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## THE ROLE OF ISLAMIC EDUCATION MANAGEMENT IN DEVELOPING STUDENT CHARACTER IN THE ERA OF GLOBALIZATION

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### Abstract

The era of globalization has brought about various changes that give both positive and negative impacts on the character development of students. Therefore, educational management is needed that is able to instill Islamic values as the foundation for shaping student character. This study aims to analyze the role of Islamic education management in developing student character in the era of globalization. The method used is library research, collecting and analyzing various sources such as books, scientific journals, and documents relevant to the research topic. The results show that Islamic education management has a strategic role in shaping and developing student character through the functions of planning, organizing, actuating, and controlling based on Islamic values. The implementation of Islamic education management is carried out through religious habituation, teacher role modeling, the creation of an Islamic school culture, and cooperation among schools, families, and communities. Nevertheless, there are various challenges in developing student character in the era of globalization, such as the negative influence of technology and social media, the entry of foreign cultures, and the declining role of the family in character education. Therefore, an adaptive and innovative strengthening of Islamic education management is needed in order to produce students with noble character who are ready to face the developments of the times.

**Keywords:** Islamic Education; Management; Character Development; Globalization.

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## **A. Introduction**

The era of globalization has brought about very rapid changes in various aspects of life, including education. Advances in information technology, social media, and cultural openness have both positive and negative impacts on the character development of students. On one hand, globalization opens up broad access to knowledge; on the other hand, it can lead to moral degradation, the erosion of cultural values, and increasingly individualistic behavior among students.

A number of previous studies have examined the relationship between Islamic education and student character formation. Suprayitno and Moefad (2024) studied the role of integrated Islamic education in shaping the character and social skills of the young Muslim generation, while Azzaky et al. (2024) examined the contribution of Islamic religious education to building student character in general. Rohmat and Wiranta (2026) also discussed the concept and implementation of Islamic education management in shaping student character. Nevertheless, these studies generally discuss the role of Islamic education partially or focus on only one aspect, and have not comprehensively linked the four functions of Islamic education management with the specific challenges of the digital globalization era currently faced by students.

Based on this gap, this study aims to analyze the role of Islamic education management through the functions of planning, organizing, actuating, and controlling in shaping and developing student character, while also identifying the challenges that accompany it in the era of globalization.

This study is important because it presents an analysis that systematically integrates the functions of Islamic education management with the contemporary challenges of the digital era, something that has not been widely found in previous studies, which tend to discuss the two issues separately. Thus, this study is expected to fill the research gap regarding how Islamic education management can be adaptively implemented to address the challenges of globalization in shaping student character.

## **B. Method**

This study uses a library research approach, tracing books, scientific journals, research articles, proceedings, and relevant documents published within the last five years concerning Islamic education management and student character development. Sources were searched through academic databases such as Google Scholar, Garuda, and Sinta, using the keywords "Islamic education management," "character development," and "globalization." The collected sources were screened based on thematic relevance, publisher credibility, and recency of publication.

The collected data were analyzed using content analysis techniques by identifying findings in each source, grouping them according to the functions of Islamic education management (planning, organizing, actuating, and controlling) and

the challenges of globalization, and then comparing findings across sources to construct a coherent argument regarding the role of Islamic education management in developing student character.

## **C. Results And Discussion**

### **The Concept of Islamic Education Management in Character Development**

Islamic education management is the process of planning, organizing, actuating, and controlling all educational activities carried out based on Islamic values to achieve educational goals effectively and efficiently. In the context of character development, Islamic education management functions as a system that directs all educational components to shape students who are faithful, pious, of noble character, disciplined, honest, and responsible.

According to Putra et al. (2025), Islamic education management is a systematic effort to manage educational institutions by integrating Islamic values into all educational programs so that students' character is shaped in accordance with Islamic teachings. Furthermore, Wahib (2018) explains that character development through Islamic education management is carried out through curriculum management, the fostering of school culture, teacher role modeling, and the habituation of religious values in daily life.

Based on these views, it can be understood that Islamic education management in character development is an educational management process that is oriented not only toward academic achievement but also toward shaping students' personality and morals in accordance with Islamic values.

The goal of Islamic education management in character development is to shape human beings who possess a balance among intellectual, emotional, social, and spiritual intelligence. Islamic education aims to produce students who are able to practice Islamic teachings in daily life and possess strong character in facing various challenges of the times.

According to Nurhayati Djamas (2020), the goal of Islamic education management is to shape students with religious, honest, disciplined, independent, and responsible character through a planned and sustainable educational process. Meanwhile, E. Siregar (2018) states that character development through Islamic education management aims to create a generation that excels not only in knowledge but also possesses high morality and ethics as provisions for facing the era of globalization.

In general, the goals of Islamic education management in character development include:

- a. Shaping students who are faithful and pious toward Allah SWT.
- b. Instilling the values of noble character (akhlakul karimah).
- c. Developing honest, disciplined, and responsible attitudes.

- d. Fostering social concern and a spirit of cooperation.
- e. Shaping a generation capable of facing the development of globalization without abandoning Islamic values.

The principles of Islamic education management in character development serve as the foundation used in managing all educational activities so that the goals of character formation can be achieved optimally. These principles are derived from Islamic values that emphasize a balance among spiritual, intellectual, and social aspects.

According to Rahman and Aziz (2024), the main principles of Islamic education management are monotheism (tauhid), trustworthiness (amanah), justice, deliberation (musyawarah), and responsibility, all of which must be applied throughout the educational process. In addition, Wulandari (2021) explains that student character development will succeed if supported by the principles of role modeling, habituation, the integration of character values in learning, and cooperation among schools, families, and communities.

The principles of Islamic education management in character development include:

- a. The Principle of Tauhid, making faith in Allah SWT the basis of all educational activities.
- b. The Principle of Role Modeling (Uswah Hasanah), whereby educators provide good behavioral examples to students.
- c. The Principle of Habituation, shaping character through positive activities carried out continuously.
- d. The Principle of Trustworthiness and Responsibility, instilling awareness to carry out duties and obligations properly.
- e. The Principle of Cooperation, involving schools, families, and communities in the character education process.
- f. The Principle of Continuous Evaluation, carrying out ongoing monitoring and assessment of students' character development.

Thus, the concept of Islamic education management in character development is an educational management system grounded in Islamic values, aimed at shaping students of noble character and good personality who are able to wisely face the challenges of globalization without losing their Islamic identity.

### **The Role of Islamic Education Management in Shaping and Developing Student Character in the Era of Globalization**

The development of globalization, characterized by advances in information technology, the influx of foreign culture, and changes in societal lifestyles, presents distinct challenges for the world of education. Students are required not only to possess good academic ability but also strong character in order to filter the various negative influences that emerge in the era of globalization. Under these conditions,

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Islamic education management has a strategic role in shaping and developing student character through educational management grounded in the values of the Qur'an and Sunnah.

According to Rohmat and Wiranta (2026), Islamic education management plays an important role in shaping student character through the functions of planning, organizing, actuating, and controlling, integrated with religious habituation programs, school regulations, and an Islamic culture within the educational environment. Through such systematic management, students can continuously internalize the values of honesty, discipline, responsibility, and social concern.

Meanwhile, Arjuni and Aristiati (2024) explain that Islamic education management is an effective means of character formation through the integration of Islamic values into the curriculum, teacher role modeling, a conducive learning environment, and the implementation of religion-based extracurricular programs. This approach allows character education to be delivered not only in theoretical form but also embodied in students' daily behavior.

The roles of Islamic education management in shaping and developing student character in the era of globalization are as follows:

#### **Instilling Islamic Values as the Foundation of Character**

Islamic education management plays a role in instilling Islamic values as the foundation for shaping student character. Values such as honesty, trustworthiness, discipline, responsibility, and tolerance are instilled through learning activities and school culture. According to Rahmi et al. (2024), the internalization of Islamic religious values can shape students' religious character, courtesy, and discipline through a continuous process of habituation and value reinforcement.

#### **Creating an Islamic Educational Environment**

A conducive school environment is an important factor in shaping student character. Islamic education management plays a role in creating a school culture that reflects Islamic values, such as the culture of greeting, congregational prayer, reading the Qur'an, maintaining cleanliness, and respecting others. According to Siroj and Untung (2024), a well-managed Islamic educational environment can help students internalize positive values such as cooperation, social concern, and respect for others.

#### **Developing Character Through Teacher Role Modeling**

Teachers are the primary figures in the process of shaping student character. Therefore, Islamic education management must be able to direct all educators to become role models in behavior, speech, and action; teachers serve not only as conveyors of knowledge but also as exemplars who demonstrate Islamic values such as honesty, discipline, responsibility, and concern for others.

#### **Habituating Positive and Religious Behavior**

Habituation is one of the effective strategies in shaping student character. Islamic education management develops various habituation programs such as communal prayer, Qur'an recitation, congregational prayer, charitable giving, and

other religious social activities. According to Munawir et al. (2024), Islamic religious education learning supported by religious habituation activities has been shown to contribute to better personality and character formation among students.

### **Shaping Honest and Responsible Character in the Digital Era**

Globalization and the development of digital technology present various moral challenges for students, such as the misuse of social media, plagiarism, and declining communication ethics. In this regard, Islamic education management plays a role in guiding students to use technology wisely and responsibly; Islamic education has an important role in developing students' honest character through the teaching of moral values, supervision, and sustained role modeling.

### **Building Cooperation among Schools, Families, and Communities**

Character formation cannot be carried out by schools alone but requires the support of families and communities. Therefore, Islamic education management plays a role in building synergy among these three educational environments; the success of student character formation is greatly influenced by cooperation among schools, families, and the social environment in consistently applying Islamic educational values.

Thus, Islamic education management has a very important role in shaping and developing student character in the era of globalization. Through the instillation of Islamic values, the creation of a conducive educational environment, teacher role modeling, habituation programs, character strengthening in the digital era, and cooperation with families and communities, Islamic education is able to produce a generation of noble character and integrity, ready to face the challenges of the times without losing its Islamic identity.

## **Implementation of the Functions of Islamic Education Management in Character Development**

The implementation of the functions of Islamic education management in developing student character is a systematic effort undertaken by educational institutions to shape students with noble character, responsibility, discipline, and Islamic personality. The functions of Islamic education management include planning, organizing, actuating, and controlling. These four functions must be implemented in an integrated manner so that the character-building process can run effectively and sustainably.

According to D. Hidayat (2019), the success of student character development is greatly influenced by the application of management functions that are planned and integrated with school culture and religious activities. Through good management, character values can be systematically instilled in students.

### **a. Planning**

Planning is the initial step in the implementation of Islamic education management. At this stage, schools develop programs that support student

character development, such as religious activities, discipline habituation, Islamic value-based learning, and moral formation programs. Planning is carried out by setting clear objectives, strategies, success indicators, and implementation steps.

According to Siddik et al. (2024), character education planning must be integrated into the curriculum, intracurricular, co-curricular, and extracurricular activities so that the character-building process takes place comprehensively and continuously.

**b. Organizing**

Organizing is carried out by dividing tasks and responsibilities among all school components in the implementation of character education. Principals, teachers, education staff, and parents each have their own roles in supporting the achievement of student character-building goals. Through good organizing, all educational resources can work effectively to create a conducive learning environment.

According to R. Hidayat (2018), the success of internalizing character values is greatly influenced by the involvement of all elements of the school and good coordination among schools, families, and communities.

**c. Actuating**

Actuating is the process of carrying out the programs that have been planned. In Islamic education, the implementation of character development is carried out through learning, teacher role modeling, habituation of positive behavior, religious activities, and various social activities that support student character formation. Teachers act as role models who provide real examples in applying Islamic values in daily life.

The implementation of character education is also realized through activities such as congregational prayer, reading the Qur'an, praying before and after learning, charitable activities, social service, and the habituation of greeting, smiling, and courteous culture. These activities help students directly understand and practice character values.

**d. Controlling**

Controlling is a management function aimed at ensuring that all character education programs run in accordance with established objectives. Supervision is carried out through observation of student behavior, attitude assessment, activity evaluation, and the provision of guidance and coaching to students who require special attention.

Through continuous supervision, schools can determine the development of students' character and make improvements to programs that have not run optimally. Thus, the character-building process can take place effectively and produce positive behavioral changes in students.

Based on the above description, the implementation of the functions of Islamic education management in character development is carried out through

mature program planning, the organizing of educational resources, the actuating of activities oriented toward moral formation, and continuous controlling. The consistent application of these functions will help educational institutions shape a generation with Islamic character and integrity, capable of facing the challenges of the era of globalization.

### **Challenges of Islamic Education Management in Developing Student Character in the Era of Globalization**

The era of globalization has brought very rapid changes in various aspects of life, including education. Advances in information technology, the development of social media, and open access to various world cultures present both opportunities and challenges for Islamic educational institutions. Under these conditions, Islamic education management is required to maintain and develop student character so that it remains grounded in Islamic values amid the strong currents of globalization.

According to I. Siregar et al. (2025), globalization presents complex challenges for Islamic educational institutions because students are increasingly exposed to various external cultural influences that are not always in line with Islamic values. Therefore, educational institutions need to strengthen an educational management system oriented toward the formation of students' character and morals.

Several challenges of Islamic education management in developing student character in the era of globalization are as follows:

#### **The Negative Influence of Technology and Social Media**

Advances in digital technology provide ease of access to information and knowledge. However, uncontrolled use of technology can negatively affect student character development. Access to content that is inconsistent with Islamic values, the spread of false information, and social media addiction can affect students' behavior and morals.

According to Santi (2025), the development of digital technology requires educational institutions not only to improve students' digital literacy but also to instill moral and ethical values in the use of technology so as not to cause negative impacts on student character.

#### **Declining Supervision and the Role of the Family**

The family is the first and primary educational environment in shaping a child's character. However, changes in modern lifestyle patterns cause some parents to have limited time to accompany and supervise their children's development. This condition can reduce the effectiveness of character coaching carried out at home.

According to Yahya (2025), weak synergy between schools and families is one of the factors causing the process of internalizing character values in students to not run optimally. Therefore, cooperation between schools and parents needs to be strengthened in facing the challenges of globalization.

### **The Entry of Foreign Cultures Inconsistent with Islamic Values**

Globalization enables the free exchange of culture. Although it provides benefits in broadening students' horizons, not all incoming cultures are consistent with Islamic values and Indonesian national culture. Individualistic, hedonistic, and consumptive lifestyles, along with declining respect for parents and teachers, are phenomena widely found among the younger generation.

According to Cornelia (2017), Islamic education has an important role in shielding students from negative cultural influences through the strengthening of religious values and sustained character education.

### **Low Moral and Religious Awareness Among Some Students**

Another challenge faced by Islamic education management is the continued low awareness among some students in applying moral and religious values in daily life. This can be seen in undisciplined behavior, low responsibility, lack of courtesy, and an increase in cases of school rule violations.

Islamic education management is required to design more innovative and engaging character-coaching programs so that students not only understand religious values theoretically but are also able to implement them in real life.

### **Limited Innovation in Character Education Development**

The rapid pace of change requires Islamic educational institutions to continuously innovate in managing character education. Monotonous learning methods that are less relevant to the needs of the digital generation can cause students to be less interested in the character-building programs organized by schools.

According to Fitriasih and Rohmadi (2024), character development in the modern era requires adaptive strategies that make use of technology, collaborative learning, and approaches suited to the characteristics of the current generation.

### **The Challenge of Balancing Global Progress and Islamic Values**

Globalization requires students to have critical, creative, and competitive thinking skills. On the other hand, however, Islamic education must ensure that this development does not erode students' Islamic identity. Maintaining a balance between mastering modern knowledge and strengthening religious values is a major challenge for Islamic education management.

Islamic educational institutions must be able to integrate advances in science and technology with character education based on Islamic values so that students can develop into a generation that excels intellectually while possessing noble character.

Based on the above description, it can be understood that the challenges of Islamic education management in developing student character in the era of globalization include the negative influence of technology and social media, the declining role of the family, the entry of foreign cultures inconsistent with Islamic values, low moral awareness among students, limited innovation in character education, and the need to maintain a balance between global progress and Islamic values. These challenges need to be addressed through professional, innovative

educational management grounded in Islamic teachings so that the goals of character education can be achieved optimally.

#### **D. Conclusion**

This study confirms that the effectiveness of student character formation in the era of globalization is largely determined by the consistent and integrated application of the functions of Islamic education management, rather than the application of a single function alone. When planning, organizing, actuating, and controlling operate in harmony and are grounded in the values of the Qur'an and Sunnah, schools are able to create an educational ecosystem that consistently fosters honesty, discipline, and responsibility among students.

The challenges of globalization particularly the rapid flow of digital information and the weakening of parental supervision require Islamic educational institutions not merely to maintain conventional coaching patterns, but to develop adaptive strategies, such as strengthening digital literacy grounded in Islamic values and reinforcing tripartite partnerships among schools, families, and communities.

Thus, the success of Islamic education management in facing the era of globalization is measured not only by students' compliance with school rules, but by their ability to internalize Islamic values as an independent behavioral foundation, enabling them to compete globally without losing their Islamic identity.

This study uses the library research method, so the data used are sourced solely from literature, journals, and written references. Therefore, this study does not yet directly depict the field implementation of Islamic education management in developing student character.

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