Character Education Management Through Intracurricular, Co-curricular, and Extracurricular Activities in Schools

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Abstract :

Character education in schools is becoming increasingly important in the formation of students' noble values in the complex modern era. However, the implementation of systematic and integrated character education management still faces various challenges in the field, including in the integration of character values into intracurricular, co-curricular, and extracurricular activities. This study aims to explore the implementation of character education management at MAN Kota Pasuruan. The research method used is a descriptive qualitative approach, with data collection techniques through in-depth interviews, observation, and documentation. The results show that MAN Kota Pasuruan has succeeded in effectively integrating character values into the curriculum through the Pancasila *Rahmatan lil 'Alamin* project, as well as implementing a holistic assessment system that includes cognitive and character aspects of students. This study provides theoretical contributions by strengthening the understanding of the interaction of various approaches to character education, as well as practical recommendations for the development of character education programs in other madrasas. These findings are expected to be a reference for educational institutions in increasing the effectiveness of character education through systematic and collaborative management.

Keywords: *Character Education, Intracurricular, Co-curricular, Extracurricular*

Abstrak :

Pendidikan karakter di sekolah menjadi semakin penting dalam pembentukan nilai-nilai luhur siswa di era modern yang kompleks. Namun, penerapan manajemen pendidikan karakter yang sistematik dan terintegrasi masih mengalami berbagai tantangan di lapangan, termasuk dalam pengintegrasian nilai-nilai karakter ke dalam kegiatan intrakurikuler, ko-kurikuler, dan ekstrakurikuler. Penelitian ini bertujuan untuk mengeksplorasi implementasi manajemen pendidikan karakter di MAN Kota Pasuruan. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif, dengan teknik pengumpulan data melalui wawancara mendalam, observasi, dan dokumentasi. Hasil menunjukkan bahwa MAN Kota Pasuruan berhasil mengintegrasikan nilai-nilai karakter secara efektif ke dalam kurikulum melalui proyek Pancasila *Rahmatan lil 'Alamin*, serta menerapkan sistem penilaian holistik yang mencakup aspek kognitif dan karakter siswa. Penelitian ini memberikan kontribusi teoretis dengan memperkuat pemahaman tentang interaksi berbagai pendekatan pendidikan karakter, serta rekomendasi praktis untuk pengembangan program pendidikan karakter di madrasah lain. Temuan ini diharapkan dapat menjadi acuan bagi lembaga pendidikan dalam meningkatkan efektivitas pendidikan karakter melalui manajemen yang sistematis dan kolaboratif.

Kata Kunci: *Pendidikan Karakter, Intrakurikuler, Kokurikuler, Ekstrakurikuler*

INTRODUCTION

Character education management is a process of planning, organizing, implementing, and supervising in a systematic effort to shape the character of students through various educational activities. In its implementation, character education needs to be managed professionally and in a structured manner to achieve optimal results. This management includes three main lines of activity that are mutually integrated and support each other in shaping the character of students. Without good management, character education programs will only be routine activities without significant impact.[1]

Intracurricular activities, as the main path of character education, are implemented through face-to-face learning in the classroom that is structured in the curriculum. This process involves the integration of character values into each subject, the development of learning plans that include character aspects, and the use of learning methods that support character strengthening. However, several challenges are still faced in its implementation, such as limited teacher competence in integrating character values and difficulties in measuring student character achievement. Limited learning time and a focus that is still dominant on cognitive aspects are also obstacles that need to be overcome. To overcome this, schools need to develop a comprehensive assessment system that not only measures aspects of knowledge but also attitudes and behavior.[2]

As a supporter of intracurricular activities, co-curricular activities play an important role in strengthening the character formation of students. These activities can be in the form of assignments related to character values, social community projects, educational visits, and simple research. In its management, aspects such as planning activities that are in line with learning, coordination between subject teachers, an integrated evaluation system, and funding and resources need to be considered carefully. Co-curricular activities also provide opportunities for students to apply the values they learn in a more practical context that is relevant to everyday life.[3]

Meanwhile, extracurricular activities as a path for self-development outside of regular school hours offer a wider space for students to develop their character. Through various activities such as OSIS, religious activities, scouts, sports, and arts and culture, students can develop character values more practically and experientially. Management of extracurricular activities requires systematic program planning, clear division of supervisor tasks, adequate allocation of resources, and an effective monitoring and evaluation system. Extracurricular

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[1] Sulis Rokhmawanto and Siti Fatimah, "Manajemen Pendidikan Karakter Di MTs Negeri 5 Kebumen (Pembiasaan, Keteladanan Dan Karakter)," *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam* 8, no. 1 (June 16, 2021): 1–15, https://doi.org/10.33507/an-nidzam.v8i1.344.

[2] Idrus L, "Evaluasi Dalam Proses Pembelajaran," *Adaara: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (August 1, 2019): 920–35, https://doi.org/10.35673/ajmpi.v9i2.427.

[3] Shaikh Rezwan Rahman et al., "Effects of Co-Curricular Activities on Student's Academic Performance by Machine Learning," *Current Research in Behavioral Sciences* 2 (November 2021): 100057, https://doi.org/10.1016/j.crbeha.2021.100057.

activities also play an important role in developing students' talents and interests while instilling values such as discipline, cooperation, and responsibility.[4]

To optimize the management of the three activity paths, the development of an integrated management system is very important. This includes the integration of planning for the three activity paths, coordination between activity managers, a comprehensive evaluation system, and the use of information technology in management. In addition, strengthening the capacity of educators and education personnel through various training and workshops is also needed to ensure that the program implementation runs smoothly. This integrated management also requires support from various stakeholders, including parents and the surrounding community.

The development of school culture also plays a key role in the success of character education management. Through the habituation of character values, role models from educators, the creation of a supportive environment, and the involvement of the entire school community, character values can be embedded more strongly in students. This shows that character education management is not just about program management but also about creating an ecosystem that supports character formation. A positive school culture will create a conducive environment for the formation of student character.[5]

Furthermore, the implementation of character education management needs to be supported by a comprehensive and sustainable evaluation system. This evaluation does not only include an assessment of student achievement, but also the effectiveness of the program and the performance of educators. The evaluation results can be used as a basis for improvement and development of the program in the future. In addition, good documentation and reporting are also needed to ensure program accountability and facilitate the process of sharing good practices between schools.[6]

Parental and community involvement is also an important aspect in character education management. Schools need to build strong partnerships with parents and the community to ensure consistency in character development between school and home. Parenting programs, regular communication with parents, and community involvement in school activities can strengthen the impact of character education programs. Synergy between schools, families, and communities will create an environment that supports optimal character formation of students.

In a broader context, character education management also needs to consider technological developments and the challenges of the times. Schools need to develop programs that are relevant to the needs of students in the digital era, including strengthening digital literacy and character formation in the use of technology. Character education programs also need to respond to contemporary issues such as radicalism, intolerance, and moral degradation that are challenges for the younger generation.

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[4] Intan Oktaviani Agustina et al., "Peran Kegiatan Ekstrakurikuler Dalam Pembinaan Dan Pengembangan Siswa Sekolah Dasar," *Jurnal Bintang Pendidikan Indonesia* 1, no. 4 (August 23, 2023): 86–96, https://doi.org/10.55606/jubpi.v1i4.2001.

[5] Suwarni Suwarni, "Peran Budaya Sekolah Dalam Menciptakan Lingkungan Belajar Yang Kondusif," *ITQAN: Jurnal Ilmu-Ilmu Kependidikan* 13, no. 2 (December 31, 2022): 241–54, https://doi.org/10.47766/itqan.v13i2.197.

[6] Shelty Deity Meity Sumual et al., "Kajian Pengelolaan Dan Pengawasan Bantuan Dana Operasional Sekolah" 6, no. 4 (2024): 19966–75, https://doi.org/10.31004/joe.v6i4.6031.

Ultimately, the success of character education management will depend heavily on the commitment and consistency of all stakeholders in implementing the planned programs. Strong leadership, adequate resource support, and active participation of all school residents are key factors in realizing the goals of character education. Through effective and sustainable management, schools can contribute to forming a generation that is not only academically intelligent but also has a strong character.[7]

In addition, it is also necessary to further study the factors that support and inhibit the implementation of character education management in intracurricular, co-curricular, and extracurricular activities. Identification of supporting factors can help schools optimize their resources and potential, while understanding inhibiting factors is needed to formulate appropriate strategies in overcoming various obstacles faced. Analysis of these two aspects will provide a comprehensive picture of the real conditions of character education implementation in schools and the steps needed to improve its effectiveness.

Previous studies on character education generally focused on the implementation of character education in classroom learning or extracurricular activities separately. Such as the research conducted by Suratman et al.,[8] Rindrayani,[9] Nuryanti et al.,[10] Sari et al.,[11] Muslim,[12] and Afresda et al.[13] Meanwhile, research that integrates character education management through three aspects of intracurricular, co-curricular, and extracurricular activities is still limited. This gap is what attracts researchers to conduct research related to this. So it will be studied how these three aspects can be utilized as a medium for character formation of students in schools.

RESEARCH METHOD

This research method uses a descriptive qualitative approach, which aims to provide a systematic, factual, and accurate picture of the facts and relationships between various phenomena related to character education management. This study focuses on current phenomena and involves the process of collecting, organizing, analyzing, and interpreting data obtained from the field. The research was

[7] Safparudin Safparudin et al., "Peran Manajemen Sekolah Dalam Mewujudkan Pendidikan Karakter Perspektif Imam Al-Ghazali," *SAP (Susunan Artikel Pendidikan)* 9, no. 1 (August 5, 2024): 144, https://doi.org/10.30998/sap.v9i1.24340.

[8] Suratman Suratman, Muhammad Fauzan Muttaqin, and Feny Nida Fitriyani, "Internalisasi Nilai Karakter Melalui Kegiatan Ekstrakurikuler Pramuka Di Sekolah Dasar," *Pedagogi: Jurnal Penelitian Pendidikan* 11, no. 1 (May 31, 2024): 57–66, https://doi.org/10.25134/pedagogi.v11i1.9526.

[9] Sulastri Rini Rindrayani, "The Implementation of Character Education in Indonesia High School Curriculum Program," *Universal Journal of Educational Research* 8, no. 1 (January 2020): 304–12, https://doi.org/10.13189/ujer.2020.080137.

[10] Lena Nuryanti, Deni Darmawan, and Achmad Hufad, "The Implementation Model of Character Building in Curriculum 2013 Through The Scout Movement as A Required Extracurricular in Primary And Secondary Education," *Advances in Science, Technology and Engineering Systems Journal* 5, no. 1 (February 2020): 361–67, https://doi.org/10.25046/aj050146.

[11] Vina Kurnia Sari et al., "Implementasi Pendidikan Karakter Berbasis Nilai-Nilai Antikorupsi Melalui Ekstrakurikuler Dan Pembiasaan Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (July 11, 2021): 2106–15, https://doi.org/10.31004/basicedu.v5i4.1167.

[12] Bukhori Muslim, "Manajemen Pendidikan Karakter Pada Kegiatan Intrakurikuler, Kokurikuler Dan Ekstrakurikuler Di MI Pembangunan UIN Jakarta," *eL Bidayah: Journal of Islamic Elementary Education* 3, no. 2 (September 30, 2021): 131–44, https://doi.org/10.33367/jiee.v3i2.1799.

[13] Siska Afresda, Moh. Toharudin, and Diah Sunarsih, "Penanaman Pendidikan Karakter Profil Pelajar Pancasila Melalui Kegiatan Ekstrakurikuler Pramuka," *Journal on Education* 6, no. 1 (August 29, 2023): 8021–40, https://doi.org/10.31004/joe.v6i1.4215.

conducted at MAN Kota Pasuruan, with data collection techniques in the form of observation, interviews, and documentation. The researcher conducted an in-depth interview with the vice principal for curriculum to obtain a general picture of character education management in intracurricular, co-curricular, and extracurricular activities. The purpose of this interview was to dig deeper for information so that the data obtained could provide a comprehensive description and in-depth analysis of the application of character education management in various types of activities in schools. In addition, the researcher also conducted direct observations of the implementation of activities in the field in order to understand the character practices that occur in reality. Documents relevant to character education management were collected and reviewed to enrich the data and strengthen the research findings. Through a combination of these data collection techniques, this study is expected to provide a deep and holistic understanding of the efforts made by MAN Kota Pasuruan in integrating character education into intracurricular, co-curricular, and extracurricular activities.

FINDINGS AND DISCUSSION
Character Education Management in Intracurricular, Co-curricular, and Extracurricular Activities

In the context of character education in educational institutions, character education management is an effort to condition all school resources to jointly implement noble values. Its implementation must be carried out integratively because it is an inseparable part of the school-based quality improvement management program, which includes development, implementation, and evaluation activities in each education unit.[14] Based on the guidelines of the Ministry of National Education's Curriculum Center, the implementation of character education is carried out through various channels, including classroom learning, school culture development, learning activity centers, and co-curricular and extracurricular activities.[15] This is in line with the goal of education that does not only focus on the cognitive intelligence of students but also their spiritual aspects. Achieving this goal requires continuous efforts, patience, seriousness, and the active involvement of all education stakeholders. In addition, optimal management of education components is also needed, starting from curriculum development, learning and assessment processes, management of subjects and schools, empowerment of facilities and infrastructure, management of financing, to the formation of a work ethic for all school residents through various intracurricular, co-curricular, and extracurricular activities.

Through an interview, the vice principal explained that,

> "We consider character education to be very important in student learning. Therefore, we systematically integrate character values into the curriculum through the Pancasila Rahmatan lil 'Alamin Student Profile Strengthening Project (P5 RA). This program emphasizes not only academic aspects but also the development of student character by involving them in projects that apply Pancasila values in everyday life,

[14] Muhamad Zaedi and Redha Dwi Rizkia, "Analisis Model Pembelajaran Berkarakter Dan Relevansinya Terhadap Pendidikan Islam (Studi Analisis Manajemen Pendidikan Karakter Perspektif E. Mulyasa)," *Risâlah, Jurnal Pendidikan Dan Studi Islam* 6, no. 1 (September 3, 2019): 20–39, https://doi.org/10.31943/jurnal_risalah.v6i1.105.
[15] Zaedi and Rizkia.

including linking subject matter to relevant social issues. This aims for students to not only understand the theory but also be able to act in accordance with these values."

Based on the interview results, it shows that MAN Kota Pasuruan has implemented character education systematically and integrated into various aspects of learning. In terms of planning, the school has succeeded in integrating character values into the curriculum through the Pancasila *Rahmatan lil 'Alamin* Student Profile Strengthening Project (P5 RA). This approach is in line with Lickona's theory which emphasizes the importance of teaching basic virtues such as honesty, responsibility, and respect in every aspect of learning.[16] Lickona asserts that character education must include three main components: moral knowing, moral feeling, and moral action.[17] These three components are integrated in the holistic assessment system implemented at MAN Kota Pasuruan, which combines cognitive aspects and character assessment in student attitudes and behavior.

An effective character education approach is implemented by MAN Kota Pasuruan, where character values are integrated into all aspects of school life. They emphasize that successful character education requires a comprehensive approach that involves the entire school community. This is reflected in the school's co-curricular and extracurricular activities, where character values are adjusted to the characteristics of each activity. This approach emphasizes the importance of direct observation and experience in character formation. The implementation of character values in extracurricular activities shows that each student has different intelligence.[18] Sports extracurricular activities, for example, not only develop kinesthetic intelligence but also instill values of discipline and sportsmanship. Meanwhile, religious extracurricular activities develop spiritual and existential intelligence while strengthening moral and ethical values. This multi-dimensional approach allows students to internalize character values through various learning paths that suit their tendencies and interests.

The organization of character education at MAN Kota Pasuruan adopts an integrated approach supported by Vygotsky's theory of the Zone of Proximal Development where Vygotsky emphasizes the importance of social interaction and guidance from more expert people in the learning process.[19] In the context of character education, teachers and school staff act as facilitators who help students develop their character through appropriate scaffolding. This is reinforced by Bronfenbrenner's Ecological Systems theory which emphasizes the importance of interaction between individuals and various systems in their environment in character formation.

An effective coordination system between teachers and standardization of

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[16] Fathurrahman Fathurrahman, "Hakikat Nilai Hormat Dan Tanggung Jawab Perspektif Thomas Lickona & Perspektif Islam (Sebuah Pendekatan Integratif-Intorkonektif)," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 5, no. 2 (December 19, 2020), https://doi.org/10.24235/tarbawi.v5i2.6576.

[17] Fathurrahman.

[18] M Misran and Robiah, "Implementasi Kegiatan Ekstrakulikuler Dalam Membentuk Karakter Religius Siswa Di SMPN 04 Bantan," *Kaisa: Jurnal Pendidikan Dan Pembelajaran* 4, no. 1 (June 30, 2024): 49–57, https://doi.org/10.56633/kaisa.v4i1.881.

[19] Susanti Etnawati, "Implementasi Teori Vygotsky Terhadap Perkembangan Bahasa Anak Usia Dini," *Jurnal Pendidikan* 22, no. 2 (January 26, 2022): 130–38, https://doi.org/10.52850/jpn.v22i2.3824.

character assessments are the keys to the success of this organization.[20] In the theory of moral development, it is emphasized that moral development occurs through stages that require consistent stimulation and support from the environment. MAN Kota Pasuruan implements this through a standardized and consistent character assessment system across all subjects, creating an environment that supports students' optimal moral development.

Regarding time discipline, neatness, politeness, and carrying out daily worship, the vice principal explained that,

> "*Here, we focus on character building of students through time discipline, neatness, politeness, and daily worship. We implement strict entry and exit rules to encourage students to respect time. In terms of neatness, we invite students to wear neat and clean uniforms as a reflection of discipline. We also emphasize politeness through educational programs on speaking and interacting ethics. In addition, we provide special time for students to carry out daily worship, as well as hold religious activities to increase spirituality. With this habit, we hope that students will become individuals who are disciplined, have character, and integrity.*"

Based on the interview results, it can be concluded that in MAN Kota Pasuruan, students have been accustomed to implementing time discipline, neatness, politeness, and carrying out daily worship. This approach explains how repeated social practices can form a permanent disposition in an individual. In addition, students do not only receive character values passively, but actively construct their understanding through direct experience and reflection. The monitoring and evaluation system at MAN Kota Pasuruan applies a behaviorism approach through a monthly "best student" program and a sanction mechanism for violations. Recognition and appreciation are important needs in individual development. The reward and sanction programs implemented not only function as a means of controlling behavior, but also as intrinsic motivation for students to develop positive character.[21] MAN Kota Pasuruan implements this through a supervision system that is not only punitive but also supports the development of student self-regulation. The school discipline team plays a role not only in enforcing the rules, but also in guiding and providing support for the development of student character.

The findings of this study provide important implications, both theoretically and practically. Theoretically, this study confirms and enriches the understanding of the interaction of various theories of character education in the context of madrasah education. The character value integration model applied by MAN Kota Pasuruan shows how various theoretical approaches can be synergized to create an effective character education program. Practically, the results of the study can be a reference for the development of character education programs in other madrasahs. To improve the effectiveness of the program, it is recommended to strengthen the data-based monitoring and evaluation system, develop sustainable teacher training programs, increase parental and community involvement through structured

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[20] Rony Rony and Siti Ainun Jariyah, "Urgensi Pendidikan Karakter Dalam Membentuk Akhlak Peserta Didik," *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (June 23, 2021): 79–100, https://doi.org/10.31538/tijie.v1i1.18.

[21] Fathur Rokhman et al., "Character Education for Golden Generation 2045 (National Character Building for Indonesian Golden Years)," *Procedia - Social and Behavioral Sciences* 141 (August 2014): 1161–65, https://doi.org/10.1016/j.sbspro.2014.05.197.

partnership programs, and systematic documentation and dissemination of good practices.[22]

The successful implementation of character education at MAN Kota Pasuruan reflects the importance of a systemic and integrated approach in shaping students' character. The model applied shows that effective character education requires synergy between various components of education, from the formal curriculum to school culture. Further research is needed to measure the long-term impact of the implementation of this program, especially in the context of rapid social change and increasingly complex global challenges. A longitudinal study of the character development of madrasah alumni and its influence on their success in professional and social life will provide a deeper understanding of the effectiveness of the implemented character education program.

Supporting and Inhibiting Factors of Character Education Management in Intracurricular, Co-curricular, and Extracurricular Activities

Supporting and inhibiting factors in the management of character education in intracurricular, co-curricular, and extracurricular activities at MAN Kota Pasuruan consist of internal and external factors. Internal factors include support from the madrasah and students' families, both of which greatly influence the success of character education.[23] In this case, the role of madrasahs as formal educational institutions becomes very important, especially in providing consistent and continuous programs to develop students' character.[24] In addition, family support is also a major determinant, as explained by the vice principal that,

> "*Family support is very important in character education at MAN Kota Pasuruan. When parents understand and apply the values we teach, the synergy between family and school will be strong. We involve parents through meetings and workshops to explain the importance of character education. Consistent application of values such as discipline and politeness at home and school will strengthen the formation of students' character. We are committed to building a solid partnership with families to achieve this goal.*"

Indeed, family support is the main determinant. If parents support and understand the character education program implemented in the madrasah, and apply similar values at home, then the synergy between family and madrasah can be a very strong supporting factor in forming a balanced student character.[25]

On the other hand, inhibiting factors can also arise from within, especially if there are differences in approaches to supervision and character education at the madrasah and at home. This inconsistency can confuse students, especially if the characters taught at the madrasah are not implemented or reinforced at home. This condition can hinder the madrasah's efforts to instill character values

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[22] I Wayan Eka Santika, "Pendidikan Karakter Pada Pembelajaran Daring," *Indonesian Values and Character Education Journal* 3, no. 1 (August 6, 2020): 8–19, https://doi.org/10.23887/ivcej.v3i1.27830.

[23] Nurhidaya Nurhidaya, Adri Lundeto, and Meiskyarti Luma, "Peran Guru Kelas Dalam Pembentukan Karakter Siswa Kelas III Di Madrasah Ibtidaiyah," *Journal of Elementary Educational Research* 1, no. 2 (December 21, 2021): 56–67, https://doi.org/10.30984/jeer.v1i2.68.

[24] Niken Sri Hartati, Andi Thahir, and Ahmad Fauzan, "Manajemen Program Penguatan Pendidikan Karakter Melalui Pembelajaran Daring Dan Luring Di Masa Pandemi Covid 19-New Normal," *El-Idare: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (December 22, 2020): 97–116, https://doi.org/10.19109/elidare.v6i2.6915.

[25] Djeprin E. Hulawa, "Al-Zarnuji's Character Concept in Strengthening Character Education in Indonesia," *Jurnal Pendidikan Islam* 4, no. 2 (January 25, 2019): 25–40, https://doi.org/10.15575/jpi.v4i2.2395.

comprehensively. This is as explained by the vice principal that, "*Inhibiting factors arise from differences in approaches between supervision at school and at home. This inconsistency confuses students if madrasah values are not reinforced at home.*"

In addition to internal factors, the vice principal explained that external factors also influence the success of character education at MAN Kota Pasuruan. The surrounding environment, both at school, home, and the general public, plays an important role in shaping students' character. If the environment outside the madrasah supports the values taught at school, such as honesty, discipline, and responsibility, then students will find it easier to internalize these values.[26] On the other hand, if the surrounding environment is not in harmony or even contradicts the character values that are being pursued in the madrasah, such as negative behavior or a culture that does not support it, this can be a serious obstacle in the formation of students' character.

Based on this situation, the madrasah and family need to work together to ensure that students continue to receive consistent supervision and guidance so that the character values taught in schools can be firmly embedded even though students are in a less conducive environment. Thus, the success of character education management at MAN Kota Pasuruan is greatly influenced by the cooperation between the madrasah, family, and supportive social environment, as well as efforts to overcome challenges that arise from internal and external factors.

CONCLUSION

Based on the results of research related to the implementation of character education at MAN Kota Pasuruan, it can be concluded that the madrasah has succeeded in implementing character education systematically and integrated into various aspects of learning. This success can be seen from the integration of character values into the curriculum through the Pancasila *Rahmatan lil 'Alamin* Student Profile Strengthening Project (P5 RA). In its implementation, the madrasah applies a holistic assessment system that combines cognitive aspects and character assessment in student attitudes and behavior. This program is supported through various intracurricular, co-curricular, and extracurricular activities that are adjusted to the characteristics of each activity.

The character education organization system at MAN Kota Pasuruan is implemented through effective coordination between teachers and standardization of character assessment. The implementation of the program is carried out through consistent daily habits, including time discipline, neatness, politeness, and implementation of daily worship. The monitoring and evaluation system is implemented through the monthly "best student" program and a sanction mechanism for violations, which not only functions as a means of controlling behavior but also as motivation for students to develop positive character.

In its implementation, several supporting and inhibiting factors were found, both internal and external. Internal factors include support from the madrasah in the form of consistent programs and the role of the family in strengthening character values. However, inconsistency in supervision between the madrasah and the home can be an obstacle. External factors include the influence of the surrounding environment, both supportive and less conducive to the formation of student

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[26] Hartati, Thahir, and Fauzan, "Manajemen Program Penguatan Pendidikan Karakter Melalui Pembelajaran Daring Dan Luring Di Masa Pandemi Covid 19-New Normal."

character. To increase the effectiveness of the program, it is necessary to strengthen the data-based monitoring and evaluation system, develop ongoing teacher training programs, increase parental and community involvement, and systematically document and disseminate good practices. The successful implementation of character education at MAN Kota Pasuruan shows that a systemic and integrated approach, as well as active collaboration from all education stakeholders, are key to forming student character in accordance with the expected values.

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