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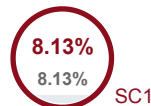
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## SKI EDUCATION TEACHER COORDINATOR MANAGEMENT IN SHAPING RELIGIOUS AND DISCIPLINARY CHARACTER IN MODERN COTTAGES

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### ARTICLE INFO ABSTRACT

Article History Received : (In editor content) Revised : (In editor content) Accepted : (In editor content) This study aims to analyze the management of Islamic Cultural History (SKI) teachers in shaping students' religious and disciplined character at the Modern Islamic Boarding School eLKISI. The background of this research is the challenge of character education in Indonesia, where many young generations experience a decline in religious values and discipline due to juvenile delinquency influences. Using a descriptive qualitative method, this study highlights the application of the four POAC management functions: planning, organizing, acting, and controlling. Planning is carried out by preparing Lesson Implementation Plans (RPP) that integrate religious and disciplined values. Organizing involves task delegation among teachers and coordinators to ensure effective implementation. Teaching methods such as lectures, discussions, and project-based learning are applied contextually to instant students' characters. Supervision through regular evaluations ensures learning success. The results show that structured educational management can enhance the development of religious and disciplined character, despite challenges such as differences in students' understanding and limited time.

Keywords Coordinator Management, Religious and disciplined character, POAC

Keywords Management Coordinator, Religious character and discipline, POAC.ABSTRACT

This research study aims to analyze the management of Islamic Cultural History (SKI) teachers in shaping the religious and disciplinary character of students at the eLKISI Modern Islamic Boarding School. The background to this research is the challenge of character education in Indonesia, where many young people experience a decline in religious and disciplinary values due to the influence of juvenile delinquency. Using descriptive qualitative methods, this study highlights the application of four POAC management functions: planning, organizing, implementing, and supervising. Planning is carried out by preparing a Learning Implementation Plan (RPP) that integrates religious values and discipline. Organizing involves sharing tasks between teachers and coordinators to ensure effective implementation. Learning methods such as lectures, discussions, and historical value-based projects are applied contextually to instill students' character. Supervision through regular evaluation ensures successful learning. Results showed that structured educational management was able to improve the formation of religious and disciplinary character, despite challenges such as differences in students' understanding and time constraints.

### Introduction

The educational reality that is happening in Indonesia is currently faced with a worrying reality, not just teachers and schools (Pawero, 2021). However, the reality currently faced by students is that the large number of young people in the younger generation who will continue the relay of the previous generation has experienced a loss of direction from religious character and discipline with many rampant juvenile delinquencies. As happens among students with the rise of juvenile delinquency such as narcotics abuse, brawls, klithih and even free sex. With the example of cases that occur among students, it indicates that the desired educational concept has not been completely successful in forming the ideal character of the Indonesian nation (Wisada et al., 2022). Current education from the primary level to the lecture bench focuses only on cognitive assessment and attaches importance to assessment according to the Minimal Graduation Competency standard only. Problems like this are because character education has begun to fade or national character values have begun to disappear. The role of education carried out by teachers through one of the maps in schools, namely the history of Islamic culture, should be as the formation of good or bad human beings (Istikomah, 2018). So the government's role is very central in determining quality education policies, when the education system in national education policy is good, it is hoped that the next generation of the nation will emerge who are reliable, of good quality and beneficial for the life of society and the nation. In responding to juvenile delinquency that has occurred at this time, of course the preparation of the current generation of young people or students who have human resources who have religious character and discipline cannot be prepared, such as turning the palms of both hands, but rather the preparation of students who have religious character and discipline This must be prepared using one method, namely Islamic cultural history education. Of course, this requires a challenge that cannot be short, with teachers providing educational lessons through the subject of Islamic cultural history by the teacher, then the materials provided are accustomed so that they become accustomed to it, in the end religious character and disciplinary character will be formed in students in the educational process (Kartika & Fauji, 2024).

Regulation of the Minister of National Education of the Republic of Indonesia Number 20 of 2003 explains that the function of National Education is towards improving students in faith, piety, noble morals and personality, mastery of science and technology, increasing sensitivity and aesthetic abilities, increasing kinesthetic abilities and health in order to shape the character and civilization of the nation (Putry, 2019).

Education is a form of effort to improve the quality of individual abilities in all aspects of life (Al Ghani et al., 2023). In essence, education is the main human need which is highly expected to result in developing each individual ability so that it will result in achieving the true goals of education (Ahmad et al., 2022). Education also seeks the maturity of each individual in various aspects (Hidayat & Abdillah, 2019). Every experience that has been experienced has its own effect in the form of thought patterns, feelings and actions which can also be called education. In this case, education carried out by teachers through the subject History of Islamic Culture can be one way for educators to cultivate and build the character of students (Choli, 2019). In order to achieve the goals that have been proclaimed, the subject History of Islamic Civilization focuses students on being able to know, take

examples, absorb, develop faith, improve behavior, and practice the truth so that they can avoid despicable morals in their daily lives where in this connection cannot be separated from the role of a teacher in carrying out the educational process (Damanhuri & Sumaryati, 2020). Islamic cultural history teachers themselves have a big role in carrying out the learning process as the vanguard in educational units in the educational process. Therefore, teachers of the history of Islamic culture must have broad insight as well as deep understanding and have high motivation in the educational process so that in the educational process, the message and meaning contained in history can be conveyed well. History teachers in this case have an important role in building character, because the formation of this character cannot be separated from the process of setting an example that can be imitated by the students themselves. Because, the educational process carried out requires a teacher who can convey meaning in history as a step to build and develop student character, because character itself means character or identity, so by carrying out the educational process through the history of Islamic culture it is the same as learning about the identity of a Muslim as well as the character of a Muslim who cannot be separated from the role of a teacher.

Bermutunya guru dalam process pendidikan Sejarah Kebudayaan Islam tidak dapat terlepas dari Lembaga satuan pendidikan itu sendiri (Kuntoro, 2019), dalam merubah peserta didik dalam mendapatkan nilai tambah dari satuan pendidikan lainnya, baik Terkait kecerdasan, sikap, wetak, serta kepribadiannya (M. H. Masyithoh, 2020). Oleh sebab itu, Pendidikan Sejarah Kebudayaan Islam haruslah berpatokan pada tujuan pendidikan itu sendiri, sehingga pembelajaran Sejarah Kebudayaan Islam dapat tercapai sekaligus tepat dengan sasaran yang telah dicanangkan (Zakariya, 2018). Tujuan Pendidikan Sejarah Kebudayaan Islam sendiri memiliki tujuan (Goli & Achadi, 2023). Pertama, agar peserta didik dapat menyerap dan mengetahui keutamaan para Nabi, Sahabat, dan orang-orang shalih. Kedua, peserta didik dapat mengambil contoh ketadan dari orang-orang tardahulu (Hakim, 2023). Ketiga, peserta didik dapat mengembangkan keimanan, amal sholih, sekaligus mendorong untuk mengamalkan kebenaran. Keempat, peserta didik dapat memperbaiki tingkah laku untuk mencapai manusia ideal dalam kehidupannya. Kelima, atuk pendidikan akhlaq (Kochhar et al., 2008). Adapun yang dimaksud Sejarah Kebudayaan Islam itu sendiri tidak hanya dibatasi oleh buku ajar, melainkan segala hal aspect kegiatan yang digunakan untuk menyampaikan sejarah kepada para siswa merupakan yang eel utama. Allah Swt berfirman **Sesungguhnya pada kisah-kisah mereka** (para Nabi dan umat **mereka**) **itu terdapat pelajaran bagi orang-orang yang mempunyai akal** (sehat) (Yûsuf/12:111) (Quran, 2012). Menurut **Ahmad Musthafa al-Maraghi melihat pada kisah Nabi Yusuf tersebut merupakan salah satu kisah penting bagi mereka yang berakal dan berpikiran tajam yaitu ulul albab. Karena itulah kisah ini disebut sebagai qashasha al-khabara yang berarti menyampaikan berita dalam bentuk yang sebenarnya. Kata ini diambil dari perkataan qassa al-asara wa iqtassahu yakni menunjukkan kisah ini menuturkan cerita secara lengkap dan benar-benar mengetahui** (Al-Maraghi et al., 1974). Sedangkan, Buya Hamka menjelaskan dalam tafsirnya **petunjuk di dalam menempuh jalan yang diridhai oleh Allah, petunjuk bahwa orang yang beriman pun harus sanggup meniru Nabi Yusuf, menjadi isi penjara atau menjadi bendahara. \_ Menjadi rammah, sebab meneladan contoh teladan yang mulia dari orang besar-besar adalah membawa kemuliaan pula** (Prof. Dr. H. Abdul malik Abdul Karim Amrullah, 1990). Selanjutnya, menurut Syaikh Manna al-Qaththan menjelaskan ayat di atas sebagai kisah yang telah Allah cantumkan dalam Al Qur'an dimana menjadi petunjuk orang-orang tardahulu dan menjadi petunjuk para Nabi untuk menjelaskan peristiwa jauh sebelum mereka baik tentang kehidupan social, tatanegara, kepemimpinan dimana menjadi teladan atau panutan bagi segasi seat).

Pada penelitian tardahulu yang telah dilakukan oleh Anita Selviana, Surya Aymanda Nababan, Pulung Sumantri, Muhammad Adika Nugraha, Abdul Azis & Aditya Darma, **Guru sejarah memiliki peran penting dalam membimbing siswa untuk memahami nilai-nilai moral yang terkandung dalam sejarah dan** mempromosikan nilai-nilai positif. Pembelajaran sejarah dapat membantu siswa mengembangkan pemikiran kritis, analytis, then memahami nilai-nilai budaya yang berbeda. Kolaborasi antara guru, sekolah, then keluarga diperlukan untuk memperkuat **pengaruh positif pembelajaran sejarah dan pendidikan character dalam mengatasi crisis moral siswa.** ( **Peran Guru Sejarah dalam Mengatasi Crisis Moral Siswa Melalui Pembelajaran Sejarah dengan Pendidikan Character di Madrasah Aliyah Tahfizhil Quran**) (Selviana et al., 2022). Selanjutnya, penelitian yang dilakukan oleh Lufi Azizah, Mujiburrohman, Praptiningsih, Meti Fatimah dapat disimpulkan bahwa peran guru Sejarah Kebudayaan Islam sangat penting dalam mementuk character siswa. Guru berperan sebagai mitra, sum informasi, then pendamping dalam process pembentukan character siswa dengan mengajarkan nilai-nilai akhlak dan pesan-pesan Rasulullah SAW. Pembelajaran Sejarah Kebudayaan Islam diharapkan dapat membawa manfate bagi siswa dan orang retain sesuai dengan ajaran Islam. Guru di SMP Muhammadiyah 1 Surakarta memegang peranan mating dalam membrane character anak-anak dengan mengajarkan nilai-nilai akhlak dalam kehidupan sehari-hari. Kesimpulannya, pembentukan character siswa melalui pendidikan Sejarah Kebudayaan Islam merupakan hal yang penting untuk menciptakan generasi yang birchualitas (Azizah et al., 2023). Selanjutnya, penelitian yang dilakukan oleh S. Hamid Hasan dengan, through Pendidikan Sejarah Untuk Memperkuat Pendidikan Character dapat diambil on middle-impulan bahwa pendidikan sejarah memiliki peran penting dalam pengemangan character frightened then rude nationalism. Melalui pembelajaran sejarah, siswa dapat mengenal nilai-nilai bangsa yang diperjuangkan pada masa lalu, membangun memori kolektif sebagai bangsa, then memahami perjuangan serta nilai-nilai yang diperjuangkan. Integrasi nilai pendidikan character dalam kurikulum juga diaggap penting untuk mixembangkan ketrampilan, nilai, dan sikap siswa. Revitalisasi pendidikan sejarah diperlukan untuk memperkuat pendidikan character dan membantu **dalam pembentukan watak dan peradaban bursa serta rasa kebangsaan dan cinta tanah air pada siswa** (Hasan, 2012).

Melihat dari tiga penelitian tardahulu, penelitian pertama menyoroti bagaimana guru sejarah **membimbing siswa untuk memahami nilai-nilai moral dalam** sejarah secara umum. Mereka menekankan pentingnya colaborasi antara guru, sekolah, then keluarga untuk memperkuat vaporak positif pembelajaran sejarah terhadap character siswa. Namun, penelitian kedua lebih menekankan pada pembelajaran Sejarah Kebudayaan Islam, di mana guru memainkan peran penting dalam mengajarkan nilai-nilai akhlak dan pesan-pesan agama kepada siswa di lingkungan specific, seperti di SMP Muhammadiyah 1 Surakarta. Sedangkan, penelitian ketiga menyoroti vaporak pembelajaran sejarah terhadap identitas bangsa dan rasa nationalism siswa. Mereka menekankan pentingnya siswa memahami nilai-nilai bangsa dan membangun memori kolektif sebagai bagian dari pembentukan character. Sedangkan penelitian ini focuses untuk menganalisa secara mendalam manajemen cordinator guru Sejarah Kebudayaan Islam dalam mementuk character religius dan disiplin pada siswa dengan cakupan menganalisis manajemen perencanaan, pengorganisasian, pengactualisasian, then pengontrolan guru dalam mementuk character religius d designlin pada siswa di pondok modern eLKISI.

#### Method Penelitian

Pendekatan pada penelitian ini mixgunakan method kualitatif dengan jenis descriptif informasi (Rusandi & Muhammad Rusli, 2021). yang terkumpul bukan berupa angka melainkan informasi yang diperoleh berupa dari wawancara, catatan lapangan, documen, dan lain sebagainya (Moleong, 2018). Tujuan dari penelitian kualitatif ini adalah untuk memberikan gambaran yang komprehensif, detail, then menyeluruh tentang realitas empiris di balik suatu phenomenon (Abubakar, 2021). Lexy J. Moleong mendefinisikan bahwa penelitian kualitatif sebagai penelitian dengan maxud tujuan memahami phenomenon yang dialami leh subject penelitian seperti perilaku, persepsi, motivasi dan tindakan secara holistik (Siyoto & Sodik, 2015). Pemanfaatan method penelitian kualitatif ini mendukung peneliti dalam menghimpun beragam informasi (Sugiyono, 2020). Penelitian ini akan dilakukan pada bulan Juni sampai Februari 2024-2025. Adapun subject dari penelitian ini adalah siswa Pondok Pesantren Modern eLKISI pada jenjang SMP dan SMA baik di pesantrennya maupun dalam pendidikan formalnya. Data dikumpulkan melalui observasi, wawancara, then dokumentasi (Waruwu, 2023).

Process analysis data melibatkan perencanaan, tindakan, pengamatan, then reflexi (Millah et al., 2023). Untuk memastikan keabsahan data, dilakukan triangulasi sum, di mana datos berasal dari empat sum berbeda, seperti Kepala Sekolah, guru mata pelajaran sejarah, dan siswa (Susanto et al., 2023). Data data in a demudian dihubungkan dan disincronkan, certificates dianalisis menggunakan model interactif dalam tahap analisis datos (Miles & Huberman, 1992). yitu process pertains dilakukan secara continuous, berulang, dan berkesinambungan sepanjang tahapan pengumpulan data, reduction data, penyajian data, then penarikan kesimpulan.

## Hasil dan Pembahasan

Berdasarkan hasil wawancara dengan kepala sekolah SMA dan menjadi salah satu pimpinan dalam Pondok Pesantren Modern eLKISI bahwasannya belajar sejarahnya sangat penting agar mengetahui bagaimana para pendahulu awal mula Islam datang, Rasulullah bersama para sahabatnya berjuang mendakwahkan agama Islam sekaligus secara tidak alonung member conno kepada generasi selanjutnya dan saamita kapita kapita kapita. Maka untuk mencapai hal penting di atas, dibutuhkanlah sebuah manajemen yang dapat melaksanakan process pendidikan sejarah islam. Sebab dalam process pendidikan yang dilakukan oleh guru terdapat tugas-tugas yang harus dilakukan dan dilaksanakan dalam processnya. Tugas itulah yang dinamakan sebagai fungsi manajemen sehingga arah pendidikan yang diarahkan kepada guru dapat disusun tujuan, perencanaan, sekaligus mendorong untuk berkolaborasi dengan sesama guru agar mencapai tujuan pendidikan sejarah kebudayaan islam dengan efektif then ephysine. Maka dari itu, pentingnya memfungsikan manajemen atuk mencapai tujuan secara efektif dan ephysine dalam setiap kelompok kerja guru.

George Robert Terry said that management has the scope of planning, organizing, implementing and supervising which is commonly known as POAC management (Rohman, 2017). In the process of entering the field as well as interviewing Ustadz Gunanto at the eLKISI Islamic center Islamic boarding school, it has been stated that in overseeing the implementation of this management, there have been 4 teachers who have supervised the Islamic cultural history maples who have been appointed or have received delegates by the Foundation under the names Ustadz Ari Bohan, Ustadz Wahid Hasyim, Ustadz Ardian Zahroni, and Ustadzah Chissya el-Laudza' with coordinator Ustadz Roni who has been appointed directly by the principal to oversee the program of the Islamic cultural history education process, both from planning, organizing, actualizing and supervising which can reduce future mistakes or failures, the decisions taken by Ustadz Gunanto are in accordance with Charles J's theory. Keating (1986) in (Taufiqurokman et al., 2023) where delegation can be interpreted as a process in which some responsibility and authority is given to others.

Management of Islamic Cultural History Teachers in Forming Religious Character and Student Discipline

### 1. Planning

Planning as the beginning of starting management is an effort by an association of more than two or three people to achieve the goals that have been set optimally. Carrying out planning is very important for management because it can help reduce decision mistakes and can also increase the chances of success of things to be achieved along the way, with planning and the chances of success that have been determined can be maximized well through existing resources. Likewise, what has been done by Ustadz Ardian Zahroni as the coordinator of Islamic cultural history teachers who has been appointed by the principal, the initial planning for the history of Islamic culture is planned to improve the religious and disciplined character of students with the increasing challenges of promiscuity that occur in the outside world. So, the first step taken was as stated by Ustadz Ardian Zahroni, that to prepare it is not enough just to be alone but to invite teachers who teach other Islamic cultural history subjects as well (Mirawati, 2021).

The result of an interview with Ustadz Ardian Zahroni, one form of preparation that is very important before carrying out the educational process for students is creating a Learning Implementation Plan by a team of teachers on the subject of Islamic cultural history (Gustiansyah et al., 2021). When this RPP is prepared and prepared well, it will actually make it easier for a teacher when entering class to carry out education well and with quality. As for the RPP, the most important thing in preparing this is the writing of goals that make students have a religious and disciplined character, the educational process that will be carried out, media sources, strategies, methods, and it is no less important to integrate fellow subject lesson plans to support the success of the educational process desired by the eLKISI Modern Islamic Boarding School, one of which is the formation of religious and disciplined character in students with clear and recorded achievements which will be carried out by every teacher who has received a mandate and He conveyed that religious and disciplinary points cannot be separated because in religion a person will have discipline. At the planning stage, which is no less important, as coordinator, Ustadz Ardian Zahroni coordinates with the principal and curriculum representative regarding the educational calendar and learning process schedule (Kaminah et al., 2024).

The findings in the field produce information about the planning of the educational process **designed at the beginning of** each new school year in July. This is in accordance with the **Ministry of Education and Culture's guidelines** regarding the Implementation of Religious and Disciplinary Character Education (Kemdikbud, 2019). According to these guidelines, all or part of the school's students, teachers, principals and administrative personnel must take part in the school's activities. Activities have been planned since the school year began. Routine, spontaneous, exemplary and conditioning activities are types of activities used to build religious character and discipline education at the eLKISI Modern Islamic Boarding School where in the education process the book *Buku Rahiq Al Makhtum* by Syaikh Shafiyur Rahman Al Mubarakfuri is used. In Modern Islamic Boarding Schools, educational management planning includes arrangements, examples of worship, and routine activities. Enter the mosque fifteen minutes before the call to prayer, sunnah prayers, greetings and prayers together before and after class, daily class pickets.

Table 1.1 names of educators in Islamic Cultural History subjects

Class Name No

1 Ustadz Ardian Zahroni 1. Coordinator 2. Class 7

2 Ustadz Ari Bohan 1. Class 9 2. Class 10

3 Ustadz Wahid Hasyim 1. Class 11 2. Class 12

4 Ustadzah Chissya el-Laudza' 1. Class 7 2. Class 8

The data in table 1.1 above shows that SKI learning is managed by several educators, each of whom has a structured task. Ustadz Ardian Zahroni as the teacher who has been appointed as coordinator helps other teachers convey SKI material effectively and consistently. Apart from being a coordinator, he also received the mandate to hold SKI learning in grade 7. He also ensures that learning runs according to the curriculum. Then the duties of teachers at other levels were divided proportionally, grades 9 and 10 were entrusted to Ustadz Ari Bohan, grades 11 and 12 were entrusted to Ustadz Wahid Hasyim, then grades 7 and 8 were entrusted to Ustadzah Chissya el-Laudza. This division of tasks is designed to ensure that SKI learning runs smoothly at each level and material is provided according to the student's level of development. Realization of educational goals in forming religious and disciplinary character in students (Robi Aroka, Desman, Asnawir, Ahmad Sabri, 2022).

### 2. Organizing

Organizing is an effort to organize various activities or programs, divide tasks, and give authority to unite resources so that they can be used as much as possible and ensure that the plans that have been established can be achieved after planning is carried out (Muhith, 2017). In relation to the selection or

delegation of Islamic cultural history teachers at Pondok Modern eLKISI, it is more than just dividing duties and authority. As stated by Ustadz Ardian Zahroni, in the selection of ski coordinators and teachers, the principal cannot immediately appoint a teacher to teach Islamic cultural history subjects directly, but the foundation determines the principal, coordinator, Islamic cultural history teacher, and so on. Thus, the recipient of the position can assume responsibility for the assigned tasks. With the division of tasks and responsibilities, it is hoped that the planning that has been determined will be well organized and controlled (Widiana & Ec, 2020).

The key to forming a good and successful organization, Siregar said that the division of tasks and responsibilities in work is the key to good and successful organization because the habit of synergizing with each other can be seen from the workload of individuals and groups, the relationship between coordinators and teachers, the authority carried out, and the use of the organization's facilities are all indicators that show this. It is possible that employees without qualifications have a lighter workload, and vice versa. Thus, boredom, fatigue, mutual jealousy and loss of work motivation can be avoided (Utami et al., 2023).

Table 1.2 structure chart

Based on data table 1.2, it shows that the principal is the leader who is primarily responsible for securing all management, including planning and organizing all programs. Then, to support the duties and responsibilities of the principal, curriculum waka helps in preparing and managing educational programs where preparing lesson schedules, dividing teacher assignments, and ensuring the learning process meets established standards. Furthermore, the coordinator has a very strategic role as a liaison between its members and the curriculum waka where the coordinator has the task of coordinating the implementation of learning in the classroom, monitoring individual performance, and providing reports or input related to learning to the curriculum waka, so that in practice the learning process is in accordance with the planned design.

### 3. Implementation

According to Gerge R. Terry, Actuating or implementation is the most important function component in management that must remain controlled (Rohman, 2017). Actuating implementation in management is an effort to mobilize groups or organizations so that they can work together and achieve goals that have been set for individuals and groups that have previously been formulated in the planning or planning stage.

Apart from that, implementation can also be defined as an effort to achieve planning and organization through a series of direction and motivation activities so that members or employees can carry out activities and responsibilities optimally according to their respective roles. Without implementation and organization, results will be in accordance with expectations in planning, this is because actualization is a real manifestation as an effort to drive programs that have been planned and organized. Likewise, if management only relies on actualization without planning and organization, then the organization or association cannot develop optimally and solve the problems being faced.

The results of observations in the field found that the first implementation of Islamic cultural history education management for eLKISI modern Islamic boarding school students was the use of varied methods in learning. These methods are lectures, discussions and project-based learning. Lectures help provide a solid foundation of Islamic history, while discussions encourage students to better understand values. Project-based learning, such as making presentations about Islamic figures, practicing discipline in managing time and committing to quality results. These three methods are very influential in the process of forming students' religious and disciplinary character (Radjita Dwi Pesona, nd).

Second, in observations at modern Islamic boarding schools, eLKISI was found in the educational process using a constructive approach where the material provided was linked to the challenges currently faced by students. As the author observes, in the ongoing learning process, Ustadz Ari Bohan conveys the historical story of preaching from the Islamic period in Mecca. In the ongoing learning process, Ustadz Ari Bohan conveyed the historical story of the preaching of the Islamic period in Mecca in a very interesting and touching way. He not only focused on major events in the history of da'wah, but also placed a deep emphasis on the religious character and discipline of the main figures in the struggle, especially the Prophet Muhammad SAW and his companions. Ustadz Ari described how the da'wah struggle in Mecca was characterized by various challenges, ranging from oppression to disregard for Islamic teachings, but strong religious character and discipline were the main keys in facing all these obstacles. Ustadz Ari Bohan emphasized the importance of maintaining religion in every aspect of life, as was done by the Prophet Muhammad SAW who always prioritized Islamic principles every step of the way, even though he faced various tough tests. In his lecture, he quoted many inspirational stories, such as how the Prophet Muhammad SAW remained patient and steadfast in conveying revelations despite facing extraordinary opposition from the Quraysh. This is a clear example of how important it is to maintain commitment to religion and use it as a guide to life in facing all challenges. Furthermore, Ustadz Ari Bohan also emphasized the importance of discipline in making the mission of da'wah a success. According to him, the Prophet Muhammad SAW and his companions showed extraordinary discipline in every aspect of their lives, both in terms of worship, social and da'wah. Discipline of time, determination and courage in speaking the truth are important elements that Muslims must emulate to this day. Through this learning, Ustadz Ari invites students to foster religious character and discipline within themselves, with the hope that these values will guide them in living their daily lives and achieving success in carrying out their mission of da'wah, even though the challenges of the times continue to change.

Third, based on an interview with Ustadzah Chissya el-Laudza' **in the process of learning the history of Islamic culture**, teachers **play an important role in shaping the religious character and discipline of students**, this is in accordance with the theory put forward by Agus Wibowo that teachers play an important role in instilling ways of thinking and behavior to shape the distinctive character of each individual (Wibowo, 2017). To achieve this, he does not rely on learning only being carried out in the classroom but rather being carried out in the library. Learning activities in the library are designed as an effort to deepen students' understanding of learning the history of Islamic culture as well as forming its religious and disciplinary character. In this way, students are invited to be more active in looking for relevant reading sources, so that they can broaden their horizons and increase their understanding of the topics studied which at that time discussed morals during the period of ignorance before Islam came. This activity also aims to instill time discipline, because students are given certain time limits to read and prepare the results of their reading. After reading the literature provided in the library, students are then divided into several small groups to convey their reading results. Each group is given the opportunity to discuss and discuss the findings they have obtained. This discussion time is an opportunity for students to share knowledge and study various perspectives regarding the history of Islamic culture. With this activity, students are not only required to obey the rules of time and improve their reading skills, but also learn to work together in groups and develop their speaking and discussion skills. Through this process, students' religious character is also honed, because they are expected to be able to explore the Islamic values contained in each reading and discuss them in the context of everyday life. In this way, learning methods carried out outside the classroom become an effective means of forming more disciplined and religious students.

### 4. Evaluation

Evaluation in management has the function of ensuring that group members or the organization within them run with the direction agreed upon in planning. In this regard, it shows that the performance of group or organization members is already running or not in accordance with agreed SOP

standards. If it is found that members in the group or organization have not carried out the SOP, immediately take action by analyzing the deficiencies and then continuing to correct the deficiencies that have been found so that the targets that have been mutually agreed upon can be immediately achieved together. One of the functions of this control or supervision is to determine initial planning and to see the results of performance. George R. Terry believes that controlling or what is called supervision is a policy action taken to resolve problems in the field, as well as evaluating implementation and deciding whether improvements or revisions are needed until implementation goes according to planning (Rohman, 2017).

In POAC system theory, the controlling function is a very crucial part because it involves monitoring and evaluating all management processes that have been implemented. This process aims to ensure that all organizational activities are in accordance with established plans. Controlling functions as a feedback mechanism that allows management to monitor target achievement, evaluate performance, and identify errors or irregularities that occur in plan implementation. Through good control, management can ensure that resources are used efficiently and organizational goals are achieved in accordance with established standards. Furthermore, the controlling function not only looks at the final achievements, but also analyzes data and information obtained during the management process. This information is crucial for future decisions. If a gap is found between plan and realization, management can take corrective action to address the problem. Therefore, controlling plays a role in improving the quality and effectiveness of management as a whole. With proper oversight, organizations can improve performance, reduce risk, and achieve long-term success.

The results of an interview with Ustadz Ardian Zahroni as well as coordinator of the Islamic Cultural History teacher, in realizing good management at the modern Islamic boarding school, eLKISI always holds evaluation meetings every semester or 6 months. This evaluation meeting was held to assess the extent to which teachers carried out the learning process as planned, this is in accordance with the theory put forward by Edwin Wand and Gerald W. Brow, evaluation is the process of collecting data to assess the extent, in what aspects, and how goals can be achieved easily (Magdalena et al., 2020). The results of observations in the field show that in the evaluation process, there are several problems faced by teachers. One of the main problems is students coming from different backgrounds with varying religious understandings. This difference is a challenge for teachers in trying to shape the religious and disciplined character of students. Teachers must adapt their teaching methods to accommodate these various understandings and ensure that religious values can be absorbed and applied by all students, regardless of their background, this is in accordance with Rohmalina Wahab's statement that a teacher must have various learning models so that can support learning achievement (Firdausia et al., 2023). Apart from that, another obstacle is the limited lesson schedule which often makes the material presented unable to be fulfilled properly. The busy schedule makes it difficult for teachers to pay particular attention to aspects of character formation, especially when the main focus is often on exam preparation. This time limitation means that teachers must look for creative ways to include character education in every available opportunity, so that the goal of forming religious character and discipline can still be achieved even in a limited time.

#### Conclusion

Educational management at the eLKISI Modern Islamic Boarding School for the Islamic Cultural History subject involves four main components: planning, organizing, implementing and supervising. Planning was carried out by Ustadz Ardian Zahroni together with other teachers by creating a detailed Learning Implementation Plan (RPP) to instill religious and disciplinary values in students. Organizing involves a structured division of tasks and authority, with coordinators and teachers established by the foundation to ensure responsibilities are carried out as planned. The implementation of learning methods varies such as lectures, discussions, and projects, as well as contextual approaches relevant to current student challenges, aiming to actualize religious and disciplinary values. Controlling or supervision is carried out through regular evaluation meetings to ensure performance meets standards and overcome obstacles such as differences in religious understanding and time constraints, with creative adaptations in character education.

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