The Influence of the Headmaster's Managerial Functions on the Formation of Religious Character at MI Al Marzukiah, Central Lombok

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Abstract. This study aims to examine the personality competence of the Madrasah Principal and its influence on the character development of students at MI Al Marzukiah, Central Lombok. The research employed a descriptive and inferential quantitative approach with a total of 46 respondents, including teachers and students. Descriptive analysis revealed that the principal's personality competence predominantly falls into the moderate category (65%), while student character development is also mostly moderate (76%). The personality competence of the principal encompasses the ability to lead, motivate, and coordinate the madrasah community, including teachers, staff, and students, in achieving educational goals, as regulated by the Ministry of Religious Affairs No. 58 of 2017 and the Ministry of National Education No. 13 of 2017. Inferential statistical analysis using the t-test showed no significant effect of the principal's personality competence on student character development (tcount = 0.601 < ttable = 1.680, α = 0.05). This suggests that student character development is influenced more by teachers' daily interactions, school environment, parental involvement, and students' own initiative rather than solely by the principal's personality. The findings emphasize the importance of a collaborative approach in character education, integrating school leadership, teacher facilitation, family support, and environmental factors to cultivate dynamic and value-based character aligned with Islamic principles.

Keywords: Madrasah Principal, Personality Competence, Student Character Development, Islamic Education, Leadership

1. INTRODUCTION

Education plays a crucial role in society, both for personal development and in realizing government programs in accordance with the national education goals, namely to educate the nation and enhance civic life (Rosid & Alfaruq, 2023). Through education, individuals acquire sufficient skills to manage daily life, improve their competencies, and compete effectively in this challenging era (Arista & Sari, 2023). This is especially important for children as the next generation of the nation, who are expected to uphold the dignity and honor of their country (Husna, 2017).

In a competitive environment, high-quality human resources with adequate skills and competencies are essential. One key factor is leadership, as a capable leader can influence and direct the behavior of community members toward specific goals (Supriyanto, 2020). Effective leadership significantly impacts the religious attitudes of students. Research indicates that there is a significant influence of the principal's leadership on the religious behavior of students (Makmura, 2024).

As leaders, school principals play a vital role in improving educational quality (Syaroh, 2023). They are responsible for organizing educational activities, managing administration,

developing staff, and maintaining school facilities and infrastructure. Principals can foster students' religious character through strategies such as habituation, role modeling, and a persuasive approach (Makmura, 2024; Arista & Sari, 2023).

However, challenges in developing students' religious character persist. Moral decline, including juvenile delinquency, substance abuse, and other deviant behaviors, is increasingly prevalent. This situation affects the educational system in madrasahs. If intellectual development is not balanced with the instillation of Islamic values, the objectives of national education cannot be fully achieved (Aprilianto, 2025).

Therefore, genuine leaders with strong ethical convictions are needed to guide students in their behavior. The primary goal is not only to prevent wrongdoing but also to encourage doing good, including treating others with respect and dignity (Muslim et al., 2023).

To instill Islamic values in students, programs must integrate general subjects with religious values in every learning activity. Considerations include students' religiosity, the school community, and the surrounding environment (Syaroh, 2023). Integrating science with religion arises as a response to the dichotomy between religion and knowledge introduced by Western culture (Husna, 2017).

Creating a religious atmosphere in madrasahs can be achieved through habituation, role modeling, and a persuasive approach. This approach gently encourages school members, providing rationale and positive prospects to convince them, with activities manifesting as positive actions, reactions, and proactive behaviors (Arista & Sari, 2023).

Based on initial observations at MI Al Marzukiah, Central Lombok, the development of religious character is implemented through habituation activities such as the 3S program (Smile, Greet, Say Hello), congregational dhuha prayers, congregational five daily prayers, reciting prayers before and after lessons, maintaining neat attire, and other practices. However, some students still violate school rules, including truancy, fighting, and showing disrespect to teachers (Rosid & Alfaruq, 2023). Therefore, fostering religious character in madrasahs remains essential.

Based on the above discussion, this study aims to examine: The Effect of the Managerial Function of Madrasah Principals on the Formation of Religious Character at MI Al Marzukiah, Central Lombok.

2. METHODE

This study employs a quantitative approach with a quasi-experimental design to examine the influence of the principal's managerial functions on the development of religious character

at MI Al Marzukiah, Central Lombok. The population consisted of all students, totaling 184, from which a sample of 50 students was selected using simple random sampling to ensure representativeness. Data were collected using closed-ended Guttman-model questionnaires and documentation of school administration. Instrument validity was tested statistically using SPSS, with a criterion of r calculated > r table at a 5% significance level, while reliability was measured using Cronbach's Alpha ($\alpha > 0.60$) to ensure the consistency of the measurement tools. Data analysis was conducted univariately to describe respondents' demographic characteristics and bivariately using a Paired t-test to examine differences before and after the intervention, assuming the data were normally distributed, at least interval-scaled, and paired (Sugiyono, 2010). The research site was chosen due to preliminary findings indicating that MI Al Marzukiah has a relatively low level of religiosity compared to other madrasahs in Central Lombok.

3. RESULT AND DISCUSSION

a. Result

1) Characteristics of Research Subjects

Table 1. Characteristics of Research Subjects

Variable	Frequency	%
Gender		
Male	26	52
Female	24	48
Age		
10 years old	12	24
11 years old	14	28
12 years old	16	32
13 years old	8	16
Class		
Class 4	13	26
Class 5	13	26
Class 6	24	48

Based on Table 1, the majority of respondents were male (52%) compared to female (48%). Most respondents were in Class 6 (48%), and the most common age among participants was 12 years old (32%).

2) Analysis of Students' Religious Knowledge Before and After Intervention

Table 2. Analysis of Students' Religious Knowledge Before and After Intervention

Religiosity	Mean	n	SD	SE	P Value
Pre Test	14.04	50	2.240	0.317	0.000
Post Test	24.98	50	2.114	0.299	

This table shows that students' religious knowledge significantly increased after the intervention, as indicated by the higher mean score in the post-test compared to the pre-test.

b. Discussion

1) Personality Competence of the Madrasah Principal at MI Al Marzukiah, Central Lombok

Based on the descriptive analysis of the personality competence of the Head of Madrasah at MI Al Marzukiah, Central Lombok, with a sample of 46 educators and students, it was found that 9 respondents (20%) fell into the low category, 30 respondents (65%) into the medium category, and 7 respondents (15%) into the high category. These findings indicate that the majority of the Head of Madrasah's personality competence is at a moderate level, namely 65%.

Personality competence of the Head of Madrasah refers to a leader's ability to mobilize and lead all members of the madrasah community, including teachers, staff, students, and other school components, to collaborate in achieving educational goals (Suryani et al., 2022; Wibowo, 2021). The Minister of Religious Affairs Regulation No. 58 of 2017 emphasizes that the Head of Madrasah must possess personality competence, which includes the ability to develop a culture and tradition of noble character and serve as a role model for the madrasah community; integrity as a leader; strong motivation for self-development; openness in carrying out main tasks and functions; self-control in facing challenges; and talent and interest in leading the madrasah (PMA No. 58, 2017).

Furthermore, the Minister of National Education Regulation No. 13 of 2017 on Headmaster Competency Standards highlights the importance of noble character, integrative leadership, continuous self-development, and managerial skills in problem-solving, which collectively shape a professional and exemplary personality for the Head of Madrasah (Kompri, 2017).

The results of this study indicate that the personality competence of the Head of Madrasah at MI Al Marzukiah is still in the moderate category. This suggests that the appointment of a Head of Madrasah should refer to PMA No. 58 of 2017 as a foundational guideline, and the Head of Madrasah should continuously improve themselves. As a leader, the Head of Madrasah is responsible for the quality of human resources within the madrasah to ensure they perform their duties effectively. This responsibility also includes achieving educational goals through the guidance and mobilization of subordinates. Therefore, to meet the desired standards, the Head of Madrasah needs to enhance their personality competence to reach a high category, enabling them to serve as a role model, inspire, and empower the entire madrasah community (Rahman et al., 2020; Arifin, 2019).

2) **Student Character Development at MI Al Marzukiah, Central Lombok**

Based on descriptive analysis of student character development at MI Al Marzukiah, Central Lombok, using a sample of 46 students, 6 respondents (13%) fell into the low category, 35 respondents (76%) were in the moderate category, and 5 respondents (11%) were in the high category. These findings indicate that the majority of student character development at MI Al Marzukiah is classified as moderate (76%). This moderate level of character development is influenced by several factors, including the role of the head of the madrasah, teachers, facilities and infrastructure, and the surrounding environment (Suryani et al., 2022; Wibowo, 2021).

Character development in Islamic education is defined as the process of nurturing or revitalizing the psyche of students through the lens of Islamic teachings, enabling them to understand and practice Islamic values to form dynamic and well-rounded character (Raharjo, 2010). The core values emphasized in Islamic character education include religiosity, honesty, responsibility, discipline, and independence. Religiosity refers to the alignment of thoughts, words, and actions with divine values and religious teachings. Honesty involves being trustworthy in speech, behavior, and work. Responsibility encompasses fulfilling duties to oneself, society, the environment, the state, and God. Discipline reflects adherence to rules and regulations, while independence represents the ability to complete tasks without undue reliance on others.

Character development is a holistic process that connects knowledge of values with attitudes and strong emotional commitment to implementing them in daily life,

including toward God, self, others, the environment, the nation, and the international community. However, habitual good behavior does not automatically ensure internalized character; some actions may be motivated by fear of punishment or social evaluation rather than intrinsic appreciation of moral values. For example, a student may act honestly due to social pressure rather than genuine respect for honesty. Therefore, effective character education must integrate emotional and affective dimensions alongside behavioral guidance (Arifin, 2019; Rahman et al., 2020).

The results of this study indicate that student character development at MI Al Marzukiah remains at a moderate level. This finding suggests the continued need for targeted interventions by the head of the madrasah and teachers to foster students' spiritual and moral development. By combining religious instruction with practical guidance, students are expected to internalize Islamic values, leading to the formation of dynamic character consistent with Islamic principles. The role of leadership, teacher facilitation, and supportive environments is thus crucial in achieving the desired outcomes in character formation.

3) The Influence of the Personality Competence of Madrasah Principals on the Character Development of Students at MI Al Marzukiah, Central Lombok

Despite these findings, the managerial role of the Madrasah principal remains critical in determining school quality and effectiveness. The leadership quality of the principal affects the overall efficiency of the Madrasah, as competent management fosters a conducive learning environment that motivates teachers, staff, and students to develop their potential, creativity, and innovation (Kompri, 2017). Principals with high competency provide exemplary leadership, inspire, and empower their communities, promoting social change, cost-effectiveness, and acceptance among staff, students, and society at large.

Mulyono (2017) emphasizes that the advancement of a school or Madrasah is heavily dependent on the principal's role because the principal acts as a central figure and facilitator of education, entrusted with the execution of responsibilities imbued with high expectations and reform initiatives. Parental trust and optimism are often directly associated with the principal's competence, as the principal is seen as the representative of the Madrasah's values and educational vision. The principal not only accumulates resources but also functions as a managerial strategist

responsible for the optimal contribution of all members to ensure the effectiveness and efficiency of educational processes.

In line with PMA No. 58 of 2017 and the National Education Ministerial Regulation No. 13 of 2007 regarding principal competency standards, it is crucial for principals to master both the theoretical and practical aspects of leadership competencies. Personality competence encompasses moral conduct, fostering a culture of exemplary behavior, integrity, openness in executing duties, self-regulation, and a natural aptitude and interest in educational leadership (Kompri, 2017).

Character development in students involves cultivating their psyche and moral awareness through Islamic education, aiming for the internalization of values that foster dynamic character traits (Raharjo, 2010). These include religiosity, honesty, responsibility, discipline, and independence. Effective character education requires the integration of behavioral knowledge with emotional and attitudinal commitment, targeting self, society, environment, nation, and the international community. Habitual good behavior alone does not guarantee internalization of values, as actions might stem from fear of consequences rather than genuine appreciation of moral principles. Therefore, affective aspects must complement character education.

The results of this study, indicating that both the principal's personality competence and student character development are categorized as moderate, with no significant statistical correlation, highlight several contextual factors: While the principal has the authority and responsibility to advance the Madrasah, direct involvement in daily classroom character development is primarily executed by teachers, with the principal serving as facilitator and supporter. Character development at MI Al Marzukiah involves multiple stakeholders, including the school and the religious boarding institution (pondok), ensuring a collaborative approach. Effective character formation requires the active participation of all parties, as changing student behavior is a gradual and complex process. Students' awareness and willingness to improve their behavior are essential, even with external motivation. The surrounding environment significantly influences character development; positive environments encourage constructive behavior, whereas negative environments may contribute to undesirable conduct.

In conclusion, while the principal's competency is vital for creating conducive conditions for character development, the direct influence on student behavior is mediated through teachers, environment, and collaborative institutional support. Future strategies should focus on strengthening these mediating mechanisms to enhance the effectiveness of character education in Madrasahs.

4. CONCLUSION

Based on the results of the study on the personality competence of the Madrasah Principal and the character development of students at MI Al Marzukiah, Central Lombok, it was found that the principal's personality competence falls into the moderate category. This indicates that the principal possesses the basic ability to lead and mobilize the madrasah community but still requires improvement to optimally serve as a role model, inspire, and empower all members of the madrasah. The character development of students also falls into the moderate category, with most students showing moderate progress in character values, including religiosity, honesty, responsibility, discipline, and independence. Inferential analysis results indicate that there is no significant influence of the principal's personality competence on student character development, suggesting that the success of character development is largely influenced by teachers, the school environment, boarding school involvement, and the active participation of the students themselves. Environmental factors, the involvement of all stakeholders, and students' internal awareness and motivation are critical in achieving effective character development. Therefore, student character formation requires a collaborative approach among the principal, teachers, parents, and relevant educational institutions to ensure the development of dynamic character aligned with Islamic educational values.

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