkheim, who emphasized the importance of collective discipline as a means of moral internalization so that individuals can understand the boundaries of behavior and social responsibility (Durkheim 1961: 35) thus, the system functions not merely as a punitive instrument but also as a means of value education integrated into school life. The implementation of guidance and counseling services at MTs Negeri 2 Asahan demonstrates a humanistic orientation in character development because the mentoring process focuses not only on resolving students' administrative issues but is also directed toward self-understanding and reflection on students' personal experiences, in line with Carl Rogers' theory, which views healthy self-awareness as formed through the interpretation of an individual's subjective experiences (Rogers 1983: 120), so that the character development process takes place through dialogic communication centered on the students' personal development. The research findings also confirm that character development demands the educational institution's reflective capacity to interpret students' social dynamics; thus, the school must not merely act as an implementer of regulations but must comprehensively understand the context of students' lives, in line with John Dewey's philosophy, which emphasizes that education must be rooted in real-life experiences to remain relevant to students' social lives (Dewey 1916: 89) Thus, the effectiveness of character development at MTs Negeri 2 Asahan is highly dependent on the madrasah's ability to design contextual and adaptive approaches tailored to students' needs.

### **The Implementation of Values as a Transformation of Educational Organizational Culture**

The application of values in character building at MTs Negeri 2 Asahan is carried out through the integration of the learning process, student activities, guidance and counseling services, and continuous habit-forming practices within the school environment. This gradually shifts the educational focus from mere administrative compliance toward the development of a values-based lifestyle, where teachers serve as role models whose attitudes and behaviors are observed and emulated by students. As Albert Bandura explained, human behavior is shaped through the process of observing the social environment (Bandura 1977: 22). Activities such as daily prayers, scouting, leadership training, and the enforcement of school discipline provide students with direct experiences in the process of internalizing values, aligning with David Kolb's perspective, which emphasizes that learning becomes more meaningful when individuals engage in real-world experiences that are subsequently reflected upon to form conceptual understanding (Kolb 1984: 38). The madrasah environment has a significant influence on the formation of student behavior because a culture of discipline and religiosity is consistently built through exemplary behavior and a clearly applied system of rules, and this aligns with the views of Berkowitz and Bier, who state that character

education develops through a positive school culture and the involvement of all elements of the educational institution (Berkowitz & Bier 2005: 15). Changes in students' attitudes following the implementation of Values-Based Management indicate a directed and tangible process of moral formation, consistent with Thomas Lickona's perspective, which emphasizes the importance of integrating moral knowledge, moral feelings, and moral actions in character education (Lickona 2013: 74). Research findings by Fernández Espinosa and López González indicate that the effectiveness of values education is significantly influenced by the alignment between school culture, the teacher's role, and student habits, while Johnson Allen and Gallo Córdoba assert that the educational environment contributes to the formation of students' social identity and sense of community within school life (Fernández Espinosa & López González 2023; Johnson Allen & Gallo Córdoba 2024). Guidance and counseling services at MTs Negeri 2 Asahan are implemented through a dialogic approach that emphasizes the process of self-understanding and reflection on students' experiences without excessive pressure, in line with Thomas Walker's view that character education focuses not only on compliance with rules but also on the development of critical thinking skills regarding social realities (Walker 2024).

#### 4. CONCLUSION

The implementation of values-based management at MTs Negeri 2 Asahan is evident in daily practices that emphasize religious values, discipline, responsibility, and good character, which are then integrated into learning activities, student programs, guidance and counseling services, and school routines. This ensures that the direction of education focuses not only on academic outcomes but also on shaping students' attitudes and behaviors in their daily lives. Teachers play a crucial role through attitudes that serve as direct examples, while structured development programs and consistently maintained school traditions support the process of instilling values. On the other hand, the influence of family and the surrounding environment also shapes students' developmental patterns; thus, character development is most effective when it involves collaboration between the school, home, and community to ensure the results are enduring. Value-Based Management in this madrasah ultimately becomes not merely a method of organizing the educational system, but transforms into a cultural pattern that guides the formation of students' character in a gradual, integrated, and sustainable manner within the broader Islamic educational environment.

#### 5. ACKNOWLEDGEMENTS

The author would like to express gratitude to the Principal of MTs Negeri 2 Asahan, as well as all the teachers, educational staff, and students who provided support in the form of access and information throughout the research process, and to the academic advisor who provided guidance, corrections, and academic input, enabling this research to be successfully completed. The author also extends gratitude to the parents and family members who consistently offered prayers, moral support, and unceasing sacrifice throughout the research process, with the hope that all the kindness bestowed may be rewarded by Allah SWT.

#### 6. REFERENCES

- Aini, L., & Firmansyah, H. (2022). *Value-Based School Management and Student Moral Behavior in Islamic Secondary Education*. Jurnal Pendidikan Islam dan Humaniora.
- Al-Attas, Syed Muhammad Naquib. (1999). *The Concept of Education in Islam: A Framework for an Islamic Philosophy of Education*. Kuala Lumpur: ISTAC.
- Al-Ghazali. (2004). *Ihya' Ulumuddin*. Beirut: Dar Al-Fikr.
- Alim, M. (2020). *Etika Islam dan Pembentukan Karakter*. Yogyakarta: Deepublish.

- Asyifah, A. (2024). "Analisis Kasus Perundungan di Sekolah Menengah dan Dampaknya terhadap Karakter Peserta Didik." *Syntax Literate: Jurnal Ilmiah Indonesia*.
- Azzet, A. M. (2020). *Pendidikan Karakter di Sekolah: Teori dan Praktik Implementasi*. Yogyakarta: Ar-Ruzz Media.
- Bakri, S. Y. R. (2024). *Implementasi Manajemen Peserta Didik pada Pembinaan dan Pengembangan Siswa di Madrasah Tsanawiyah Al-Khairaat Amurang*. Skripsi. Institut Agama Islam Negeri Manado.
- Bandura, Albert. (1977). *Social Learning Theory*. New Jersey: Prentice Hall.
- Berkowitz, Marvin W., & Bier, Melinda C. (2005). "What Works in Character Education." *Journal of Research in Character Education*, 3(1), 1–24.
- Bronfenbrenner, Urie. (1979). *The Ecology of Human Development*. Cambridge: Harvard University Press.
- Copeland, T., Koller, T., & Murrin, J. (2000). *Valuation: Measuring and Managing the Value of Companies* (3rd ed.). New York: McKinsey & Company Inc.
- Creswell, John W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Denzin, Norman K. (2017). *The Research Act: A Theoretical Introduction to Sociological Methods*. New York: Routledge.
- Dewey, John. (1916). *Democracy and Education*. New York: Macmillan.
- Dogan, S. (2016). "Model of Values-Based Management Process in Schools." *International Journal of Higher Education*.
- Durkheim, Emile. (1961). *Moral Education*. New York: Free Press.
- Febrian, E. (2024). *Manajemen Strategi Pendidikan Karakter Berbasis Nilai Aswaja An Nahdiyah di TK Masyitoh 25 Sokaraja*. Tesis. Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto.
- Fitri, A. (2019). *Pendidikan Karakter dalam Perspektif Moral dan Sosial*. Bandung: Alfabeta.
- Freire, Paulo. (2000). *Pedagogy of the Oppressed*. New York: Continuum.
- Fullan, M. (2021). *The Right Drivers in Action for Schools, Systems, and Students*. Ontario: Centre for Strategic Education.
- Fernández Espinosa, V., & López González, J. (2023). "Virtues and Values Education in Schools: A Study in an International Sample." *Journal of Beliefs & Values*, 44(1), 69–85. <https://doi.org/10.1080/13617672.2022.2158018>
- Gunawan, H. (2019). *Pendidikan Karakter: Konsep dan Implementasi*. Bandung: Alfabeta.
- Hardiansyah, A., & Zainuddin, M. (2022). "Integrasi Nilai-Nilai Organisasi dalam Manajemen Sekolah Berkarakter." *Jurnal Kepemimpinan Pendidikan Islam*.
- Heskett, John L. (2011). *The Culture Cycle: How to Shape the Unseen Force that Transforms Performance*. FT Press.
- Hidayat, A. (2018). *Manajemen Berbasis Nilai dalam Pendidikan Islam*. Yogyakarta: Deepublish.
- Hidayat, R. (2022). "Dimensi Spiritual dalam Pembentukan Karakter Peserta Didik." *Jurnal Pendidikan Islam Modern*.
- Husen, A. (2022). "Implementation of Teaching Character Education: A Mixed Method Study." *Journal of Education and Learning*.
- Ittner, C. D., & Larcker, D. F. (2018). "Value-Based Management: Foundations and Research Implications." *Journal of Management Accounting Research*.
- Johnson, R. G., Allen, K. A., & Gallo Cordoba, B. (2024). "Where Does Culture Belong at School? Exploring the Role of Individualism and Power Distance in School Belonging Across Cultures." *Current Psychology*, 43, 13492–13527. <https://doi.org/10.1007/s12144-023-05280-y>
- Kaplan, R. S., & Norton, D. P. (2004). *Strategy Maps: Converting Intangible Assets into Tangible Outcomes*. Boston: Harvard Business School Press.
- Kemendikbud. (2020). *Panduan Penguatan Pendidikan Karakter (PPK) 2020–2024*. Jakarta: Pusat Penguatan Karakter.
- Kolb, David A. (1984). *Experiential Learning*. New Jersey: Prentice Hall.
- Komalasari, Kokom, & Saripudin, Didin. (2020). "Integrasi Pendidikan Nilai dalam Manajemen Sekolah Berkarakter." *Journal of Social Studies Education Research*, 11(3), 123–138.

- 
- Komalasari, K., Winarno, & Indrawadi, J. (2023). "Value-Based Blended Learning Model for Strengthening Students' Character." *International Journal of Instruction*, 16(2), 421–440.
- Komisi Perlindungan Anak Indonesia (KPAI). (2020). *Sejumlah Kasus Bullying dan Kekerasan Anak di Sekolah: Laporan Nasional 2011–2019*. Jakarta: KPAI.
- Koller, Tim. (1994). "What is Value-Based Management?" dalam *Valuation: Measuring and Managing the Value of Companies* (2nd ed.). New York: John Wiley & Sons.
- Lickona, Thomas. (2013). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books.
- Lickona, Thomas. (2018). *Character Matters: How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues*. New York: Simon & Schuster.
- Moleong, Lexy J. (2018). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Rogers, Carl. (1983). *Freedom to Learn for the 80s*. Ohio: Merrill Publishing.
- Schein, Edgar H. (2010). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Sugiyono. (2019). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Walker, D. I. (2024). "Towards a Critical Character Education Using Virtue Ethics Philosophy and Bourdieu's Sociology." *Journal of Moral Education*, 53(4), 631–644. <https://doi.org/10.1080/03057240.2023.2288360>