



### Character Based Management Bina Pribadi Islami (BPI)

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#### Abstract

This study aims to determine the planning, implementation, and evaluation of BPI learning activities at SDIT Nurul Islam Tengaran. The development of character values in schools is a barometer of the success of character education. SDIT Nurul Islam Tengaran is one of the Islamic schools that prioritize Islamic character values with the Islamic Personal Development (BPI) program. This research approach is qualitative in the form of case studies. Data were obtained by means of observation, interviews, and document studies. The data that has been collected is then analyzed using qualitative analysis, in which the research results will be translated into words so that researchers can describe the research results in depth according to the actual conditions in the field. The results of the research at SDIT Nurul Islam Tengaran show that the management of BPI based on character education includes: (1) planning with the stages of the process: determining the BPI team from class teachers and subject teachers, compiling BPI SOPs in learning, preparing online, blended schedules and offline mode, BPI implementation strategy, and determination of BPI material in accordance with SKL JSIT Indonesia (2) implementation in the form of socialization of the BPI program to teachers, students and parents as well as various strategies during the pandemic and (3) evaluation in the form of Process evaluation and evaluation of results.

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## INTRODUCTION

Character or noble character has recently become an important aspect in the concept of education, especially in educating children. Even the moral level of a nation is determined by the morals of its people. In this view it is also stated about the formation of character, the formation of this character can be said as an effort to form character. Without character, someone easily does anything that can hurt or hurt other people. Character is possession of good things. Parents and educators have a duty to educate children with character content through the subject matter being taught.

Efforts to build character are very important to manage students' personalities from negative things. The character that is awakened is expected to encourage every human being to do something with the voice of his heart. In cultural studies, values are the core of every culture. In this context, especially moral values which are the means of regulating life together, are very decisive in every culture. Moreover, in the era of globalization which has made relations between the worlds wide open, the bonds of moral values are starting to weaken, society is experiencing multidimensional crises, and the crisis that is felt to be very severe is the crisis of moral values.

Currently, Indonesia is facing a very complicated problem in the form of symptoms of declining morality in the practice of the nation and state. This situation is very ironic when in fact this nation has various sources of moral values which at the formal level have been agreed to be the foundation of the life of the nation and state. The universal noble values contained in Pancasila, along with various legal institutions that were born, turned out to be ineffective to condition the practice of state and society in a dignified manner.

Subianto (2013) argues that character must involve various parties, in the family and household, the school environment, and the community. Character building in schools as a place to form the right character values. In the formation of character values, each school has

various ways. The principal as a leader has an important role in organizing all school components in the successful formation of character values.

Schools as places for character building have distinctive characteristics or identities, meaning that each school has its own advantages that distinguish it from other schools. Of course, this distinctive advantage is not immediately formed once a school is established. It takes a long process to grow it, and this is where the role of management, where the school culture is formed and developed is none other than through various management processes.

School culture can be described as a distinctive characteristic of a school that can be identified through the values it adheres to, its attitudes, the habits it displays, and the actions shown by all school personnel so as to form a special unit of the school system. Anden (2013) suggests that school culture is the adoption of organizational culture, namely norms that tell people what is accepted and what is not, dominant values that have been valued by the organization, basic assumptions and the trust formed by members of the organization in the form of organizational rules, in the form of the philosophy adopted by an organization in interacting with people inside or outside the organization.

Shoimah et al. (2018) argues that schools have a role to educate the nation's children and develop the potential of students. Not only that, the school is also a place to educate students to behave politely and politely and have good character or positive character in accordance with the character values contained in the 2010 Ministry of National Education.

SDIT Nurul Islam as one of the private schools based on Islamic schools under the auspices of JSIT Indonesia. In the District of Tenganan, SDIT Nurul Islam has the highest number of students compared to the surrounding schools. This school is one of the schools that has a lot of interest, as evidenced by the current number of students reaching 733. This can be seen from the number of registered students who persisted, namely in the 2018-2019 school year a

total of 729, while in the 2019-2020 school year a total of 724 while in the 2020-2021 lessons are 733.

As a religion-based school, we certainly want education that is taught based on religious values. According to Mrs. Rofiah, the Head of SDIT Nurul Islam Tengeran, stated that JSIT Indonesia has a program in the formation of character values called Bina Pribadi Islami (BPI). BPI was launched to all integrated Islamic schools in Indonesia starting in 2019. As an effort to build Islamic-based character values, JSIT Indonesia Center socialized the BPI program to its fostered schools. Sofanudin (2019) stated the targets of the character values formation activities through BPI, namely, 1) Have a straight Aqedah, 2) Do the right worship, 3) Have a mature personality and have a noble character, 4) Be a person who is serious, disciplined, and able to restrain his passions, 5) Have the ability to read, memorize, and understand the Qur'an. Quran well, 6) Have broad insight, and 7) Have life skills.

As one of the schools implementing BPI, the Principal and Deputy Principal for Islamic Religious Education formed a BPI team consisting of the Head of BPI, Deputy Chair and teaching staff. In organizing it the Principal, Deputy Head of PAI, and Head of BPI compiled a program of planning, implementation, monitoring, and evaluation so that BPI activities at SDIT Nurul Islam could run as expected.

According to Mrs. Rofiah, the Head of SDIT Nurul Islam Tengeran said that while implementing the BPI program there were many obstacles or factors. First, because the program is still new the planning is not yet mature, new ideas often emerge from the BPI team. Second, in its implementation, because in a pandemic, online learning is not optimal for various reasons, ranging from difficult signals to teaching character values through online media. Third, during online learning, many teachers teach from home, making it difficult for leaders to supervise the implementation of BPI. Fourth, the assessment or evaluation carried out by the teacher is not in accordance with the BPI assessment.

Some of the factors stated above illustrate that the implementation of BPI at SDIT Nurul Islam has not gone as expected. As a school that is in demand by the community, it must be able to maintain the quality and trust of the community. This is what is interesting for the author to research further about BPI management as well as provide input to management so that the implementation of character values formation through the BPI program can be as expected.

The objectives to be achieved in this study are to describe and analyze: 1) Character-based Islamic Personal Development Planning (BPI) at SDIT Nurul Islam Tengeran, Semarang Regency, 2) Implementation of character-based Bina Pribadi Islami (BPI) at SDIT Nurul Islam Tengeran, Semarang Regency and 3) Evaluation of character-based Bina Pribadi Islami (BPI) at SDIT Nurul Islam Tengeran, Semarang Regency.

## METHOD

This research design uses qualitative research in the form of observational case studies. Qualitative, namely research on data collected and expressed in the form of words and pictures, words arranged in sentences, for example, sentences from interviews between researchers and informants.

Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informants, and carried out in a natural setting (Walidin et al., 2015; Ansar, 2017).

This research is an observational case study because it is directed to reveal an event of Bina Pribadi Islami (BPI) in implementing character education at SDIT Nurul Islam Tengeran Semarang District, by conducting participatory observations. The reason the researcher uses a descriptive qualitative research design in the form of an observational case study is that: 1) the problem to be studied is more appropriate to use a qualitative research design in

the form of a case study, 2) with this research design data can be collected from all components that support education-based BPI activities. character at SDIT Nurul Islam Tenganan, Semarang District. the research location is on the Semarang-Solo Road KM 50 Landmark. The location is around a major highway that leads to the Semarang and Solo lines.

The focus of this research is to know the planning, implementation, and evaluation of character-based Islamic Personal Development at SDIT Nurul Islam Tenganan. The characters studied are having a straight Aqedah, doing the right worship, having a mature personality and having a noble character, being a person who is serious, disciplined, and able to hold back his passions, has the ability to read, memorize, and understand the Qur'an well, has insight. broad, and have life skills. Researchers will explore in-depth information to the management team that manages BPI such as the Principal, Deputy Head of PAI, BPI Coordinator, teachers, and students.

Sources of data in the study are subjects from which data can be obtained: 1) Resource persons (informants) consist of 8 informants who come from: a) Purposive sampling which is determined as a respondent totaling four people, namely the Director General of BPI, Principal, Deputy Head of PAI and Head of BPI ; b) While proportional random sampling to determine the respondents as many as two teachers and two students, 2) Events or activities, researchers can cross-check the verbal information provided by the subjects studied, 3) This place or location is carried out at SDIT Nurul Islam The landmark having its address at Gintungan Hamlet, Need Village, Getasan District, Semarang Regency.

Data collection techniques were used to collect data and information about parental involvement that had been carried out in character education-based BPI activities. Data collection techniques used in this study were interviews, observation, and document studies.

The validity of the data is very important in qualitative research. The validity of the data was carried out technically as follows: 1) the technique of extending the participation of researchers in the field, 2) Perseverance in in-

depth observations, 3) Triangulation by using something other than the data to check or as a comparison to the data that has been obtained and 4) conducting member checks, meaning the process of checking the data obtained by the researcher to the data provider.

Analysis of the data used in this study is a qualitative analysis with a descriptive approach, the data were obtained at SDIT Nurul Islam Tenganan, Semarang District, namely by data reduction and data presentation.

## RESULTS AND DISCUSSION

There are three types of research, namely planning, implementing, and evaluating character-based BPI management (a case study at SDIT Nurul Islam). The first in planning discusses the formulation of the vision and mission, setting goals, identifying current needs, and designing plans. Second, in the implementation, it discusses the implementation of character-based BPI as planned, including the socialization of BPI to students and parents, and BPI development strategies. Third, the evaluation is divided into two, namely process evaluation and result evaluation. In evaluating the process, the BPI Team uses assessment criteria such as BPI standards, identification of gaps, technical guidelines, work programs and indicators, relevance of materials, learning strategies and assessment of learning outcomes with BPI standards. Meanwhile, the evaluation of the results includes the evaluation of the reaction level, the evaluation of the level of learning, the evaluation of the level of behavior, and the evaluation of the level of impact.

Character-based BPI management at SDIT Nurul Islam is more comprehensive in forming 18 characters to achieve government programs. Therefore, SDIT Nurul Islam created a BPI program to achieve this goal. The BPI program has its own standards and guidelines for realizing the program, namely, through technical instructions, the character values expected by SDIT Nurul Islam will be formed.

### **Character-Based BPI Planning at SDIT Nurul Islam**

Planning is a key factor in the effectiveness of implementing existing activities in schools to achieve goals as shared goals in the future. Schools in planning a program are based on government regulations regarding the functions and objectives of national education in Law no. 20 of 2003 is closely related to the character. Schools are required to be able to optimize the utilization of natural resources in the vicinity so as to increase productivity and produce quality human resources.

The stages in this study are guided by Banghart & Trull cited by Usman (2011: 125) through the following stages: (1) Formulation of vision, mission, and goals (2) Setting goals, (3) Identifying current needs, and (4) Designing plans. Identification is very necessary to determine what will be needed in the program that will be run because it will determine major changes that will affect the quality of education. This is in line with the opinion of Bayar and Karaduman (2021) who said that culture in schools is important to motivate students to achieve academic achievement, a sense of competition, and development in all things, both social and physical. Students stated that positive behavior had a lot of influence on their academic achievement. Other references to school culture, very positive and strong school culture, and academic achievement were examined, this is also supported by other studies. It can literally be said in this study that school culture is effective in the academic field of student achievement in the school concerned.

According to Siti Rofiah as the principal, a program that is run cannot be separated from problems or weaknesses. Weaknesses that exist in the end must be evaluated to be corrected in order to achieve the results that have been set. Program improvements are carried out to improve activities that have not met the provisions in accordance with the program plan so that the goals that have been set are not achieved optimally. The BPI team must have its own standards in selecting or process to be solved or improved.

Researchers must ask again about character-based BPI activities so that they are carried out properly according to the procedures set by the BPI Team, the Principal, and the Ummah Mandate Foundation. BPI activities are carried out every day according to the schedule for each level or class. BPI needs to be maintained in instilling character values that are cared for by the supervising teacher. The plan can be used as a reference for the next year in carrying out Bina Pribadi Islami (BPI) so that it will be even better.

Based on the above, thus program improvements can be seen in the technical guidelines and require a process to change a culture of course this requires the full support and power of the principal to realize the desired culture. Improvements must identify the needs of both enthusiasts, users, or customers who are people who directly or indirectly deal with evaluation. Therefore, in determining the process that needs to be improved, managers need to identify program activities. Program weaknesses or problems must be corrected or solved and explain the factors that allow for program improvement, then the end result is a change in the BPI technical guidelines at SDIT Nurul Islam.

SDIT Nurul Islam has carried out the planning stages in accordance with Banghart & Trull's theory several years ago. From the results of the identification of needs that have been carried out so that in the character-based BPI planning at SDIT Nurul Islam, the following planning facts were found: 1) Determination of the BPI Team, 2) Preparation of technical guidelines, 3) Schedule determination, 4) BPI development strategy, and 5) Determination of BPI material. In planning it is necessary to have a tool to measure or determine what has been planned so that the level of success in terms of character-based BPI planning at SDIT Nurul Islam can be known.

#### **Determination of BPI Team**

Team determination in BPI activities has an important meaning because the role of an executor (motivator) in a coaching activity will affect the results achieved in training activities. In

terms of determining the BPI Team, initially, the foundation created a motivator team that had been trained. Then it has been two years since the school was given the authority to form its own motivator team. The motivator team is now called the coordinator or the BPI Team, they are elected directly by the principal through a decree that has been issued. The personnel of the BPI Team is class teachers and Al Quran teachers who are competent and trusted to carry out this task. Thus, the BPI Team is determined by using the Principal's Decree based on the competencies possessed by a teacher, with this consideration, the principal has the right to issue what is his policy, and teachers or other staff must comply with the policy.

#### Preparation of Technical Instructions

Every organization that has a program, of course, has guidelines for implementing it. The BPI program is a special feature of SDIT Nurul Islam which is a distinct advantage for the school. The guidelines used in the implementation of character-based BPI are technical guidelines.

The preparation of technical instructions was carried out by the BPI Team with the assistance of students as directors and also the principal. Cooperation in making technical guidelines plays an important role in the implementation of the character-based BPI program, so it needs to be planned from the start. Technical guidelines are prepared and planned at the beginning of the year meeting. The final results of the technical instructions will be submitted to the principal for approval and signature, then will be reported to the foundation for review and approval. The report on the technical instructions of SDIT Nurul Islam to the foundation is the school's strategy in improving the character-based BPI program, so that if there is a change the foundation will know about it. Thus, making technical guidelines based on the headlines from the foundation, schools are given the freedom to develop their programs without leaving the headlines.

#### Schedule Determination

All BPI learning participants were attended by all grade 1 to grade 6 students.

Because the schedule for the implementation of BPI activities in the planning was carried out by the head and the BPI team, then the schedule was submitted by the principal for approval and at the ACC. The implementation of BPI learning is carried out differently during the pandemic.

At the beginning of the pandemic, learning was carried out in an online mode, BPI was carried out differently according to class conditions and agreements. The media used are varied, google meet, zoom meeting, google classroom, and WA group. BPI learning is carried out in an average of 30 minutes which contains the delivery of material and assignments.

In the new normal period, learning is carried out through blended learning (a mixture of offline and online), BPI is carried out face-to-face. The implementation is divided into two zones, namely zone 1 and zone 2. Zone 1 is held every Friday and zone 2 is held on Saturday. The time provided is only 45 minutes.

Full face-to-face learning, BPI is held every Saturday before extracurricular activities for 45 minutes. For 45 minutes the teacher carries out the planned learning which has been described through the BPI book for each level. In addition to administrative books that need to be prepared by the teacher, namely assessment and attendance.

If BPI learning requires more time, especially in the practice of ablution and prayer practices, the BPI teacher asks permission from the class teacher to increase BPI hours.

Determination of BPI Development Strategy Anshar (2017:45) says school culture is a guide to behavior, which can provide positive energy in creating a conducive atmosphere in the school environment and can improve teacher performance. School culture can be implemented through how school members cooperate in achieving school goals, are aware and willing to obey school rules, show honest attitudes and behavior, respect each other, and create a clean culture, where it can shape values, beliefs and attitudes that have an impact on teacher performance.

This study defined school culture as an educational context and was exemplified by behavioral patterns, values, and beliefs embedded in learners.

The strategy used in the research above is exemplary, while SDIT Nurul Islam Tenganan not only uses exemplary strategies but also habituation. The two strategies or methods are what students need at this time, which are carried out immediately without a lot of material because practice will be remembered by students more than just theory. BPI learning which is held once a week with small groups is expected to be able to develop into an Islamic person. In addition, the media used to remind in every activity is in the form of motivational messages displayed both inside and outside the room. This strategy uses an active and child-centered approach to fostering student learning, carried out through various activities in the classroom, school, and community. These activities will shape the character of the child according to the activities carried out so that 18 characters can be achieved as desired.

The habit of having an Islamic personality is the learning goal of Islamic Personal Development. So, through this BPI coaching, it is hoped that students will not only get what the BPI teacher conveys, but can implement or practice the 7 standards that have been set.

#### Determination of BPI Material

The manager plans to determine the material to be used in the course of character-building activities through BPI where the material has been prepared by JSIT. The material presented has been written in the teacher's handbook in accordance with the graduation standards. Managers not only use materials in JSIT books but add materials such as prayers and hadiths as well as other sources such as the internet and appropriate books. BPI managers not only plan materials and materials to be used but monthly evaluations are carried out to minimize problems in the implementation of BPI learning. Coordination between BPI teachers is led directly by the head of BPI, in order to take an inventory of problems that arise at any time. So that every problem is solved together. The

implementation of BPI learning is also determined by SOPs (standard operating procedures) so that in the implementation of BPI, one group to another has the same standard. In the monthly coordination, the sequence of SOPs is always emphasized as a reminder for BPI assistant teachers. Even though they are reminded of the BPI learning SOPs from time to time, not a few feel confused when all the BPI sequences have been implemented but there is still time left. Because the skills of teachers are different, teachers who are experienced in lecturing can make the best use of their time, even if they don't have enough time. However, for novice teachers or not familiar with lectures, the time will be leftover.

Based on the research above, the planning process carried out by SDIT Nurul Islam Tenganan is in accordance with Banghart & Trull. The school carried out the Banghart & Trull planning process not only initially, but also carried out monthly evaluations. The advantages of planning a character education-based BPI program are cooperation and coordination in planning. Planning is the result of collaboration and coordination with school residents in making a plan that will be carried out by schools in realizing an effective character education-based BPI program. Cooperation and coordination are also seen when making school work plans (RKS) which involve many parties.

The school must synergize, namely in partnership or cooperation with the parties concerned, and that is applied in the school environment. Schools must have people who are able to bring in as many student representatives as possible in order to be able to compete in achievement and make them a generation of character.

The collaboration of SDIT Nurul Islam Tenganan with school residents is a learning strategy that can benefit all parties. The program is based on the assumption that people have concerns about the character of teenagers so that schools take the initiative and facilitate the implementation of the BPI program that can shape the character of students in order to meet customer needs through a systematic planning

process in order to achieve the common goal of building a smart, pious and superior generation, through a good level of knowledge and character, so as to produce quality graduates who are not only intellectual but also moral, and produce graduates with noble character.

Coordination is needed in BPI because these activities are in a very substantial division of labor, namely carrying out character education through BPI. Timing in implementing BPI is important because there are activities that must take precedence and others that must be carried out later or at the same time. Scheduling shows the time and people who will carry out activities so that BPI managers will be clearly directed on what to do. Coordination allows for cooperation in accordance with their respective functions in implementing BPI based on character education. This is done so that programs and activities run smoothly in accordance with the duties and responsibilities of BPI. Good coordination within BPI can avoid the possibility of unfair competition or confusion in actions.

The weakness of this planning process is in the BPI material because there are similarities in the material taught in BPI learning, PAI subjects, and learning the Quran and Hadith. For example, the material for ablution and prayer is found in BPI and PAI learning. Memorizing hadith is found in BPI learning and Quran Hadith. Determination of material is an activity related to the preparation of BPI coaching materials carried out by the organization of the activity program and the BPI Team. So there needs to be trimming of overlapping materials for efficiency. The coaching material is still guided by the BPI book which refers to the graduation standard. The material is also in accordance with the vision and mission of the school and the foundation so that the ideals of the school or foundation synergize with BPI learning materials. What is needed by the customer will be identified, then the content of the BPI material must be internalized in order to form the desired character.

### **Implementation of Character Education-Based BPI at SDIT Nurul Islam Tenggara**

Implementation is nothing but an effort to make planning a reality, through various directions and motivations so that each employee can carry out activities optimally in accordance with their roles, duties, and responsibilities. To be able to see the level of success of the implementation of BPI based on character education, we can see from the implementation of the Standard Operating Procedure (SOP) and the work program of the BPI SDIT Nurul Islam Tenggara, whether it is in accordance with what has been planned. The implementation of BPI based on character education found a strategy concluded by the researchers as follows:

There is Socialization

Socialization is also needed in this case because it introduces a new environment to educational customers. Therefore, the organization must be able to invite its members, especially new members to make adjustments to the school culture which is the guideline for achieving good performance. Socialization includes activities where teachers must understand the concept of BPI and how teachers must teach character values to students in learning. It is not enough just to convey the material, but how to change behavior after receiving the BPI material. Likewise with socialization to parents, what needs to be done about the character education program that will be carried out at home. Students who become objects need to understand the importance of BPI learning which will be felt directly in order to become a smart, pious, and superior generation and the pride of parents.

The socialization for all teachers and employees at the SDIT, SMPIT, MAIT, and SMAIT Nurul Islam levels was carried out by the Amanat Ummat Foundation, as part of the work program of the Director-General of Islamic Personal Development. Socialization to all teachers and employees is an important part so that all stakeholders understand the aims and objectives of the Islamic Personal Development program. Socialization to parents is carried out through parent meetings. This socialization is



important so that parents understand the importance of character education from an early age. Parents also need to understand what parents should do at home to make the habituation of Islamic character values successfully. Socialization to students is very important because students here become objects. How to get students interested in this BPI program, it is necessary to have an interesting strategy to attract students' sympathy and not be burdened with this new program.

Poole (2017) incorporates the elements (MO) into the school culture, customer needs, desires, and certain circumstances, such as lifestyle, which is the focus of marketing orientation (MO). MO is the extent to which an organization generates and uses intelligence about current and future customer needs by developing strategies for customer needs and wants. MO takes into account the influence of competitors and combines functional coordination. This encourages intelligence or the use of data about competitors, and integrated cross-functional processes.

The results of the research above explain that school culture is an important aspect of education that changes the character of students in everyday life. Thus, it can be concluded that in the implementation there are socialization activities that have been carried out by SDIT Nurul Islam Tengaran in achieving the success of the BPI program based on character education.

#### BPI Development Strategy

Rofiah et al., (2020) explain the implementation of inclusive education using a full class model. Students with special needs who are accepted are identified, and an assessment is carried out to collect information before a learning program for students with special needs is drawn up to suit their learning needs. The curriculum used is the curriculum of the education unit which is modified as needed. Class teachers are assisted by special tutors from special schools in classroom learning.

The results of this cultural research show that the interaction between educators and students is mutually supportive, besides that educators try to create a participatory

atmosphere so that there are no differences from one another. Creating a school culture for inclusive education requires varied methods or strategies, with these variations creating interactions.

Based on the implementation, it was in accordance with the planning of SDIT Nurul Islam Tengaran, starting from the BPI Team to the materials. It's just that in terms of implementation found advantages, namely the existence of socialization and there are several strategies in developing the program. While the weakness is from supervision. Supervision is carried out to measure and think about the expected program to the evaluation of program implementation because in this world nothing remains unchanged. The change aims to build on the school community's experience of the successes and failures of change and provide practical insight into the change process. Supervision at SDIT Nurul Islam Tengaran in terms of implementation is carried out by the BPI Team whose task is to familiarize students and oversee the course of character education-based BPI activities.

Habituation of students with good character is the goal of Islamic character values built through BPI learning. On the other hand, morality or bad morals are values that are minimized and even avoided for the sake of forming an Islamic character. Akhlakul madzumamah which is often carried out by SDIT Nurul Islam Tengaran students who are not in accordance with the regulations that have been made, one of which is etiquette at school or outside school. Things that are often violated at school are eating while standing, eating with your left hand, making noise during prayer, saying rude things, fighting, and so on. Meanwhile, what is often violated at home is incomplete obligatory prayers and not doing homework. Based on this, it can be concluded that the students of SDIT Nurul Islam Tengaran are not all students aware and feel supervised to implement Islamic values that have been taught through character-based BPI learning.

### **Evaluation of BPI Based on Character Education at SDIT Nurul Islam Tengaran**

The implementation of this evaluation will have an impact and benefit for teachers and students to instill Islamic values through BPI. In addition, the evaluation carried out by the teacher can be an input to find out the difficulties and problems faced by students, so the evaluation can be feedback for the teacher to improve the BPI process in the future.

#### **Process Evaluation**

Suriadi and Supriyatno (2020) said that the implementation of character education habituation of cultural values such as religious values, maintaining cleanliness, honesty, togetherness, simplicity, and discipline are systematically and continuously integrated in curriculum management, student management, and educator management. and management of education staff, who will shape character education so as to form a generation that is superior and emotionally intelligent, socially intelligent, and spiritually intelligent. The superior generation is the generation that has a religious character in facing the future in order to build the character of the nation.

Transformation needs to be done because as an evaluation of the teaching and learning process, with the transformation, teachers are required to have expertise in the field of technology to support their teaching and learning process. In other words, transformation is at the heart of learning theory because it deals with assumptions about learning, brings clarity to the resolution of ideas in relation to situational learning, and incorporates changes in everyday teaching.

According to Uswatun Khasanah as the head of BPI, it can be seen in the BPI program based on character education at SDIT Nurul Islam Tengaran, where the gradual process evaluation of the program will affect the quality of education. Initially, the BPI program was considered burdensome or difficult for educators, after receiving socialization from the Ummah Mandate Foundation, the teacher got an idea for the future about the importance of BPI learning. Over time, the implementation of BPI learning is

like a breath of fresh air for educators. Improving the quality of morality is evidence that BPI activities are very beneficial for students in particular. The evaluation of the process by the BPI Team used the following assessment criteria: (1) SKL indicators that were implemented, (2) the achievement of memorizing hadith, prayers, and letters in the Koran, (3) learning strategies (4) assessment of learning outcomes with BPI standards.

The existence of BPI is not without reason, schools have strong reasons to create a BPI program. For that reason, we can use it as a knife to improve and develop educational strategies in schools so that they will be able to improve the quality of education in these schools. The concern of teachers and parents about the flow of globalization is a strong reason for creating a character education-based BPI program, so it is necessary to determine a BPI standard.

The achievement of the BPI curriculum is evaluated every semester, in the odd semester of the 2021-2022 school year, according to BPI chairman Uswatun Hasanah, the achievement reaches 90%. This achievement is influenced by online and offline learning systems. At the end of the semester, a blended learning system is still being carried out, while at the end of the semester full offline learning has been carried out.

After online learning becomes offline learning, it causes teacher services to students to increase. This has an effect on BPI learning, especially the habituation of character values, both from the aspect of worship and student behavior which is more supervised by the teacher. Supported by daily mutabaah books, making students force themselves to do positive activities even though they are at home. This then makes students accustomed to doing positive things to avoid negative influences from their environment.

The conclusion is that the BPI at SDIT Nurul Islam Tengaran contains character values that are characteristic of SDIT Nurul Islam Tengaran because these values are a combination of the values of the nation's character and Islamic values. The values applied by SDIT Nurul Islam Tengaran have been neatly arranged in the BPI

SKL, in which there are indicators, student daily activities, and the results of their achievements. While the BPI material, learning strategies and assessment of learning outcomes are already relevant to the BPI SKL. BPI learning is one of the subjects in school, this program is carried out in study hours so that BPI culture gets a special portion of learning hours and is carried out continuously.

#### Result Evaluation

Evaluation of results is understood as an evaluation activity with an emphasis on fostering BPI for students. Evaluation of the results can be seen in daily activities, whether students perform according to Islamic values as planned through BPI learning. The change in attitude becomes the benchmark for the BPI Team. The agreed values are 7 character values as the target character values. The planning that has been planned in the BPI curriculum is the target of guidance carried out by SDIT Nurul Islam Tenganan to measure changes in student behavior. In addition, the student mutabaah book is a form of supervision of the activities carried out by students.

Elpisah and Hartini (2019) said that the results of the study showed that the leadership style had a positive and significant effect on teacher performance, and the dominant leadership style that influenced teacher performance was the delegation leadership style. This finding is an input for school principals to be able to understand the characteristics and improve harmony with teachers in order to achieve educational goals.

Based on this research, leadership style is very influential on the ideals of the school as stated in the vision and mission. Evaluation of results by teachers and students that students and alumni have contained the character values of SDIT Nurul Islam Tenganan. If in the conclusion it is found that the document being studied shows character values, then the recommendations are indicators of BPI achievement, learning SOPs, internalization of Islamic values, and others that do not require improvement. On the other hand, if the conclusion is that it has not shown the character values of SDIT Nurul Islam Tenganan, the recommendations require improvement. The

repairs required may be few or many. In addition, this team uses the following assessment criteria: (1) quality of BPI implementation, (2) student and alumni satisfaction, (3) content of BPI character values in the material, and (4) community satisfaction with the BPI program at SDIT Nurul Islam Tenganan. Thus, the quality of BPI cannot be doubted, because it is one of the tools to improve the quality of education at SDIT Nurul Islam Tenganan. To find out the success or failure of the services provided by the school to the community or students, it can be known through public opinion, students, and alumni of SDIT Nurul Islam Tenganan.

The quality of the school is the main thing to attract education customers, at SDIT Nurul Islam Tenganan it has a quality standard of education to be achieved. BPI is the main target that affects the quality of education. Every year BPI is evaluated and gaps are identified so that its strengths and weaknesses are identified.

Customer satisfaction is the most important thing in education, when character building, students can be seen or asked directly for their satisfaction both during activities and after activities. BPI occurs because of customer concerns about student morals.

The BPI contains the contents of the desired value, if it is not appropriate, it will be corrected for the future. In this case, there are indicators of success for both schools and classes. Meanwhile, community satisfaction based on the results of interviews with the local community, several indicators were obtained as a benchmark for the relevance between character values and the material presented.

BPI uses standardized tests, which are assessed for each lesson according to predetermined standards. Reports on BPI learning outcomes are reported to parents every semester who are included in routine report cards. BPI assessment is taken from attitude or character assessment, skills assessment and habituation assessment. Attitude assessment is a daily assessment observed by BPI teachers. Assessment of skills is the practice of worship, memorizing the Koran, hadith and prayer. While

habituation is assessed from the student's mutabaah book.

Based on the above, the evaluation of the BPI SDIT Nurul Islam Tenganan program also had different results, namely the evaluation was not in accordance with Kirkpatrick. The evaluation conducted by SDIT Nurul Islam Tenganan also has a weakness, namely that the parents' assessment of the program is not paid attention to. Parents are one of the customers of education that must be considered, schools issue policies that try to provide answers to the needs of parents now through quality education, namely BPI which is a form of service for fostering noble character education. Based on this, it can be concluded that the assessment of parents is something that must be considered because parents have the right to express their opinions so that schools can meet the needs of educational customers according to their wishes.

## CONCLUSION

Based on the results of the data obtained regarding the management of Bina Pribadi Islami (BPI) based on character education at SDIT Nurul Islam Tenganan, it can be concluded that: 1) planning for BPI based on character education at SDIT Nurul Islam Tenganan through the process of establishing the BPI Team, making standard operating procedures (SOPs), schedule preparation, BPI development strategy, and determination of BPI materials, 2) character-based BPI implementation at SDIT Nurul Islam Tenganan includes socialization of students and parents and various strategies to create BPI interaction and development, 3) character education-based BPI evaluation At SDIT Nurul Islam Tenganan the procedural method was not fully implemented because the school had evaluations, namely process evaluation, outcome evaluation, reaction level evaluation, learning level, and impact level.

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