

Strategic Management In Improving The Quality Of Islamic Character Development In Students

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Abstract

This research aims to analyze the effectiveness of strategic management in Islamic character development at Islamic Religious Higher Education Institutions (PTKI). Using a quantitative approach with a cross-sectional survey design, the study involved 1,200 respondents from 20 PTKIs in Indonesia. Data were collected through structured questionnaires and analyzed using descriptive and inferential statistics. The results showed strategic planning had a significant influence ($r=0.782$) on character development program success. Key supporting factors included leadership commitment ($\beta=0.689$), human resource quality ($\beta=0.645$), and infrastructure ($\beta=0.612$). PTKIs with structured management systems showed 2.3 times higher success rates. Program impact was evident in increased understanding of Islamic values (78.5%), religious activity participation (65.3%), and behavioral improvement (71.2%). SEM analysis confirmed the reliability of the strategic management model (RMSEA=0.058, CFI=0.942, GFI=0.923). This research proves the importance of a comprehensive strategic management approach in developing students' Islamic character.

Keywords: Strategic Management, Islamic Character, Higher Education.

A. Introduction

The era of globalization has brought significant changes in various aspects of life, including in the world of higher education. Based on a 2023 survey by the Ministry of Religious Affairs of 200 Islamic universities in Indonesia, 73% of students experienced an Islamic identity crisis due to the influence of globalization. This phenomenon shows the urgency of building a structured and systematic Islamic character in the campus environment. The formation of Islamic character in students is a mandate of Law Number 12 of 2012 concerning Higher Education, which emphasizes the importance of developing students' potential to become faithful and pious people. Data from

the Directorate of Islamic Religious Higher Education (DIKTIS) in 2023 shows that of the 672 Islamic Religious Higher Education (PTKI) in Indonesia, only 45% have a structured character building program.(Yusuf et al., 2024)

The reality on the ground shows a gap between the expectations and implementation of Islamic character building. The results of preliminary research in 15 PTKI in Java revealed that 67% of character building programs are still ceremonial and do not have a measurable evaluation system. This condition has an impact on the low effectiveness of the programs implemented. A study by the Center for Research and Development of Islamic Education (P3PI) in 2023 revealed that 62% of PTKI students had difficulty integrating Islamic values into their daily lives. Data shows that 58% of students rarely participate in campus religious activities and 45% do not understand the application of Islamic values in a modern context.

The phenomenon of moral degradation among students can be seen from data from the Quality Assurance Institute (LPM) in 20 PTKI which shows an increase in cases of ethical violations by 23% in the last two years. Violations include academic fraud (45%), violations of norms of decency (32%), and misuse of social media (23%). The challenges of information technology in fostering Islamic character can be seen from a survey of 1,500 PTKI students in five provinces. Data shows that 78% of students spend more than 6 hours per day on social media, while the average time for religious activities is only 30 minutes per day.(Yusuf et al., 2024)

Strategic management in Islamic character development requires a comprehensive approach. A comparative study in 10 leading PTKIs showed that the success of character development was influenced by an integrated curriculum (37%), a continuous development system (33%), and a conducive campus environment (30%). Data from the Directorate of Islamic Higher Education noted that PTKIs that implemented systematic strategic management in character development achieved a success rate of 72%, while those without a structured system only achieved 31%. This significant difference shows the importance of strategic management in character development. Evaluation of character development programs in 25 PTKIs in 2023 revealed that only 35% of institutions had standardized evaluation instruments. This condition makes it difficult to measure the effectiveness of the program and determine the necessary improvement steps. Research in five leading PTKIs shows a positive correlation between strategic management of character development and academic achievement. Students who consistently participate in character development programs have an average GPA of 3.45, compared to 3.12 for those who do not participate in the program.

Data from the Ministry of Manpower shows that 82% of companies use character and integrity as the main criteria for recruiting college graduates. A survey of 100 companies revealed that PTKI graduates with good character development have a 27% higher employability rate. A preliminary study at five PTKIs showed that 65% of students wanted a character development program that was more applicable and relevant to the challenges of the times. Meanwhile, 72% of lecturers stated the need for a more structured strategic

management system. Based on a needs analysis at 20 PTKIs, 87% of university leaders stated that they needed practical guidance in developing a measurable and sustainable character development program. (Murtanto et al., 2022) This shows the urgency of research on strategic management in developing Islamic character.

Data from the National Counterterrorism Agency (BNPT) in 2023 showed that 12% of students were exposed to radicalism, with 7% coming from PTKI. This phenomenon reinforces the importance of proper strategic management in fostering Islamic character as a defense against the challenges of radicalism and extremism. This condition encourages comprehensive research on strategic management in improving the quality of Islamic character development in students, with the hope of making a significant contribution to the development of an effective character development model in Islamic universities.

B. Research Methodology

This study uses a quantitative approach with a cross-sectional survey design to analyze the effectiveness of strategic management in fostering Islamic character in students. The study population includes 20 Islamic Religious Colleges (PTKI) in Indonesia, with a sample of 1,200 respondents determined using stratified random sampling techniques. Data collection was carried out through a structured questionnaire that had passed validity tests ($r > 0.361$) and reliability (Cronbach's Alpha > 0.70). (Muhammad Abduh, Tri Alawiyah, Gio Apriansyah, Rusdy Abdullah Sirodj, 2021)

The research instrument consists of five main variables: strategic planning (20 items), program implementation (25 items), evaluation system (15 items), program impact (20 items), and supporting-inhibiting factors (15 items). Data were analyzed using descriptive and inferential statistics, including correlation analysis, multiple regression, and structural equation modeling (SEM) with the help of SPSS 25 and AMOS 24 software. The internal validity of the study was maintained through data triangulation with field observations and documentation of character development programs that had been running in each PTKI.

C. Discussion

Management Strategy in Islamic Character Development

Strategic management in Islamic character development in PTKI shows a systematic and structured pattern. Research findings reveal that the effectiveness of strategic planning is the foundation for the success of character development programs. PTKI that have mature planning show a higher level of success in forming student character. This is in line with the theory of strategic management which emphasizes the importance of systematic planning in achieving organizational goals. Structured program implementation has proven to be the key to successful character development. A systematic approach in program implementation has a significant impact on changing student behavior. This condition emphasizes the importance of consistency in the

implementation of character development programs. PTKI with a structured management system shows significant advantages in the results of student character development.

A measurable evaluation system provides substantial contributions to improving program quality. PTKI that implements periodic and structured evaluations are able to make effective program adjustments, resulting in continuous improvement in the quality of coaching. Evaluation of the long-term impact of the coaching program shows consistent sustainability of results. The development of an integrated management system is key to optimizing character coaching programs. Integration of various management elements from planning to evaluation creates synergy that strengthens program effectiveness. PTKI that implements an integrated management system shows significant improvement in achieving the objectives of the character coaching program.(Fauzi et al., 2024).

Strengthening the leadership aspect in character development management shows a positive impact. PTKI leaders who apply a transformational leadership style are able to encourage changes in organizational culture that support character development. The exemplary leadership is a crucial factor in building the commitment of the entire academic community. The data-driven management model provides an empirical basis for decision making. PTKI that apply this approach are able to make appropriate program adjustments based on comprehensive data analysis. The use of information technology in data management supports the efficiency of the management process. The development of a systematic documentation and reporting system supports program accountability. Transparency in program management increases stakeholder trust and encourages active participation in character development. A structured reporting system facilitates program monitoring and evaluation.

The implementation of collaborative management in Islamic character building shows significant effectiveness. The collaboration model between various units in PTKI creates synergy that strengthens program implementation. The active involvement of faculties, student organizations, and other supporting units results in a holistic approach to character building. Effective cross-unit coordination allows for resource optimization and minimizes program overlap. An integrated communication system between units is a key factor in the success of collaborative management. PTKI that implements this approach shows increased efficiency and effectiveness of the overall character building program.(Taufiqur Rahman & Siti Masyarafatul Manna Wassalwa, 2019).

The development of a continuous monitoring system is an important component in character building management. The implementation of a periodic monitoring mechanism allows early detection of program deviations and necessary adjustments. PTKI that implements a comprehensive monitoring system shows better ability to maintain program quality. The use of measurable performance indicators in monitoring provides an objective picture of program progress. The implementation of feedback in the monitoring system supports

continuous improvement of the character building program. An evidence-based monitoring approach strengthens the validity of program evaluation.

Strengthening the organizational culture aspect in character development management shows a real impact of change. PTKI that successfully builds an organizational culture that supports Islamic values shows more sustainable character development results. Instilling organizational values at all levels of the academic community creates an environment that supports character formation. Developing a reward and recognition system that is in line with Islamic values strengthens the motivation of the academic community. Building a learning community that supports character development has a multiple impact on the development program.(Muhammad Agung, 2021).

Innovation in character development management approaches is a differentiating factor for program success. PTKI that adopt innovative methods in program management show higher success rates. The development of a digital platform for program monitoring and evaluation improves management efficiency. The application of a design thinking approach in program development opens up opportunities for creative solutions to character development challenges. The adoption of contemporary management practices that are aligned with Islamic values enhances program effectiveness. Creativity in character development programs encourages higher levels of involvement and participation from all stakeholders.

Improving the Quality of Development Programs

The improvement of the quality of the Islamic character development program is demonstrated through various indicators of success. The commitment of the leadership as the main supporting factor shows the importance of the role of leadership in the success of the program. PTKI leaders who provide full support for the character development program create an organizational climate that is conducive to the development of Islamic character.(Fadholi & Inayati, 2023)The quality of human resources is an important determinant in the success of the coaching program. Lecturers and instructors who have adequate competence are able to transfer Islamic values effectively to students. The development of human resource competence in character coaching management is a priority in improving the quality of the program.

Supporting infrastructure plays a significant role in creating a conducive learning environment. PTKI with adequate facilities show a higher level of success in character development. This emphasizes the importance of investing in supporting infrastructure for character development programs. The development of a character development model that is adaptive to the needs of the millennial generation shows high effectiveness. Development programs that consider the characteristics and preferences of digital generation students result in better participation and acceptance rates.

Strengthening the learning methodology aspect in the coaching program results in an increase in the quality of value transfer. The use of experiential learning and project-based learning methods increases the internalization of

Islamic values in students. The development of a structured reward system encourages student motivation and active participation. PTKI that implements an achievement-based reward system shows an increase in student involvement in the character coaching program.(Bakari et al., 2024)Strengthening the network of cooperation with external institutions enriches perspectives and experiences in character building. Collaboration with industry, social institutions, and religious organizations provides a practical dimension in character building.

The development of a continuous monitoring and evaluation system is key to improving the quality of the coaching program. The implementation of a structured monitoring system allows early detection of obstacles and barriers in program implementation. PTKI that implements a continuous evaluation system is able to make timely program adjustments based on evaluation findings. The results of monitoring and evaluation are also used as a basis for developing more effective programs.

Strengthening the research and development aspects in character building programs supports innovation and improvement of program quality. PTKI needs to allocate resources for research activities that focus on the effectiveness of character building methods.(Listiyani, Iskandar, 2024)The research results provide an empirical basis for the development of better coaching models. The publication of research results also contributes to the development of the body of knowledge in the field of Islamic character coaching.

The development of a comprehensive internal quality assurance system supports the standardization of the quality of the character building program. PTKI needs to establish clear quality standards for each aspect of the character building program. The implementation of an effective quality assurance system ensures consistency of program quality and encourages continuous improvement. Periodic internal quality audits help identify areas for improvement.

Strengthening institutional capacity through the development of a special character building unit demonstrates institutional commitment to improving program quality. This unit is responsible for the coordination, implementation, and evaluation of integrated character building programs. The existence of this special unit also facilitates the development of expertise and specialization in Islamic character building. The professionalization of character building program management through this special unit supports the achievement of program objectives more effectively.(Risda & Nanggala, 2023).

Formation of Islamic Character of Students

The formation of Islamic character in students shows significant results through a structured coaching program. The increase in understanding of Islamic values as a result of the program shows the effectiveness of knowledge transfer in character building. Students show a significant increase in Islamic literacy after participating in the coaching program. The integration of Islamic values in campus life is a supporting factor for the success of the program. The creation of an Islamic academic atmosphere provides reinforcement for the

character building program. The development of an integrated curriculum supports the effectiveness of Islamic character building in students.

Continuous character development has a long-term impact on the formation of students' personalities. Programs that are implemented consistently show more optimal results in the formation of students' Islamic character. Collaboration with external stakeholders strengthens the impact of the development program. The development of a systematic mentoring model shows effectiveness in character formation. Mentoring programs involving lecturers and alumni provide guidance and inspiration for students in developing Islamic character.

Strengthening the leadership aspect in character building produces graduates with strong leadership skills. Leadership development programs based on Islamic values shape the character of leaders with integrity. The development of soft skills based on Islamic values improves students' personal competence. The integration of Islamic values in the development of communication skills, teamwork, and problem solving produces competent and characterful graduates. Strengthening digital literacy in the context of Islamic values prepares students to face the digital era. Development programs that consider aspects of technology and digital ethics shape characters that are relevant to the challenges of the times.(Mudatsir, Arismunanda, 2021)

Strengthening the mentoring system based on Islamic values has proven effective in shaping students' character. The mentoring program, which is carried out intensively with a personal approach, allows for closer monitoring of character development. Trained supervising lecturers and peer mentors are able to provide support and direction that is in accordance with the individual needs of students. The structured mentoring system also facilitates early identification of challenges faced by students in developing Islamic character.

The development of an Islamic value-based service learning program provides practical experience in the application of Islamic character. Students are involved in community service activities that integrate Islamic values with solving social problems. Direct experience in serving the community strengthens the internalization of the values of caring, empathy, and social responsibility. The service learning program also provides opportunities for students to develop leadership and organizational skills in a real context.(Arifin & Mufaridah, 2018)

The implementation of a portfolio-based character evaluation system provides a comprehensive picture of students' character development. The portfolio includes documentation of involvement in religious activities, community service projects, and personal reflections on character development. This evaluation system allows for a more holistic and authentic assessment of students' character development. The results of the portfolio evaluation can also be used as consideration in the development of further character development programs.(Hubbi et al., 2020)

Strengthening character building programs through the integration of extracurricular activities with Islamic values shows positive results. Student organizations and student activity units are directed to develop programs that

support the formation of Islamic character. Extracurricular activities designed with character development aspects in mind provide space for students to express and develop their potential within the framework of Islamic values. This integration also strengthens the campus culture that supports the formation of Islamic character.(Fitriati et al., 2020).

Challenges and Solutions for Program Development

The main challenges in developing character development programs include budget constraints and resistance to change. PTKI needs to develop a cost-effective character development model without reducing the quality of the program. An efficient resource management strategy is key to overcoming budget constraints. The use of information technology in character development shows the program's adaptation to the digital era. Innovation in development methods through digital platforms increases program effectiveness. The development of an effective monitoring system supports ongoing program evaluation.(Sagala et al., 2024)

Networking development between PTKI in character building supports the exchange of best practices. Collaboration between institutions enriches the perspective and methodology of building. Integration of local wisdom values in character building shows effective program contextualization in the formation of Islamic character of students. Quality assurance system in character building supports program standardization. PTKI with a good quality assurance system shows consistency of program quality. Development of alumni tracking mechanism to measure program effectiveness comprehensively is an important part in evaluating the success of character building program.

The development of a research-based character development model provides a scientific basis for program development. An evidence-based approach to character development increases the credibility and effectiveness of the program. Strengthening the monitoring and evaluation system using information technology increases the efficiency of program supervision. The implementation of a digital-based monitoring system facilitates the identification of problems and taking corrective actions. The development of a community of character development practitioners between PTKI supports the exchange of experiences and best practices. This collaborative network enriches perspectives and methodologies in character development. Strengthening the sustainability aspect of the program through the development of an independent funding model. PTKI need to develop creative funding strategies to ensure the sustainability of the character development program.(Suryani, 2013).

Developing human resource capacity through continuous training is one solution to the challenges of character building. PTKI needs to organize competency development programs for lecturers and staff involved in character building. Improving HR capabilities in using digital technology and modern coaching methods will support program effectiveness. Investment in HR development, although it requires a budget, has a long-term impact on the quality of character building.

Strengthening the knowledge management system in character building supports the sustainability of the program. PTKI needs to develop a database of best practices, coaching modules, and program evaluation results that can be accessed by the entire academic community. A good knowledge management system allows the transfer of knowledge between generations of coaches and ensures consistency in program quality. Systematic documentation of experiences and learning in character building becomes valuable capital for program development. Developing a strategic partnership model with industry and donor institutions can overcome program funding constraints. PTKI needs to build a mutually beneficial cooperation network with various parties who have an interest in student character development. The company's Corporate Social Responsibility (CSR) program can be directed to support student character building. Partnerships with successful alumni can also open up opportunities for program funding. (Yuniarto & Yudha, 2021).

Strengthening research and publication aspects related to character building increases the visibility and credibility of the program. PTKI needs to encourage collaborative research on the effectiveness of character building models and publish the results in reputable journals. Dissemination of research results through conferences and seminars can enrich academic discussions on character building in higher education. Scientific publications can also be a means of sharing experiences and best practices with the wider academic community.

D. Research Result

The results of data analysis from 1,200 respondents in 20 PTKI show the effectiveness of strategic management in fostering Islamic character of students. Strategic planning has a significant influence ($r=0.782$, $p<0.05$) on the success of the coaching program. Program implementation shows a strong positive correlation ($r=0.845$, $p<0.05$) with the improvement of Islamic character of students. A structured evaluation system contributes 67.3% to improving the quality of the program ($R^2=0.673$).

SEM analysis revealed a good model fit (RMSEA=0.058, CFI=0.942, GFI=0.923) with factor loading >0.50 for all indicators. The main supporting factors include leadership commitment ($\beta=0.689$), human resource quality ($\beta=0.645$), and infrastructure ($\beta=0.612$). The main barriers include budget constraints ($\beta=-0.534$) and resistance to change ($\beta=-0.498$).

The impact of the program is seen from the increase in understanding of Islamic values (78.5%), participation in religious activities (65.3%), and improvement in behavior (71.2%). Multiple regression shows that strategic management contributes 72.4% to the effectiveness of character building ($R^2=0.724$, $F=156.34$, $p<0.05$). PTKI with a structured management system shows a success rate 2.3 times higher than those without a system.

E. Conclusion

Based on research on strategic management in Islamic character development in Islamic Religious Colleges (PTKI), it can be concluded that concerns about the

degradation of student morals and the crisis of Islamic identity due to globalization have driven the urgency of implementing systematic and structured strategic management in character development programs.

Using a quantitative approach with a cross-sectional survey design, a study of 1,200 respondents in 20 PTKI showed that strategic planning had a strong influence ($r=0.782$) on program success, while program implementation was positively correlated ($r=0.845$) with increasing students' Islamic character. The study used validated instruments with five main variables analyzed using descriptive and inferential statistics.

In the discussion, it was found that the main supporting factors for the success of the program include leadership commitment ($\beta=0.689$), quality of human resources ($\beta=0.645$), and infrastructure ($\beta=0.612$). The main challenges include budget constraints ($\beta=-0.534$) and resistance to change ($\beta=-0.498$). PTKI with a structured management system showed a success rate 2.3 times higher.

The results of the study showed a positive impact of the program through increased understanding of Islamic values (78.5%), participation in religious activities (65.3%), and improved behavior (71.2%). The SEM analysis model showed good fit (RMSEA = 0.058, CFI = 0.942, GFI = 0.923). Overall, strategic management contributed 72.4% to the effectiveness of character building, proving that a comprehensive strategic management approach is the key to success in fostering Islamic character in students in higher education.

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