BUILDING STRONG FOUNDATIONS, EDUCATIONAL MANAGEMENT'S CONTRIBUTION TO CHARACTER EDUCATION AND GRADUATE QUALITY ENHANCEMENT

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Abstract. This research aims to discuss educational management's role in improving graduates' quality through character education at MA Al Qodiri Jember and MBI Amantul Ummah Pacet Mojokerto. The discussion reveals the concepts and implications of the role of educational management in the context of two Islamic boarding school-based schools using multi-site qualitative research methods. Data was obtained through closed interviews, documentation, and discussion forums to fulfill the research, and then the data was analyzed through triangulation. Educational management at both schools plays a crucial role in emphasizing student character formation. Developing a curriculum oriented towards character education and implementing character education programs is the main focus in producing graduates who are academically superior and have good character. With a directed and integrated approach, MA Al Qodiri Jember and MBI Amantul Ummah Pacet Mojokerto emphasized that character education is not just an addition but the essence of education itself, which forms quality individuals who are ready to contribute positively to society. This research underlines the importance of character education in forming a young generation who is solid and responsible in facing future challenges.
Keywords. Educational Management, Character Education, Graduate Quality

Abstrak. *Penelitian ini bertujuan untuk membahas peran manajemen pendidikan dalam meningkatkan kualitas lulusan melalui pendidikan karakter di MA Al Qodiri Jember dan MBI Amantul Ummah Pacet Mojokerto. Pembahasan mengungkap konsep dan implikasi peran manajemen pendidikan dalam konteks dua sekolah berbasis pesantren dengan menggunakan metode penelitian kualitatif multi situs. Data diperoleh melalui wawancara tertutup, dokumentasi, dan forum diskusi untuk memenuhi penelitian, kemudian data dianalisis melalui triangulasi. Manajemen pendidikan di kedua sekolah berperan penting dalam menekankan pembentukan karakter siswa. Mengembangkan kurikulum yang berorientasi pada pendidikan karakter dan melaksanakan program pendidikan karakter menjadi fokus utama dalam menghasilkan lulusan yang unggul secara akademik dan berkarakter baik. Dengan pendekatan yang terarah dan terpadu, MA Al Qodiri Jember dan MBI Amantul Ummah Pacet Mojokerto menegaskan bahwa pendidikan karakter bukan sekedar tambahan melainkan hakikat pendidikan itu sendiri, yaitu membentuk individu-individu berkualitas yang siap memberikan kontribusi positif kepada masyarakat. Penelitian ini menggarisbawahi pentingnya pendidikan karakter dalam membentuk generasi muda yang tangguh dan bertanggung jawab dalam menghadapi tantangan masa depan.*
Kata kunci. *Manajemen Pendidikan, Pendidikan Karakter, Mutu Lulusan*

A. INTRODUCTION

Cultivating academic knowledge has long been regarded as paramount; education is the facilitator in this case (Arvanitis, 2021; Bøe & Debesay, 2021; Brennan & Gorman, 2023). However, alongside intellectual development, the importance of nurturing character traits and ethical values

in students has garnered increasing recognition (Kurniati, Nurdin, & Nurasmawati, 2020; Mansilla & Wilson, 2020; Vanessa R & Krystyna C, 2020). Character education, encompassing the deliberate effort to instill virtues such as integrity, empathy, and responsibility, plays a pivotal role in shaping students into well-rounded individuals equipped to navigate the complexities of the modern world (Sarbaitinil, Rudagi, Rahmat, Elfemi, & Isnaini, 2023). Unlike academic achievements that standardized tests can measure, character attributes are less tangible but equally essential for personal and societal success.

Character education extends beyond the confines of the classroom, permeating every aspect of students' lives and interactions (Purnama & Asdlori, 2023). It equips them with the moral compass to make principled decisions, navigate ethical dilemmas, and contribute positively to their communities (Arifin, Zaini, & Sanjani, 2024; Liu et al., 2022; M. Fahim Tharaba, Nur, Mukhlisin, Noviyanti, & Sanjani, 2023). By fostering traits like honesty, respect, and resilience, character education lays the foundation for students to become academically proficient and morally upright citizens capable of upholding societal values and norms (Imawan & Ismail, 2023).

Character education catalyzes holistic development, addressing student growth's social, emotional, and ethical dimensions (Munawar, Musyarofah, Fadilah, & Lestariningsih, 2024; Steć & Kulik, 2021; Zhao, Zhao, & Shi, 2023). The thoughts of leading figures such as Thomas Lickona, an educational psychologist famous for his phenomenal book *"Education for Character"*, view character education as a systematic process for forming excellent and moral behavior in individuals (Arif, Abdurakhmonovich, & Dorloh, 2023; Mintarsih, Abustan, & Gayo, 2022; Muthoharoh & Miftahuddin, 2021). For him, character education involves efforts to help individuals develop values, attitudes, and skills that will guide them to become good and responsible citizens in society. This holistic approach includes cognitive, affective, and behavioral aspects, emphasizing the integration of moral values in the formal education curriculum and the development of an educational environment that supports the formation of good character (Muhtar, Supriyadi, & Lengkana, 2020; Wortham, Love-Jones, Peters, Morris, & García-Huidobro, 2020). Character education is about providing academic knowledge and forming a complete personality and strong morals in each individual (Intania & Sutama, 2020; Komariah & Nihayah, 2023; Peterson, 2020). Ki Hajar Dewantara believed that character education must include learning moral values, ethics, and social skills to help students become responsible humans and contribute positively to society (Ananto Wibowo, Wulandari Iman Utama, & Bagas Arwansyah, 2022; Haryati & Suciptaningsih, 2020; Siswantara, Suryadi, Hidayat, Ganeswara, & Sirait, 2023).

Character education has become a primary focus in educational discourse today, with increasing recognition of its enormous impact on the quality of graduates (Imroatun, Widat, Fauziddin, Farida, & Maryam, 2021; Zakso, Agung, Susanto, & Capnary, 2021). The phenomenon of character education includes a deliberate and systematic approach to fostering students' moral and ethical development in addition to their academic activities (Isroani & Huda, 2022; Muthohar, 2021; Muthoharoh & Miftahuddin, 2021). This principle recognizes that the ultimate goal of education is more than just acquiring knowledge and skills; it also includes the development of a virtuous character that is essential for success in life (Kotzee, Carter, & Siegel, 2021). The quality of graduates produced by educational institutions is not solely determined by academic achievement but also by moral integrity, social responsibility, and ethical decision-making (Guerrero-Dib, Portales, & Heredia-Escorza, 2020). Character education plays a critical role in shaping these attributes, equipping students with the tools to navigate the world's complexities with integrity and compassion (Sanjani, Ridlo, & Yanti, 2023; "The Role of Character Development in Islamic Relig," 2023). Therefore, the integration of character education into the school curriculum is now

increasingly recognized as a critical factor in improving the overall quality of graduates.

The connection between educational management and character education is inseparable in developing graduates' quality(Yuliana, Sugiyono, & Mehta, 2021). In educational institutions, effective educational management, a conducive school environment, a supportive organizational culture, and adequate infrastructure determine the basis for implementing character education initiatives (Ilham, 2021). Ultimately, by prioritizing the connection between educational management and character education, educational institutions can nurture well-rounded individuals who are academically competent and possess strong moral character and values.

Effective education management is characterized by visionary leadership, collaborative decision-making, and a focus on continuous improvement to enhance the overall quality of education (Durairaj et al., 2024; Herminingsih, Arijanto, & Yamin, 2020; Priyambodo & Hasanah, 2021). Graduate quality encompasses a range of attributes beyond academic achievement, including character traits, social skills, emotional intelligence, and civic engagement (MacCann et al., 2020; Mtawa, Fongwa, & Wilson-Strydom, 2021; Wong, Chiu, Copsey-Blake, & Nikolopoulou, 2022). While academic excellence is essential, employers and society increasingly value graduates with solid character, integrity, and ethical values (Khaidir & Suud, 2020). Thus, the quality of graduates is not solely measured by their academic credentials but also by their ability to demonstrate leadership, mental resilience, community service, and responsible and ethical decision-making in various contexts. Character education plays a crucial role in shaping the quality of graduates by instilling these essential attributes and preparing students for success in their personal and professional lives.

Despite the growing recognition of the importance of character education and the role of school principals in its implementation, several research gaps warrant further exploration (Brezicha, Ikoma, Park, & LeTendre, 2020; Debowski, 2022; Whitlock, 2024). One significant gap pertains to the effectiveness of specific education management strategies in promoting character education initiatives within schools. While ample evidence highlights the positive impact of strong leadership support for character education, more research is needed to identify the most effective management in school practices and approaches for fostering a culture of ethics and integrity among students. The increasingly advanced digital era makes building and forming children's characters tricky. There are several challenges in shaping children's character in this digital era, such as uncontrolled information, ease of accessing information, and the powerful influence of the digital environment (Dwivedi et al., 2022).

As digital technologies become increasingly integrated into daily life, students are exposed to various online influences that may only sometimes align with the values promoted in character education programs (Dennis & Harrison, 2021; Shonfeld et al., 2021). Issues such as cyberbullying, online harassment, misinformation, and digital addiction present new obstacles to fostering positive character traits among students (Bayer, Triệu, & Ellison, 2020; Leontopoulos, Skenderidis, & Liapopoulos, 2024). Moreover, technological advancement often outpaces the development of appropriate ethical guidelines and educational resources, leaving educators and parents needing help to keep up with the ever-evolving digital landscape (Le-Nguyen & Tran, 2024). While comprehensive guidelines and regulations are in place, such as Presidential Regulation Number 87 and subsequent updates, the effective implementation of character education programs at the grassroots level remains a challenge (Fajri & Mirsal, 2021; Hamdani, Nurhafsah, & Silvia, 2022). Thus, while character education remains crucial for instilling values such as empathy, integrity, and responsibility, its effectiveness in the digital era hinges on the ability to address these unique challenges and equip students with the skills and resilience needed to navigate the complexities of

the online world while upholding ethical standards.

Islamic boarding school-based schools, commonly known as *pesantren*, offer a distinctive perspective on character education in Indonesia, particularly within the context of the digital era. These institutions prioritize integrating Islamic values into all aspects of education, including character development. At MA Al Qodiri Jember, character education is the main aim. It is essential for developing students' moral and ethical values, as well as their students' social and emotional skills. At MBI Amanatul Ummah Pacet Mojokerto, which is a modern Islamic boarding school, it still focuses on character education by collaborating with international and local curricula, as well as acculturating it with religious education based on the *"kitab kuning"* to remain a *pesantren* tradition. *Pesantren* approaches character education in the digital era from a perspective rooted in Islamic teachings, aiming to prepare students to navigate the digital world with integrity, compassion, and a strong sense of moral purpose.

There is a need for longitudinal studies to examine the sustained effects of character education programs on graduates' moral development and management systems beyond their schooling years. Furthermore, research exploring the intersectionality between different management system and their respective impacts on character education outcomes still needs to be completed. Addressing these research gaps is essential for advancing our understanding of the nuanced relationship between education management, character education, and graduate quality, ultimately informing evidence-based practices for fostering ethical management systems and character development in educational settings. Comparative studies across diverse cultural and socio-economic contexts can shed light on the contextual factors influencing the effectiveness of character education interventions and the role of school principals in driving positive outcomes.

Starting from this explanation, the purpose of writing this work was to provide a comprehensive understanding of the role of system or management education in improving the quality of graduates through character education and to identify research gaps and opportunities for novel inquiry in this domain. By synthesizing existing literature, phenomena, and data and highlighting the interconnections between education management, character education, and graduate quality, this article aims to inform educators, policymakers, and researchers about the importance of prioritizing character development in educational settings.

B.   RESEARCH METHODS

Multisite qualitative research aims to gain an in-depth understanding of the observed phenomena by combining data from several locations (Prasad & Shadnam, 2023; Muhammad Fahim Tharaba, Purwono, Baladina, & Wahyudin., 2024; Vivek, 2023). In this case, the research subjects are MA Al Qodiri in Jember and MBI Amanatul Ummah in Pacet Mojokerto, which were chosen because they represent the context to be studied. The data collection methods used in this research include interviews, observation, and documentation. Interviews were conducted to obtain views and direct experiences from research subjects to obtain primary data, while observations helped understand the context directly in the field. Documentation is also an essential data source, including official records, documents, and related materials, thus providing sufficient secondary data. Data analysis was carried out using triangulation, combining data from various sources to validate findings and strengthen the validity of research results.

C.   RESULTS AND DISCUSSION

Character education is an essential aspect of forming quality graduates. The relationship between character education and the quality of graduates is closely related to the role played by

educational management (Khaidir & Suud, 2020; Komariah & Nihayah, 2023). Education management is the primary driver in integrating character education into all school activities (Aningsih, Zulela, Neolaka, Iasha, & Setiawan, 2022). Through the formulation of educational vision, mission, and strategies that focus on character formation, educational management provides clear direction for the entire school community (Defitrika & Mahmudah, 2021; Eryong & Li, 2021). Curriculum development that pays attention to moral, ethical, and personality values, coaching staff and teaching staff to apply character education in learning, is a strong foundation for producing graduates with integrity (Isroani & Huda, 2022). Management of a learning environment (Amirudin, Zaqiah, & Rohimah, 2024; Isroani & Huda, 2022) conducive to character formation, monitoring and evaluating the implementation of character education, and partnerships with stakeholders are strategies needed to ensure character education's effectiveness in improving graduates' quality.

Concept of Educational Management in Improving the Quality of Graduates through Character Education

The concept of educational management plays a vital role in strengthening character education in the school environment. In this case, educational management focuses on administration and management and is also responsible for designing measurable strategies to shape student character holistically. One of the main aspects of the concept pursued by MA Al Qodiri Jember is the development of a school culture that promotes moral values, ethics, and a strong personality. Education management acts as a leader who directs and inspires the entire school community in prioritizing character education. They formulate policies and programs that emphasize character formation as the primary goal of education and provide the resources and support necessary for effective implementation.

The concept of educational management in strengthening character education also includes developing a curriculum integrated with moral values, training and coaching for staff and teaching staff, and active coaching for students to internalize character values. With a solid and focused educational management concept, schools can create a learning environment that strengthens students' character, helps them grow into individuals with integrity, and contributes positively to society.

Character education is the main focus in every aspect of educational activities at this school. In the school's vision and mission, there is a solid commitment to produce graduates who are academically intelligent and have noble and responsible character. The educational management concept applied at MA Al Qodiri Jember includes several essential aspects:

1. Developing a curriculum oriented towards character education. The school curriculum is designed to consider the moral, ethical, and personality values to be instilled in students.
2. Coaching staff and teaching staff. Through regular training and coaching, MA Al Qodiri Jember educators are given the understanding and skills to integrate character education into their learning.
3. Managing a supportive learning environment. The school creates a conducive environment for student character formation through extracurricular activities, leadership development programs, and other social activities.
4. Character-based performance measurement and evaluation.

MA Al Qodiri Jember regularly reviews students' character development to ensure that the goals of character education are achieved well. By applying this character education-based

education management concept, MA Al Qodiri Jember has produced graduates who are not only academically superior but also have moral integrity and strong personalities and are ready to contribute positively to society.

MA Al Qodiri Jember has implemented various strategies to integrate *Sufistic* character values in their education. First, these values are integrated into the subject curriculum by aligning them in the syllabus, RPP (Learning Implementation Plan), and the learning process. This ensures that *Sufistic* values are taught theoretically and applied in practical learning contexts. Second, *Sufistic* character values are also instilled outside the classroom through routine or *istiqomah* activities for all classes, including regular and superior classes. This activity is integrated into an attitude assessment by the Guidance and Counseling teacher, with clear sanctions for students who do not participate. Third, integrating *Sufistic* character values extends outside the school environment, including Islamic boarding schools and society. In Islamic boarding schools, students continue to develop the character traits they have learned at school. At the same time, in the community, they are involved in various social service and care activities such as the Community Service Program (PAM) and helping people in need. With this holistic approach, MA Al Qodiri Jember not only teaches *Sufistic* character values in the classroom but also encourages students to apply and practice them in their daily lives in Islamic boarding schools and society, thereby producing graduates who are not only academically intelligent but also have high moral integrity and contribute positively to society.

MA Al Qodiri Jember has strengthened the concept of educational management with a focus on character education as one of the main priorities. This is reflected in formulating the school's vision and mission, which integrates character education as the primary goal. The school's vision and mission reflect a commitment to producing graduates who are not only academically intelligent but also have high moral integrity. MA Al Qodiri Jember actively develops a curriculum oriented towards character education to achieve this vision and mission goal. The school curriculum emphasizes academic aspects and pays special attention to student character development. Education management is also involved in developing and teaching staff to implement character education in every aspect of learning (Afriani, Agustiningsih, & Karmela, 2022; Birhan, Shiferaw, Amsalu, Tamiru, & Tiruye, 2021). Through ongoing training and coaching, educators have the skills and understanding to guide students' character formation. Regular evaluations are also conducted to monitor progress in achieving character education goals. By managing a supportive educational environment, MA Al Qodiri Jember creates an atmosphere conducive to student character development. Through this approach, schools aim to produce academically intelligent graduates and are responsible for forming individuals who have integrity, are responsible, and care about society.

Character education is an integral part of their educational philosophy and mission. Education management at MBI Amanatul Ummah understands that improving graduates' quality is related to academic achievement and the formation of solid character and noble morals. At the International Standard Madrasah (MBI) Amanatul Ummah Pacet Mojokerto, planning, implementing, and evaluating character education is the core of educational efforts that are holistic and based on Islamic values. Character education planning at MBI Amanatul Ummah involves several critical stages. First, planning begins with forming a grand idea, which becomes the basis for developing the character values to instill in students. Next, pre-work and work meetings are held to formulate concrete strategies and programs for implementing character education.

Character education at MBI Amanatul Ummah is implemented through various activities specifically designed to shape student character. Developing new students is one of the main

focuses, where new students are introduced to the character values that become the school's identity. Apart from that, talent development is also used to strengthen students' character so they can optimally develop their potential. The development of student organizations is also an integral part of the implementation of character education, where students are trained to become responsible leaders and have strong moral values (Muthoharoh & Miftahuddin, 2021; Rahman, Wasliman, Hanafiah, & Iriantara, 2021). Islamic boarding school programs are also one of the strategies used to strengthen character education, where students are involved in religious and social activities that enrich their experiences.

At MBI Amanatul Ummah Pacet Mojokerto, character education is implemented through a series of well-planned stages. This stage includes various programs and activities designed to shape students' character holistically. First, the new student development stage is a critical moment where new students are introduced to the madrasah's vision, mission, and goals, as well as the applicable rules and regulations. This socialization is also included in various activities so that students are ready to face the challenges of further study at tertiary institutions both at home and abroad.

Furthermore, talent coaching and development programs are designed to help students develop their potential and talents. This includes socializing talent development, creating competition classes, and providing extracurricular activities, such as culinary extracurriculars for female students. The student organization development program also focuses on implementing character education. This includes training of trainer (TOT) activities for WISSNU administrators (*Nahdlatul Ulama* Students' Information Center) and organizational administration training. Apart from that, a student development program includes several activities such as pronouncing the seven keys to success, making pictures and pamphlets to highlight the seven keys to success, and class cleanliness competition activities, which are held periodically.

The annual agenda held is also an essential part of building student character, including various activities such as MPLM (Introduction to the Madrasah Environment), commemoration of religious holidays, as well as other programs such as MBI Legend (MBL) and MBI Big Fair (MBF). The musical curriculum program is also implemented with various activities such as the mashallah system, special activities on the Arabic pigeon writing methodology, and learning Arabic to answer exam questions. These programs are equipped with the application of learning the Koran, *tahfiz*, and *tahqiq*, as well as Islamic boarding school programs, which include various religious activities and character formation.

Evaluation of character education is carried out regularly to monitor the progress and effectiveness of the programs that have been implemented. This evaluation helps evaluate the achievement of character education goals and identify areas that require improvement or refinement. By planning, implementing, and evaluating comprehensive character education like this, MBI Amanatul Ummah Pacet Mojokerto confirms its commitment to producing graduates who are not only academically intelligent but also have high moral integrity, strong personalities, and are ready to become responsible leaders. Responsibility in society.

Based on the results of previous studies, it can be concluded that educational management's role in improving graduates' quality through character education is essential and significant, especially at MA Al Qodiri Jember and MBI Amanatul Ummah Pacet Mojokerto. The two schools are similar in their approach to character education, integrating moral and spiritual values in every aspect of learning and activities at school.

Education management at both schools is actively involved in formulating vision, mission, and educational programs prioritizing student character formation (Atika, Arifin, & Jannana, 2021;

Dasmana, Wasliman, Cepi Barlian, & Yoseptry, 2022; Suhifatullah, Sutarman, & Thoyib, 2021). They also ensure that the curriculum is oriented towards character education, emphasizing the development of good attitudes, values, and personality development. Character education is implemented through various activities and programs such as coaching new students, talent development, coaching student organizations, and Islamic boarding school activities (Defitrika & Mahmudah, 2021; Muthoharoh & Miftahuddin, 2021; Sahid, Wasliman, Muchtar, & Insan, 2021). Regular evaluations are also conducted to monitor progress in achieving character education goals.

Through the concept of a directed and integrated educational management role, MA Al Qodiri Jember and MBI Amanatul Ummah Pacet Mojokerto have succeeded in producing graduates who are not only academically intelligent but also have high moral integrity, strong personalities, and are ready to contribute positively to society. Thus, character education is not just an addition to the educational process but is the core that strengthens the quality of graduates and prepares them to face the challenges of the modern world.

Implications of Educational Management in Improving the Quality of Graduates through Character Education

In this research, the essential implications of educational management's role in improving graduates' quality through character education at MA Al Qodiri Jember and MBI Amanatul Ummah Pacet Mojokerto are emphasized. The active role of educational management is the main foundation for directing a comprehensive and sustainable learning process. Schools create an environment that promotes students' holistic development by formulating a vision, mission, and educational programs that prioritize character education. Through a curriculum oriented towards character values, implementation of character education programs, and continuous evaluation, educational management ensures that students excel academically and have strong moral integrity (Atika et al., 2021; Berges Puyo, 2020; Imawan & Ismail, 2023). Thus, the role of educational management is essential in forming a young generation ready to face various challenges and make positive contributions to society and the nation.

First, education management is essential in formulating a vision, mission, and programs prioritizing character education. With a clear vision and a solid commitment to building student character, schools can strengthen their identity as educational institutions that produce academically intelligent graduates and have good character (Juharyanto et al., 2020; Langdon Warren, 2021). The role played by educational management in formulating vision, mission, and educational programs that emphasize character education is an essential foundation for the success of an educational institution. By having a clear vision and a solid commitment to the formation of student character, school is not only a place to gain academic knowledge but also a place that forms excellent and responsible individuals. A vision and mission that prioritizes character education helps create a learning environment that promotes values such as integrity, empathy, and responsibility, which are essential in forming individuals who contribute positively to society.

Second, through developing a curriculum oriented toward character education, educational management helps ensure that moral and spiritual values are embedded in every school learning aspect (Muthoharoh & Miftahuddin, 2021; Suhifatullah et al., 2021; Yuliana et al., 2021). This creates a learning environment conducive to the holistic development of student character. Developing a curriculum oriented towards character education is essential in creating a quality educational environment in every school. By instilling moral and spiritual values in every aspect of learning, educational management helps create a learning atmosphere conducive to the holistic development of student character. This kind of environment not only helps students achieve

exemplary academic achievements but also shapes them into individuals who are responsible, have integrity, and can contribute positively to society.

Furthermore, implementing character education programs designed by educational management allows students to be involved in activities that strengthen moral values and a pleasing personality (Aji Wahyudin, Rizki, Nasirudin, & Prayogi, 2023; Lukman et al., 2021; Muthoharoh & Miftahuddin, 2021). Students can hone their potential and become better individuals by coaching new students, developing talents, fostering student organizations, and facilitating Islamic boarding school activities. Implementing well-designed character education programs by educational management is a positive step in forming a high-quality and responsible young generation. Through activities such as coaching new students, talent development, coaching student organizations, and Islamic boarding school activities, students are given valuable opportunities to develop their potential holistically. In this process, they are introduced to critical moral values and encouraged to apply them daily. This impacts the personal development of individual students and produces a broader positive impact on society (Dwivedi et al., 2022). By forming individuals with high moral integrity and pleasing personalities, schools produce academically intelligent graduates and form future leaders who will bring positive change in society.

Finally, regular evaluations by educational management help monitor the progress and effectiveness of character education programs (Muralidharan & Singh, 2020; Williamson, 2021). By looking at the evaluation results, schools can optimally improve their strategies to form student character. Periodic evaluations carried out by education management are crucial in ensuring the effectiveness of character education programs in schools. Through this evaluation process, schools can objectively monitor the progress and impact of the programs that have been implemented. By looking at the evaluation results, schools can identify successes and challenges in forming student character. Furthermore, this evaluation allows schools to adjust their strategies, correct weaknesses, and increase the effectiveness of character education programs.

The implications of educational management's role in improving graduates' quality through character education at MA Al Qodiri Jember and MBI Amanatul Ummah Pacet Mojokerto are significant, especially considering both schools are Islamic boarding schools. In the context of Islamic boarding schools, character education is not just an addition but is the essence of education itself. Education management at both schools strengthens Islamic boarding school traditions by integrating Islamic values and character education in every aspect of student learning and activities. This helps create a learning environment that includes academic and spiritual aspects, the foundation for forming quality individuals. With a focused and integrated approach, both schools can produce graduates with academic intelligence, high moral integrity, and strong personalities ready to play an active role and positively contribute to society.

D. CONCLUSION

The previous discussion regarding educational management's role in improving graduates' quality through character education at MA Al Qodiri Jember and MBI Amanatul Ummah Pacet Mojokerto revealed significant implications. Both schools, which are Islamic boarding schools, show a solid dedication to strengthening character education as an integral part of the learning process. By formulating a vision, mission, and educational programs that focus on building student character, educational management ensures that moral and spiritual values are embedded in every aspect of learning. Implementing character education programs, such as coaching new students, talent development, and Islamic boarding school activities, allows students to hone their potential

holistically. Regular evaluations help schools monitor program progress and effectiveness so they can adjust their strategies to produce graduates who excel academically, have high moral integrity, and are ready to contribute positively to society. With a directed and integrated approach, MA Al Qodiri Jember and MBI Amanatul Ummah Pacet Mojokerto emphasize that character education is not just an addition but rather the essence of education itself, which forms quality individuals who are ready to face future challenges.

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