

Madrasah Head's Strategy in Forming Students with Islamic Character through Superior Programs

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Abstract

Keywords:

Madrasah Head strategy, Islamic character, excellent program.

This research aims to: 1) To analyze the Islamic Character of Students MI AL KARIMAH Mojokerto City. 2) To analyze the Madrasah Principal's Strategy for Islamic Character Building at MI AL KARIMAH Mojokerto City. 3) To find out the supporting and inhibiting factors faced in the implementation of the Flagship Program at MI AL KARIMAH Mojokerto City. The research method is descriptive qualitative with a case study approach. There are two types of secondary and primary data to support this research. Data collection techniques using observation, interviews and documentation. data analysis techniques using data collection, reduction, data presentation, and conclusion drawing. To test credibility in this study using triangulation. The results showed: 1) the Islamic character of students at MI Al Karimah is evident in the behavior of students, 2) The Principal's strategy in the formation of Islamic character in MI Al Karimah is planning, organizing, implementing, supervising and evaluating superior programs, namely: yaumiyah practice, reading and writing the Quran, Anjangsana and Muhadhoroh once a month. Supporting factors are: 1) Support from the school principal. 2) Cooperation of all teachers. 3) Support from parents of students. 4) School environment. The inhibiting factors in the formation of students with Islamic character are: parental supervision, children's socialization outside of school, lack of facilities and infrastructure in the form of school prayer rooms.

Abstrak

Kata kunci:

strategi Kepala Madrasah, karakter islami, program unggulan.

Penelitian ini bertujuan : 1) Untuk menganalisis Karakter Islami Murid MI AL KARIMAH Kota Mojokerto. 2) Untuk menganalisis Strategi Kepala Madrasah Untuk Pembentukan Karakter Islami di MI AL KARIMAH Kota Mojokerto. 3) Untuk mengetahui faktor penunjang dan penghambat yang dihadapi dalam pelaksanaan Program Unggulan di MI AL KARIMAH Kota Mojokerto. Metode Penelitian adalah kualitatif deskriptif dengan pendekatan studi kasus. Terdapat dua jenis data sekunder dan primer guna mendukung penelitian ini. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. teknik analisis data menggunakan pengumpulan data, reduksi, penyajian data, dan penarikan kesimpulan. Untuk menguji kredibilitas pada penelitian ini menggunakan triangulasi. Hasil penelitian menunjukkan : 1) karakter islami Murid di MI Al Karimah terbukti pada perilaku murid, 2) Strategi Kepala Sekolah dalam pembentukan karakter islami di MI Al Karimah yaitu membuat perencanaan, pengorganisasian, pelaksanaan, melakukan pengawasan dan evaluasi terhadap program unggulan yaitu : amalan yaumiyah, pembacaan dan penulisan Al Quran, Anjangsana dan Muhadhoroh satu bulan sekali. Faktor penunjang yaitu : 1) Dukungan kepala sekolah. 2) Kerjasama semua dewan guru. 3) Dukungan orang tua peserta didik. 4) Lingkungan sekolah. Faktor penghambat dalam pembentukan murid berkarakter islami yaitu : pengawasan orang tua, pergaulan anak di luar sekolah, kurangnya sarana dan prasarana berupa musholla sekolah.

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INTRODUCTION

Schools as an organization, which is a place for teaching and learning as well as a place to receive and give lessons, can be used by people or groups of people who have a cooperative relationship (Wahyosumidjo: 2001) After that, schools are encouraged to pay greater attention to the spirit or spirit of education on adaptability and then to skills education (vocational) and career. But all of them essentially emphasize the intellectual, social, personality aspects or productive educational outcomes of the school. (Tajudin & Aprilianto, 2020)

In realizing educational goals, schools that are formal educational institutions are one of the containers. The school will be led by a principal who has duties and responsibilities in the school management process so that it has good quality. (Silawati, Hidayati, Ulya, & Zakiyah, 2023; Tajudin & Aprilianto, 2020) This is as contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 6 of 2018 concerning the Assignment of Teachers as School Principals chapter 6 article 15 paragraphs 1 and 2 which discusses the main duties of school principals, namely: 1. The principal's workload is fully to carry out the main managerial duties, entrepreneurial development and supervision of teachers and education personnel, 2. The workload of the principal as intended in paragraph (1) aims to develop the school and improve the quality of the school based on the eight national education standards.

The principal is described as a person who has high expectations for the staff and students. Principals are those who know a lot about their duties and who set the rhythm for their school. The principal is also an educational leader who has the responsibility for the implementation of education in his school, to deliver the school to become a quality school that meets what is desired by his customers. (Dewi & Muttaqin, 2024)

The progress of the development of the times at this time the world of education is increasingly advanced and also the quality of science that exists in humans. In addition to having a positive impact on humans, there is also a negative impact. With the development of the times, the positive impact is, humans can easily access all knowledge without knowing the limits but the negative impact itself. (Widdah, 2022) Namely, many of humans, especially children, are wrong in using and many are doing bad things. Especially when using technology in the form of mobile phones, many children abuse such as seeing content that is not appropriate to be seen such as violence, brawls and many others.

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

According to Zubaedi, schools must implement the totality of education by relying on example, the creation of an environment and habituation through tasks and activities, so that whatever students see, hear and do is all loaded with character education

(Zubaedi: 2012) Habituation as stated by Heri Gunawan is something that is deliberately done repeatedly so that something can become a habit (Heri Gunawan: 2012) Habituation can make a person do something spontaneously. Getting children used to doing something is very important, because habits will build a character that is inherent in them.

The urgency of forming Islamic character in schools so that all school residents, their faith up to the stage of belief, religious practice, experience, religious knowledge, and the dimension of religious experience, can be fostered through various religious activities as a vehicle in an effort to foster and develop a religious atmosphere. It is hoped that the inculcation of religious values in schools can be practiced in the family and community environment. MI Al Karimah Mojokerto City as one of the educational institutions under the auspices of the Ministry of Religion of Mojokerto City, is an institution that strives to make the flagship program an effort to shape the Islamic character of students. This includes building the character of students and school residents.

Madrasah Ibtidaiyyah Al Karimah is a private educational institution at the elementary level under the auspices of the Ministry of Religion of Mojokerto City which has been established since 1972. In accordance with the name of the educational institution, the ideal of the founder of Madrasah Ibtidaiyyah Al Karimah is to strive to form its students to have moral character and Islamic character.

Geographically, Madrasah Ibtidaiyyah Al Karimah is located in the middle of the city of Mojokerto which is surrounded by units of private and similar public educational institutions with a radius of about 2 kilometers. And this is an obstacle as well as a challenge for Madrasah Ibtidaiyyah Al Karimah to be able to continue to exist in the midst of quite fierce competition, considering that Mojokerto City consists of 3 sub-districts with 18 sub-districts. However, Madrasah Ibtidaiyyah Al Karimah has proven that it can still compete and even develop through the strategy of its madrasah head.

In addition, with its location in the middle of the city, of course the social conditions and paradigms of the community are certainly modern and also with various social problems that also affect the growth and development of children in their environment. However, through the cold hand of the Head of Madrasah Ibtidaiyyah Al Karimah proved to have been able to answer the challenge. Among other things, by formulating a flagship program with the aim of completing Islamic religious education subjects by prioritizing habituation activities. The flagship program in question is named Yaumiyah Practice, Reading and Writing Al Quran and Anjangsana and Muhadhoroh.

At the beginning of its implementation, Yaumiyah Practice, Reading and Writing Al Quran and Anjangsana and Muhadhoroh are activities that aim to familiarize students of Madrasah Ibtidaiyyah Al Karimah so that they have activities for additional Islamic religious education subjects. However, the flagship program turned out to be quite effective in shaping Islamic character (Dewi & Muttaqin, 2024) as well as to establish partnerships with guardians. And finally the Yaumiyah and Anjangsana and Muhadhoroh practices were made the flagship program as well as the branding for

Madrasah Ibtidaiyyah Al Karimah to be different from other similar educational institutions in Mojokerto City.

MI Al Karimah Mojokerto City has always been principled in the application of Islamic character to achieve everything, as the commitment contained in its vision, namely: Religious, Islamic Character and Moral Karimah. The key to the successful implementation of the institution's Islamic character cannot be separated from the habituation of Yaumiyah Practices and Reading and Writing of the Quran before teaching and learning activities as well as Anjangsana and Mudhorobah which are held once a month at the homes of grade 6 students as a medium for training students to become performers at these activities.

The interesting things for researchers to conduct research at MI Al Karimah Mojokerto City are: First; with vision indicators, namely Religious, Islamic Character and Moral Karimah, second; There is a superior program that can be seen in activities at school. Third; has insufficient educational facilities and infrastructure, but there is consistency in fostering students in terms of forming Islamic character in schools. In this case, it will certainly not be separated from the role of the school principal.

Based on the facts and also the phenomenon is very interesting to be studied further. Therefore, it can be raised with the research title "The Strategy of Madrasah Heads in the Formation of Students with Islamic Character in MI AL KARIMAH Mojokerto City".

RESEARCH METHODS

This type of research is descriptive qualitative research using a case study approach. According to Creswell, qualitative research is a type of research that explores and understands meaning in some individuals or groups of people that come from social issues. Qualitative research in general can be used for research on people's lives, history, behavior, concepts or phenomena, social problems, and others. One of the reasons why it uses a qualitative approach is the experience of researchers where this method can find and understand what is hidden behind phenomena that are sometimes difficult to understand (Creswell: 2016)

In collecting data from Madrasah Ibtidaiyyah Al Karimah Mojokerto City here, the role of the researcher as an implementer and also an analyst is to make observations as a first step in finding out the situation regarding the Strategy of the Head of Madrasah for the Formation of Students with Islamic Character Through the Superior Program at Madrasah Ibtidaiyyah Al Karimah Mojokerto City. In addition, the researcher also conducted interviews related to the research.

The location of this research is in Madrasah Ibtidaiyyah Al Karimah, Mojokerto City, which is located in Balongsari Village, Magersari District, Mojokerto City.

The data collection technique in this study is Observation, In the study, the researcher made observations during the activities of teachers and students carrying out religious activities, including the process of how teachers provide motivation to students during the activity, besides that the researcher also observed teachers how to form

character in religious activities towards Islamic characters. The documentation, which is used by the researcher here, is documentation in the form of photographs, and also recordings when the research takes place and interviews in the case of the researcher conducting interviews with school principals, teachers, students and canteen mothers (triangulation) (Sugiono: 2013).

To analyze the data, it can be done through 4 stages based on Miles and Huberman's theory, namely: 1) Data collection 2) Data reduction, 3) Data Display, and 4) Verification and conclusion extraction. (Husni Abadi: 2020) Triangulation is a data validity check technique that utilizes something else. (Moleong: 2012) This technique is carried out by the research by comparing and checking the findings through the main informant with other informants.

RESEARCH RESULTS AND DISCUSSION

Result

Islamic Character of MI Al Karimah Students

Since the flagship program was held at MI Al Karimah, students at MI Al Karimah have experienced a change in behavior. Among other things, when behaving in madrassas and when in the environment where they live.

As an interview with Mr. Achmat Choirudidin said: "Children are now more polite when meeting teachers, they always greet and shake hands by kissing the teachers' hands. When entering the office, they first say hello and immediately enter when they are welcome."

Then also delivered by Mrs. Umi Rowati, she said:

"Children are more orderly in participating in flagship program activities. They sat quietly and followed the whole activity well. Indeed, at the beginning of the implementation of the flagship program, there were still many who ran here and there. But as time goes by, they start to see changes in their character for the better."

Mrs. Umi Rodhiah also conveyed the same thing. He said: "Nowadays there are very few reports of complaints from teachers. When in class, children are more polite and calm in carrying out teaching and learning activities. So that children are faster in receiving lessons. We also received information from guardians who said that their sons and daughters are more polite in their attitudes."

The Islamic character of the student includes morals to Allah SWT and morals to fellow creatures of Allah SWT. morals to Allah SWT, such as congregational prayers, reading the Qur'an, fasting, giving alms, and praying. Not copying morals to Allah SWT is the most important morality, because it makes students become human beings with noble morals, while morals that relate to fellow human beings are honesty, discipline, responsibility, care (mutual cooperation, tolerance), manners. This second moral will make students become human beings who like to respect and appreciate fellow human beings. (Faridah & Asy'ari, 2024)

Based on the results of the researcher's observations through observations, and interviews, the Islamic Character of MI Al Karimah Students is good, but it still needs to

be improved, because there are still some students whose behavior is not good and need direction and guidance from the principal.

Furthermore, the researcher explained the results of interviews with several informants or resource persons about the Islamic Character of Students as follows:

Student Discipline, 1) Kedidiplinana learns that the discipline of students in participating in teaching and learning activities is very good, this is evidenced by the absence of students who are late, because before entering the classroom and participating in the teaching, the students have been prepared in advance to take part in *yaumiyah* and BTQ (reading and writing the Quran). However, here there is a shortcoming, namely some students chat with their friends, and play alone so that in participating in *yasin* reading activities it is not optimal and needs to be improved. Even though the teacher on duty had given a reprimand. The discipline of the students at MI Al Karimah was further strengthened by the statement of the students who stated that the discipline of the students was quite good because there were no students who skipped school, and in participating in the lessons the students were also active and had high attention to the subject matter conveyed, but again there was a shortcoming, namely there were some students who were sleepy when the teacher was explaining. 2) Discipline in congregational prayer, it can be concluded that the discipline of students in carrying out congregational prayers is very good as evidenced by students who are enthusiastic about going to the prayer room to participate in the congregational prayer without any appeal or order, when it is time for the bell to ring, immediately the students know what to do because it has become a habit. 3) Discipline in school uniforms, the discipline of students in wearing school uniforms is very good, because there is not a single student who does not wear school uniforms. 4) discipline in cleanliness, that MI Al Karimah students, in the matter of cleanliness, have become accustomed to daily life, especially in the school environment. Even though there are shortcomings, sometimes there are some students who do not pay attention to the picket schedule. Even so, all his friends helped remind each other by advising each other. So that the cleanliness of the environment is maintained. 5) Discipline and discipline; school rules, that the discipline of MI Al Karimah students is very good. It is evidenced by the absence of violations of the rules. This shows that students understand the rules and regulations that have been socialized so that they will not violate them, unless there are things that are not sad such as student delays caused by rain or bicycle tire leaks.

Responsibility, One of the goals of education is to make students become responsible human beings in all actions, and that responsibility is one of the commendable behaviors. Based on the results of the observations made by the researcher, the responsibilities of MI Al Karimah students have been done well, this can be proven starting by coming to school on time, participating in all activities in the madrasah, doing the assignments that have been given by the teacher, not violating school rules.

Manners, or a friendly attitude is one of the morals that must be possessed by everyone, because with good manners one can respect and appreciate each other.

Manners are not only in the form of behavior, but also include talk, and how to dress. Therefore, MI Al Karimah strongly encourages good manners in deeds, speech or dress. Based on the results of observations that have been made by researchers, it can be explained that the manners of MI Al Karimah students are very good, it can be seen that when entering the school, all students are greeted by the principal at the entrance by shaking hands and looking very polite. Not only that, when meeting their friends they also shook hands and greeted each other.

Fond of Almsgiving, is one of the akhlak owned by MI Al Karimah students, every Friday all students give sincere money to the school, where the alms will later be used for school needs, such as buying cleaning equipment, repairing infrastructure, and so on. And the purpose of this charity activity is so that students are used to giving alms because alms are part of noble morals. that the noble character of students in the field of alms is very good, because all students are very enthusiastic about carrying out the alms which is carried out every Monday and Thursday.

Care, which is part of noble morals, based on the observation of the researcher who survived being at MI Al Karimah for students' concern for the principal, fellow students, and the school environment looks very good. The concern of the students was proven when the researcher made observations, when the principal ordered the students to march in the schoolyard for the implementation of the month-end ceremony, all students followed the principal's orders with enthusiasm, with the school environment they were also very concerned, such as throwing garbage in its place, enthusiasm in cleaning the school environment. students' concern for the principal, fellow students, and the school environment has been very good, and has become a habit at MI Al Karimah.

Madrasah Head's Strategy in Improving Students' Islamic Character

MI Al Karimah is a school with Islamic characteristics, this can be seen from the formation of a character that prioritizes the mirror of Islam in it. The goal echoed is to improve the quality of the implementation of religious activities.

The head of the madrasah as a leader must be able to provide guidance and supervision, increase the will of education personnel, open two-way communication and delegate tasks. A madrasah head must also be able to mobilize the members of his organization to achieve a planned goal.

The formation of Islamic character is also carried out by motivating so that later students will do a job based on religious values and arise from their desire to carry out their religious teachings.

The strategy implemented by the Head of Madrasah Ibtidaiyyah Al Karimah is through the process of planning, organizing, implementing, and evaluating.

The principal's strategy in character formation at MI Al Karimah based on the observation of researchers found data that there are superior programs in the formation of Islamic character at MI Al Karimah, this is evidenced by the existence of activities that include: 1) reading short letters and daily prayers as well as congregational dhuha

prayers (yaumiyah practices), 2) reading and writing the Al Quran (BTQ), 3) congregational Duhur prayers, 4) Anjansana and Muhadhoroh once a month. The above is an activity that is an effort to form students with Islamic character at MI Al Karimah can be described as follows:

Reading short letters and daily prayers as well as congregational dhuha prayers (yaumiyah practices), In an effort to form students with Islamic character at MI AL Karimah, the activities carried out include Yaumiyah practices. Furthermore, the implementation of joint dhuha prayers at school is one of the new habits that has never been done before, congregational dhuha prayers are a form of effort to form students with Islamic character at MI Al Karimah, dhuha prayers carried out at MI Al Karimah are a new program. This activity was carried out after Mr. Achmat Choiruddin served as the head of the madrasah at MI Al Karimah. Yaumiyah practice activities and dhuha prayers every day before the implementation of the Reading and Writing of the Quran (BTQ) which was carried out at MI Al Karimah were effective. With the aim of having a positive effect on students at school. As well as increasing faith and devotion to Allah SWT which has an impact on the formation of students (Kholid, n.d.) with Islamic character. And the residents also support because it is proven that they also take part in cleaning the mosque before it is used for yaumiyah and dhuha practice activities.

Reading and Writing the Quran (BTQ), Reading and Writing the Quran before an effective lesson is one of the daily activities at MI Al Karimah, this is done with the aim of improving the ability of students to read the Quran and can also facilitate the reading of the Quran. that reading and writing the Quran before an effective lesson has become a routine activity at MI Al Karimah, where reading the Quran has been carried out in schools led or guided by the teacher before the first lesson, so that the teacher also participates in reading the Quran before the lesson. With the habit of reading the Qur'an, it is hoped that students will have the ability to understand the reading text of the verses of the Qur'an. The purpose of reading and writing the Qur'an is to foster human beings individually and in groups so that they are able to read the Qur'an and are able to carry out their functions as servants of Allah and His caliph in order to build the world in accordance with the concept set by the Qur'an. that reading and writing the Quran before lessons is one of the efforts to form students with Islamic character at MI Al Karimah, to develop students' potential in the teaching and learning process because in reading the Quran and praying before the lessons the knowledge obtained can be useful at school, of course this will affect students so that students become human beings who believe and fear Allah swt., (Dewi & Muttaqin, 2024) and the thoughts and feelings of the students become enthusiastic in learning better, by reading the Qur'an, the values of faith and piety, self-awareness will emerge, the spirit to be better, and obedience to the head of Allah SWT.

Duhur Prayer in Congregation, Congregational Prayer is one of the activities at MI Al Karimah that is carried out every day. The prayer includes the duhur prayer which is carried out in congregation. In the implementation of duhur prayers in congregation, it is one of the routine activities at MI Al Karimah. The implementation of the duhur

prayer in congregation is intended to discipline time for all students in carrying out their obligations as Muslims and to strengthen the bond of friendship between the principal, teachers and students at MI Al Karimah. With the denikian of the duhur prayer activity carried out in congregation, it is highly emphasized to the students in order to form a polite student personality and full of Islamic character values. It was found that the duhur prayer in congregation is a form of effort in the formation of Islamic character at MI Al Karimah, as well as to strengthen friendship and unite emotional bonds between the principal and school residents, as well as teachers and students, between students and fellow students. With duhur prayers in congregation, the values of togetherness, devotion, faith, success, communication, cohesiveness, harmony, and enthusiasm for better teaching and learning emerge. Of course, this makes students accustomed not only inside the school but outside the school in carrying out duhur prayers in congregation

Anjangsana and Muhadhoroh, One of the efforts made by the head of the madrasah for the formation of Islamic character is to hold Anjangsana and Muhadhoroh activities which are held once a month and are located at the house of one of the 6th grade students. This activity aims to establish friendships between students and also with the guardians of students who are occupied by the activity. That starting from the activities of Anjangsana and Muhadhoroh brings very positive benefits. That is the establishment of an educational partnership between the school and the guardians, besides that it is also a medium for the actualization of students in practicing the knowledge obtained from the school. And can also form the Islamic character of students at MI Al Karimah.

Supporting and Inhibiting Factors of Flagship Programs

One of the supporting factors for the sustainability of the flagship program in the context of forming students with Islamic character at MI Al Karimah is the high trust of students' parents in the school institution We often encounter in schools there are times when the program launched by the school has to clash with the will of the student's parents, this makes school activities not run optimally as they should. Indeed, he, the principal, did not deny that there was a skewed assumption from the community about MI Al Karimah, but administratively everything went well and could even be exempted from administrative dependency. The skewed news is only an assumption from the public.

This factor is the key to the success of school institutions in carrying out their programs because they have full support from students' parents. The establishment of good communication between school institutions and students' parents is also the key to success and determines the achievements of the students themselves in undergoing their learning activities at school. The school has provided a series of materials to educate a child until adulthood including his development. However, the responsibility of education is not solely the responsibility of the school. (Adilah & Suryana, 2021) The key to a good education is the involvement of adults, namely attentive parents. If parents are

directly involved in the education of children at school, then the child's achievement will increase. (Fitriah, Wildan, & Khusniyah, 2024)

The importance of infrastructure facilities in supporting all activities at school, but it is different from what is experienced by MI Al Karimah. The school does not have a proper prayer room, only a small room is used as a temporary prayer room so that students and teachers if they want to carry out dhuha prayers and congregational prayer duhur, they head to the prayer room near the school. And teachers and students must every day raise the sound used for loudspeakers during yaumiyah practice activities and dhuha prayers.

DISCUSSION

Islamic Character of MI Al Karimah Students

Islamic character in students at MI Al Karimah is categorized into two, the first is morals related to Allah (Hablum minallah), the second is morals related to others or (Hablum Minannas). Based on findings in the field, the morals of MI Al Karimah students are good. It is evidenced by the level of discipline of students in participating in various existing activities such as yaumiyah practices, carrying out congregational dzuha prayers, carrying out congregational dzuhur prayers, setting aside money for alms and infaq through planting a love of alms every Monday and Thursday and also carrying out routine pilgrimages twice a year, all of which are the morals of students who are related to Allah (Hablum Minallah).

Then the relationship with others (Hablum minannas) includes having a great concern for others and the surrounding environment. With a sense of care between others, it will give rise to a sense of affection. If affection exists between others, it will have an impact on the behavior of helping each other, maintaining harmony in friendship, respecting each other, advising each other, caring for the cleanliness of the environment, and maintaining order, comfort, and security together. In addition, it also has a big soul that is easy to forgive and apologize.

The principal's strategy in forming students with Islamic character at MI Al Karimah

To instill Islamic values, a teacher who serves as a principal is not only responsible for the implementation of teaching and learning activities in his school but also needs to instill noble moral values in his students. This is very important because by having these noble morals, whatever is done will have commendable qualities that are guided by the prevailing religious norms. The strategy carried out by the principal in improving noble morals through instilling noble moral values in students is in two ways, first, through learning in the classroom. Teachers give good advice or advice to students by taking good stories or stories sourced from the Qur'an, hadith, and Islamic histories so that students are motivated to do good things in daily life. The second is when the ceremony takes place. This moment is very suitable for the principal to use in conveying his advice as a whole. So that the inculcation of noble moral values to students is very right on target. Providing a good example, the role model of school leaders has an important role

for the madrasah residents they lead. If the principal is able to become a figure who can be exemplified both from his discipline, he said, and his attitude behavior, it is not surprising that madrasah residents also have a good personality.

Habituating things that contain religious values through flagship programs, the strategy carried out by the principal in improving the noble morals of students is by habituating things that contain religious values. Among them, namely, 1) reading short letters and daily prayers as well as congregational dhuha prayers (yaumiyah practice), 2) reading and writing the Al Quran (BTQ), 3) congregational Dhuhur prayers, 4) Anjangsana and Muhadhoroh once a month and getting used to infaq every Friday and holding a regular grave pilgrimage agenda, namely twice a year. By habituating activities that contain religious values, it will make students have Islamic Character.

Periodic evaluation, the Head of Madrasah carries out regular evaluations which are held on Saturday for weekly evaluations and on the 28th of every month for monthly evaluations. This activity was carried out to find existing problems as well as analyze potential problems and find solutions to these problems. This activity must be attended by all educators and education staff at Madrasah Ibtidaiyyah Al Karimah. The discussion not only includes teaching and learning activities, but also all main and supporting aspects of teaching and learning activities and the implementation of flagship programs.

Supporting and Inhibiting Factors of Superior Programs

Based on the results of observations and interviews, the researcher can present the results of the research on the supporting and inhibiting factors of the principal's efforts in improving the noble character of students at MI Al Karimah, as follows:

Principal Support, In the implementation of the Superior Program, the Head of the Madrasah is always present and gives a briefing before the activity is carried out. The presence and direction carried out by the Head of the Madrasah are certainly a motivation for teachers who are in charge of handling activities and also make all students more serious in carrying out activities.

Cooperation of all Teacher Councils, As a form of solidarity, all teacher councils participate in the flagship programs implemented. In fact, the implementers of the flagship program are religious waka and student waka. However, thanks to the presence of all teacher councils during the implementation of the activity, (Fitriah et al., 2024) makes the closer cooperation of all teacher councils and students more orderly because all teacher councils participate in supervising the course of the activity.

Support from students' parents, Anjangsana and muhadhoroh activities are carried out at the homes of grade 6 students and are carried out once a month. All equipment preparation and consumption are borne 80% by the guardians and 20% from the school. This activity is not only a flagship program that functions for character building, but also a partnership with guardians to increase the closeness of emotional relationships in order to realize the goal of the madrasah, which is to form Islamic character.

School Environment, The flagship program in the form of Yaumiyah Practice is carried out in the Musholla outside the Madrasah Ibtidaiyyah Al Karimah building, this is done because Madrasah Ibtidaiyyah Al Karimah does not have a prayer room in the building. Takmir Musholla and residents in the musholla environment are very happy because the musholla in their neighborhood is occupied for this activity. Even residents also help to prepare and clean before the Yaumiyah Practice activities are carried out.

The factors that hinder the efforts of school principals in forming students with Islamic character are: 1) Parental Supervision, For residents who live in the city, of course, they are required to be able to meet economic needs by working around the clock in order to meet their primary and secondary needs. The high activity of parents makes weak supervision on the learning outcomes captured by Madrasah Ibtidaiyyah Al Karimah students and also the implementation of daily worship activities. In addition, when at home, children tend to play cellphones more often than reading textbooks. 2) Associations outside of school, Madrasah Ibtidaiyyah Al Karimah students on average live in Balongsari Village, Mojokerto City with modernization conditions and also social problems. So that the influence of student associations cannot be controlled or controlled. So that the habituation carried out at school must also be carried out at the student's home continuously. This requires maximum parental supervision so that students avoid bad influences from their peers. 3) School Facilities and Infrastructure, The importance of infrastructure facilities in supporting all activities at school, but it is different from what is experienced by MI Al Karimah. The school does not have a proper prayer room, only a small room is used as a temporary prayer room so that students and teachers if they want to carry out dhuha prayers and congregational prayer duhur, they head to the prayer room near the school. And teachers and students must every day raise the sound used for loudspeakers during yaumiyah practice activities and dhuha prayers.

CONCLUSION

The Islamic character of students at MI Al Karimah has what is evident in their behavior in daily activities, namely; including: students greet and shake hands when meeting with teachers, students say greetings before entering the office room, memorize short letters and always pray before and after starting activities, can read and write the Quran, always carry out dhuha and dhuhur prayers when at school and at home, and they are more confident when assigned to appear in religious activities in the environment where they live, such as during the Maulid Diba' event and other events.

The Principal's strategy in the formation of Islamic character at MI Al Karimah is to make plans, organize, implement, supervise and evaluate the flagship programs, namely: the reading of short letters and daily prayers as well as congregational dhuha prayers (yaumiyah practices), the reading and writing of the Al Quran (BTQ), Dhuhur Prayer in Congregation, Anjongsana and Muhadhoroh once a month. This is an activity that is an effort to form students with Islamic character at MI Al Karimah.

Supporting and inhibiting factors in the formation of students with Islamic character are the supporting factors of the sustainability of school programs in the

context of the formation of students with Islamic character at MI Al Karimah 1) Support of the principal. 2) Cooperation of all teachers' councils. 3) Support for students' parents. 4) School environment. The inhibiting factors in the formation of students with Islamic character are: weak parental supervision, association of children outside of school, lack of facilities and infrastructure, in this case MI Al Karimah does not have a proper prayer room for the implementation of congregational prayers.

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