

ABSTRACT

MANAGEMENT OF CHARACTER EDUCATION STUDENTS (A Qualitative Study in Boarding School Bahrul Ulum Margodadi District Of Sumberejo Tanggamus)

By

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This study aims to analyze and describe the management functions of character education of students in boarding school Bahrul Ulum Margodadi District of Sumberejo Tanggamus.

This study used a qualitative approach (ethnography). Analysis of data used to model of Spradley's (1980) namely: domain, taxonomy, components of meaning, and cultural themes.

The results showed that the student character education planning done by kiai, religious teachers, and administrators related to the determination of the needs, the reason's of the program, subject and object, time, place, and way of realization of the program. Organizing character education of students includes workforce management, facilities and infrastructure, as well as the management of tasks and responsibilities of the actors. Coordinating character education of students is done by consultation with relevant actors. Implementation of character education of students was performed using *kasbi*, *tazkiyyah*, models, motivation, rules, and habituation. Evaluation of character education of students used assessment report, haliyah, as well as evaluating by community including alumni of the pesantren.

Keywords: *Boarding school, character education, management, management functions.*

ABSTRAK

MANAJEMEN PENDIDIKAN KARAKTER SANTRI (Studi Kualitatif di Pondok Pesantren Bahrul Ulum Margodadi Kecamatan Sumberejo Kabupaten Tanggamus)

Oleh

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Penelitian ini bertujuan menganalisis dan mendeskripsikan fungsi manajemen pendidikan karakter santri di Pondok Pesantren Bahrul Ulum Margodadi Kecamatan Sumberejo Kabupaten Tanggamus.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis etnografi. Analisis data menggunakan model Spradley (1980) yaitu; domain, taksonomi, komponen makna dan tema budaya.

Hasil penelitian menunjukkan bahwa perencanaan pendidikan karakter santri dilakukan oleh kiai, ustad, dan pengurus terkait penentuan kebutuhan, alasan program, subjek dan objek, waktu, tempat, dan cara realisasi program. Pengorganisasian pendidikan karakter santri mencakup pengelolaan ketenagaan, sarana dan prasarana, serta pengelolaan tugas dan tanggung jawab aktor. Pengkoordinasian pendidikan karakter santri dilakukan dengan cara musyawarah bersama aktor terkait. Pelaksanaan pendidikan karakter santri dilakukan dengan menggunakan metode *kasbi*, *tazkiyyah*, teladan, motivasi, peraturan, dan pembiasaan. Penilaian pendidikan karakter santri menggunakan penilaian raport, haliyah, serta penilaian masyarakat termasuk alumni Pondok Pesantren.

Kata kunci: *Fungsi manajemen, manajemen, pendidikan karakter, Pondok Pesantren*