

## The Educational Management based on Student Behavior at SMPIT Insan Kamil, South Halmahera

**Asep Sofyan**

Sekolah Tinggi Agama Islam Alkhairaat Labuha  
[asepsofyan.ri@gmail.com](mailto:asepsofyan.ri@gmail.com)

**Abdul Wahid**

Universitas Islam Negeri Syarif Hidayatullah Jakarta  
[abdulwahid@uinjkt.ac.id](mailto:abdulwahid@uinjkt.ac.id)

**Juhrah M. Arib**

Institut Agama Islam Negeri Manado  
[aribjuhrah@gmail.com](mailto:aribjuhrah@gmail.com)

**Abstract:** This study aims to analyze the implementation of the educational management based on student behavior at SMPIT Insan Kamil, South Halmahera. This research is a field research and uses a qualitative method with a descriptive approach. Data collection techniques are observation, interviews, and documentation. Primary data were obtained from field observations, and interviews with research informants consisting of students and teachers, while literature such as journal articles and books were used as secondary data. The research data were analyzed using inductive analysis. This study found that the implementation of student behavior-based education management at SMPIT Insan Kamil was carried out through two activities, namely intracurricular and extracurricular activities. Character values obtained from intracurricular activities include Islamic religious values, discipline, honesty, and responsibility. While the character values obtained from extracurricular activities include Islamic religious values, discipline, honesty, responsibility, high curiosity, tolerance, national spirit and love for the homeland, respect for achievements, and care for the environment and social.

**Keywords:** Islamic Religious Education Management; Behavior Based Education; School, Intracurricular and Extracurricular.

## INTRODUCTION

Islamic education is recognized as an alternative solution to developing the potential and skills of students to become a ready-to-use generation and able to face all challenges related to social change in society (Taufik, 2020; Tolchah & Mu'ammam, 2019; Febriansyah et al., 2019; Wekke & Mokodenseho, 2017; Idris, 2014). Thus, education in principle is conscious guidance educators to students (Korthagen, 2018; Cheng & Szeto, 2016; Goddard et al., 2015; Wekke et al., 2018). The goal is to ensure students' physical and spiritual development towards the formation of a leading personality. Therefore, education and educational institutions need to be managed properly so that the desired

educational goals can be achieved (Daumiller et al., 2022; Janke & Dickhäuser, 2019; Hernandez et al., 2015).

However, it should be noted that in developing Islamic education, management is needed that is able to convey Islamic values in an Islamic educational institution (Riinawati, 2022a; Mokodenseho & Zamhari, 2021). In other words, Islamic education management is a process of structuring or managing Islamic educational institutions by applying Islamic values, involving Muslim human resources, and moving them to achieve Islamic education goals effectively and efficiently (Hidayat et al., 2022; Das et al., 2016). The Qur'an and hadith are the main guidelines in its operations (Idris & Mokodenseho, 2021). This is important because one of the problems related to the quality of education, especially in Islamic educational institutions in Indonesia, lies in management that is not well organized (Nurdin, 2020; Shaturaev, 2021; Mursidi et al., 2021; Mahfud, 2019).

Education is expected to be able to build the integrity of the Indonesian human personality as a whole by developing various potentials in an integrated manner (Fuadi & Suyatno, 2020; Gunawan, 2019; Bafadal et al., 2019). There is following the functions and objectives of National Education in Law Number 20 of 2003 concerning the National Education System (Adhitya & Putra, 2019). Article 3 explains that "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic, and responsible.

The ideal education is education that combines intellectual, emotional, and spiritual (Wekke et al., 2017; Mokodenseho & Wekke, 2017). Education is not only focused on students but good example from teachers is also very important. However, in the reality of education in Indonesia today, there are still many educational values that have not been able to be transformed by educational institutions (Idris et al., 2020; Idris et al., 2022). Various studies mention that many students are involved in brawls, drugs, and promiscuity (Ni Made & Ni Ketut, 2020; Anwar et al., 2019; Syaifudin, 2018; Unayah & Sabarisman, 2016).

Seeing several problems related to the decline in the behavior of the nation's generation, various alternative solutions have been proposed such as laws, increased implementation efforts, and stronger laws, until another alternative has emerged, namely education. Education is considered as a preventive alternative and can form a new generation of a better nation

(Hayatsyah et al., 2018). Indeed, it takes a long time to see the results of education, but it has a strong impact on society (Krstić et al., 2015; Márquez-Ramos & Mourelle, 2018; Kobylarek, 2019; Kezar, 2004; Wyse et al., 2021).

Another solution to overcome the problem above is to formulate Islamic education based on the Qur'an and hadith (Rinawati, 2022b). Both of these sources acknowledge that in humans there is a natural potential with which humans develop towards fulfilling the duties of caliphate and devotion to Allah SWT (Yasin & Jani, 2013; Mohamed, 2014).

In Islamic education, there needs to be a balance of life which includes several principles, namely the balance between the life of the world and the hereafter, physical and spiritual, individual and social, as well as knowledge and charity. In that context, Islamic education is ideal for developing the spiritual, emotional, and intellectual potential of humans optimally.

Based on the background of the problem above, this article focuses on the implementation of behavior-based education at SMPIT Insan Kamil. The purpose of this study was to analyze the implementation of behavior-based education management at SMPIT Insan Kamil.

## **RESEARCH METHODS**

This research was conducted in March-April 2022 at the Integrated Islamic Junior High School (SMPIT) Insan Kamil, located in Tomori, Bacan, South Halmahera. This research is field research and uses a qualitative method with a descriptive approach. Data collection techniques are observation, interviews, and documentation. The research subjects interviewed were three people, including Ubaidillah (Student), Jannah (Teacher), and Sartika Tempola (Teacher/Vice Principal for Curriculum). Primary data were obtained from field observations, and research informants consisting of students and teachers, while literature such as journal articles and books were used as secondary data. Research data were analyzed using an inductive analysis model, namely an analysis that departs from empirical facts to allow research findings to emerge from significant themes (Thomas, 2006). This article was compiled by applying the following research steps, data collection, data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman, 1994).

## **RESULTS AND DISCUSSION**

### **Behavior-Based Education Management**

In general, management is a process that is carried out by someone in managing activities carried out by individuals or groups. Management is a term

related to organizations, companies, or business entities. According to Poerwadarminta (2014), management is the effective use of resources to achieve goals. In addition, management can also be understood as a way for goals to be achieved in an orderly and directed manner. Meanwhile, according to Robbins et al. (2014), management is related to management, regulation, and control. The definition of management is very broad, and its application can also be for various purposes. For example, to arrange time so that each activity is planned and can be carried out properly.

Management is something that is needed in all aspects of life, both management for individual and group activities (Iacovone et al., 2022). The system or management must be carried out to meet the targets to be achieved by individuals or groups in collaboration by optimizing existing resources (Filatotchev et al., 2022). It can be said that management contains elements of planning, regulation, implementation, and goals to be achieved. Thus, management is the art of organizing and planning something in order to achieve a goal (Scamardo & Harnden, 2022). While in an educational institution, the function of management is to plan and organize, as well as develop human resources, and mobilize and control the resources they have efficiently and effectively (Kosonen & Ikonen, 2022; Quarchioni et al., 2022; Moratis & Melissen, 2021).

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts (Idris et al., 2021). Education can also be interpreted as a process, method, and act of educating. Thus, education means "leading out" activities. Any experience that has a formative effect on the way people think, feel, and act, can be considered education.

Formal education is generally divided into several levels, namely Preschool, Elementary School, Junior High School, High School, and then college (Vu et al., 2008). While non-formal education such as recitation, Islamic boarding schools, and so on (Kholily, 2017).

According to Plato, education is something that can help the development of individuals, both physically and mentally with something that can enable the achievement of perfection. Plato further said that education can be planned and programmed into three stages with age levels (Aggarwal & Jca, 2010). In the first stage, education is given to a person (student) until he is twenty years old. In the second stage, education is given to students from the age of twenty to thirty years. In the third stage, education is given to students from the age of thirty to the age of forty. Meanwhile, according to Ki Hajar Dewantara, education functions to guide all the natural forces that exist within

students, so that they as humans and as members of society can achieve the highest safety and happiness (Hufron & Junaedi, 2021).

Thus, it can be said that education is the provision of understanding and guidance from an adult to students to gain maturity in carrying out their role in life, independent and not dependent on others.

Associating education management with behavior, it is first important to understand what is meant by behavior. Behavior is a temperament, character, and character that has been inherent in every individual. In that context, behavior becomes a person's character and identity. According to Imam al-Ghazali behavior is *al-haiyah fi al-nafs tashduru bi Subulatin min ghairi fikrin wa rumiyatin*, which is something that has been firmly entrenched in a person's soul which then appears easily, without the need for thought and consideration (Nata, 1995).

Behavior is also a computed response of a system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary (Cao & Yu, 2012). While human behavior is believed to be influenced by the endocrine system and the nervous system. It is most commonly believed that the complexity in the behavior of an organism is correlated with the complexity of its nervous system. In general, organisms with complex nervous systems have a greater capacity to learn new responses, and thus adapt their behavior (Sosa & Alcalá, 2022).

With this human behavior-based management, a company owner will feel calm, trusting, and satisfied to see the performance of his employees, because he is not preoccupied with having to foster and supervise them.

### **Behavior-Based Education Management Goals**

Through behavior-based education, schools have the potential to deliver students to have noble behavioral values such as respect and care for others, responsibility, high integrity, and discipline. In addition, behavioral education keeps students away from despicable attitudes and behaviors. Behavior-based education is not only related to right and wrong but how to instill good deeds in life so that students have high awareness and understanding, as well as concern and commitment to establish virtues in everyday life.

Thus, behavior-based education is a process of transforming positive life values to be developed in one's personality, so that it can blend with society with morality. In addition, behavior-based education can be linked to school plans, which are designed with other community institutions to shape student behavior. Therefore, behavior-based education requires good management to

formulate serious efforts. Ideally, this implementation of behavior-based education is an integrated part of education management in schools.

Behavior-based education is an important aspect of human success in the future. Strong behavior will form a strong mentality (Barati et al., 2011; Hatefnia et al., 2010). Meanwhile, a strong mentality will give birth to a strong spirit, never give up, dare to undergo a long process, and brave the storm of change. Strong behavior is a prerequisite to being a winner in the competitive era. For weak people, there will be no chance to win, but only become losers, isolated, and marginalized in society. Therefore, behavior-based education is a necessity for this nation to build a winning mentality for future generations.

Behavior-based education is very important to be applied in schools in particular and the nation in general. In its implementation by optimizing the role of schools as pioneers that receive support from other parties such as families, communities, and elements of the nation for the success of behavior-based education. The values that can be developed in behavior-based education in Indonesia are identified from four sources; religion, Pancasila; culture; and National Education Goals.

Operationally, there are several goals of behavior-based education in school settings. First, to strengthen and develop the values of life that are considered important and necessary so that they become the distinctive ownership personality of students as the values developed. Second, correcting students who are not in accordance with the values developed at school. Third, build a harmonious connection with family and society in playing the responsibility of shared behavior (Dharma, 2011). These goals will only be realized if the school components can work together consistently.

According to Asmani (2012), behavior-based education is based on the principles, namely: (a) Promoting basic ethical values as behavior-based; (b) Identify behavior comprehensively including thoughts, feelings, and behaviors; (c) Using a sharp, proactive, and effective approach to building behavior. (d) Creating a caring school community; (e) Provide opportunities for students to show good behavior; (f) Has a meaningful and challenging curriculum coverage, which values all learners, and builds student behavior for success; (g) Strive for the growth of students' self-motivation; (h) Functioning of all school staff as a moral community that shares responsibility for behavior-based education and shares the same basic values; (i) Shared moral leadership and broad support in building behavior-based education initiatives; (j) Functioning family and community members as partners in efforts to build behavior; (k) Evaluating school behavior, the function of school staff as teacher behavior, and the manifestation of positive behavior in students' lives. The principles of behavior-

based education can be used as guidelines by school principals to develop behavior-based education in schools so that they can detect every problem and find a solution.

A student with good character, apart from being formed through the learning process in the classroom, is also greatly influenced by the pattern of school management. School-Based Management (SBM) can fertiley facilitate students and school residents in general to internalize good character. Openness, responsibility, cooperation, participation, and independence are the values in SBM that guide principals in managing schools with character education nuances, both for principals, teachers, employees, and students, as well as for the school stakeholders concerned. School management that has good character values can produce graduates with good character as well.

In detail, there are several components in behavior-based education management in schools. First, behavior-based education planning, which consists of two components, namely: (1) the curriculum component, which is the spirit as well as a guide in the practice of education in the school unit environment. The curriculum that is designed must contain a grand design of behavior-based education, both in the form of a formal curriculum and a hidden curriculum, the curriculum designed must reflect the vision, mission and goals of schools that are committed to behavior-based education. (2) the management component, namely human resources who take care of school administration, concerning the management, coordinating, directing, fostering, and managing school administration to create a school culture based on behavioral education. Included in the school component are all school members such as principals, teachers, counselors, librarians, administrative staff, and so on.

Second, the implementation of behavior-based education in schools can be pursued through four alternative strategies in an integrated manner, namely: (1) integrating behavioral-based educational content that has been formulated into all subjects. (2) integrate behavior-based education into daily activities at school. (3) integrating behavior-based education into programmed or planned activities. (4) build communication and cooperation between schools and parents of students (Wiyani, 2012).

Third, evaluation of behavior-based education, which is to measure the level of success of the implementation of education at the education unit level through various assessment programs by comparing initial conditions with achievements within a certain time. The success assessment is carried out through the following steps: (a) Developing indicators of the values that are applied or agreed upon; (b) Develop various assessment instruments; (c) Record

the achievement of indicators; (d) Conduct analysis and evaluation; (e) Follow up (Kemendiknas, 2010).

The way of assessing behavior-based education on students is carried out by all teachers. Assessment is carried out at any time, both during class hours and outside class hours, in class and outside class using observation and recording. For the sustainability of the implementation of behavior-based education, it is necessary to assess success using indicators in the form of the behavior of all residents and observed school conditions. This assessment is carried out continuously through various strategies (Wiyani, 2012).

Assessment instruments can be in the form of observation sheets, attitude scale sheets, portfolio sheets, checklist sheets, and interview guide sheets. Information obtained from various assessment techniques is then analyzed by the teacher to obtain an overview of the behavior of students. The overall picture is then reported as a book supplement by the homeroom teacher.

Cooperation with parents of students is needed to get good educational results, so schools need to hold close and harmonious cooperation between the two (Kholis, 2022; Berlian & Huda, 2022). With this collaboration, parents will get: (a) Knowledge and experience from teachers in educating children; (b) Knowing the various difficulties that are often faced by their children at school; (c) Knowing the behavior of their children while at school. Meanwhile for teachers, with this collaboration, they will get: (1) Information from parents in overcoming difficulties faced by students; (2) Assistance from parents in providing education for their students at school.

From the description above, it can be understood that behavior-based education management is a strategy that is applied in the educational and social development of schools through management activities.

### **Implementation of Behavior-Based Education Management in Improving Education Quality**

Management in question is how behavior-based education is adequately planned, implemented, and controlled in educational activities in schools. Such management includes values that need to be instilled, curriculum content, learning, assessment, educators, and education staff. In the context of this research, the implementation of education is divided into two educational activities as follows:

First, intracurricular activities, namely educational activities carried out during class hours (Nurindarwati et al., 2022; Nurafiati et al., 2021). Character values obtained from intracurricular activities include religious values, discipline, honesty, and responsibility.



Based on the curriculum used at SMPIT Insan Kamil that in the implementation of behavior-based education does not use a special curriculum, but the curriculum used in the teaching and learning process is the 2013 Curriculum (K-13), which is integrated into every subject (Tempola, 2022). In the Syllabus and lesson plans at SMPIT, there are character values that are instilled. The learning steps are divided into three activities namely initial activities, core activities, and final activities.

From the results of observations and interviews, it was found that in the initial activities it appeared that the inculcation of religious values was evident when the learning process routinely began and ended with a prayer together, led by the class leader (Ubaidillah, 2022). In the core activity, the teacher uses the discussion method in discussing the material on "Actualizing Independence by Expressing Opinions Freely and Responsible". The teacher divides the students into several groups, and each group consists of 5/6 people. Each group representative presented the results of the discussion, and the other groups served as responders. The form of character values instilled from these activities is tolerance, which can be seen when one group representative presents the results of the discussion; the other group listens and respects it (Jannah, 2022).

Second, extracurricular activities, namely activities carried out outside class hours (Aningsih et al., 2022; Demchenko et al., 2021). Extracurricular activities that must be followed by students are Scouts. The character values obtained from extracurricular activities are religious, environmental care, social care, and love for the homeland, national spirit, tolerance, discipline, and responsibility. In addition, to Scouting activities, extracurricular activities that must be followed by students are PMR, Paskibra, volleyball, futsal, BTQ, and Islamic arts. All of these extracurricular activities have been programmed in the SMPIT Insan Kamil extracurricular program (Tempola, 2022).

## **CONCLUSION**

Based on the results and discussion, it can be concluded that the implementation of student behavior-based education management at SMPIT Insan Kamil, South Halmahera is carried out through two activities, namely intracurricular and extracurricular activities. In the syllabus and lesson plans, the teacher lists the character values that will be instilled. The method used in the implementation of character education through this learning is the discussion method. The inculcation of character values in the learning process is integrated into all subjects and is included in teaching and learning activities. In the learning process, the teacher instills character values. Meanwhile, the implementation of character education outside of learning is carried out through extracurricular activities. Extracurricular activities that must be followed by

students are Scouts. In addition to Scouting activities, extracurricular activities that must be followed by students are PMR, Paskibra, volleyball, futsal, BTQ, and Islamic arts. The way of behavior-based education for students is through habituation, example, advice, and dialogue, as well as through the provision of educational rewards and punishments or sanctions. The character values applied include religious values, honesty, curiosity, tolerance, discipline, national spirit, love for the homeland, respect for achievements, care for the environment, social care, and responsibility.■

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Interview with Ubaidillah (Student), Tomori, April 16, 2022.

Interview with Jannah (Teacher), Tomori, April 16, 2022.