EDUCATION MANAGEMENT STRATEGIES TO IMPROVE STUDENTS MORALS

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Abstract

Education has an important role in shaping students' morals, especially in the midst of the challenges of the digital era and globalization. This research aims to analyze effective education management strategies to improve students' morals, identify obstacles to their implementation, and offer innovative solutions. The research uses a qualitative approach with literature study methods, case studies, and surveys of educational institutions. The results of the study show that value-based education planning, the implementation of character activities, and systematic evaluation play a significant role in the formation of morals. However, obstacles such as limited resources, the negative influence of technology, and a lack of synergy between schools, parents, and the community are the main challenges. The proposed solutions include the use of technology for character education, innovation in value-based learning, and strengthening collaboration between stakeholders. This research contributes to the development of educational management strategies that are relevant to the needs of the times. His findings are expected to be a reference for policy makers, educators, and the public in creating a generation that is not only intellectually intelligent but also virtuous.

Keywords: *Education Management, Student Morals, Character Education, Educational Strategy, Digital Era.*

INTRODUCTION

Morals are the foundation of a person's social and spiritual life. In the context of education, the formation of morals is an inseparable part of the purpose of education itself. Education is expected not only to create intellectually intelligent individuals, but also to form individuals who have good character, ethics, and behave in accordance with moral and religious values that prevail in society. The educational process that touches on the moral aspect will give birth to a generation that not only understands science, but is also able to implement moral values in daily life.

The formation of morals in the world of education should not only be an addition to the educational curriculum, but must be seen as an integral part of the educational process itself. Moral education has a very important role in shaping individuals who are not only intelligent in the academic field but can also bring benefits to society by having good morals. This is where education management comes into play. Good education management is able to design and manage programs that support the formation of students' character and morals (Abdurrahman, M. 2020).

In practice, education management is more than just administrative management or resource management. Education management must be able to design policies, curriculum, and create an environment that supports the formation of good morals. In addition, the role of teachers as moral guides and learning managers is also very important. Effective educational management can create an educational atmosphere that not only emphasizes academic

achievement, but also moral values that will shape the character of students (Darmansyah, I. 2021).

However, in its implementation, the formation of morals through education management faces many challenges. One of them is the influence of technological developments and global culture that is getting stronger. In the digital era like now, students easily access various information through the internet, which is sometimes not in line with the moral values that educational institutions want to form. Social media, for example, can be a place for students to be exposed to negative behaviors that are not in accordance with social or religious norms. In this context, the challenge for education management is how to create a balance between technological development and moral formation (Darmansyah, I. 2021).

In addition, the increasingly open world with the progress of globalization also has an impact on the mindset and behavior of students. Globalization brings with it a variety of cultures and values from the outside that may differ from local cultures or existing moral teachings. This phenomenon can affect the way students see life, social values, and the principles they are supposed to hold. Therefore, in designing effective educational management for moral formation, educational institutions must be wise in choosing values that are relevant and beneficial to the moral development of students (Mustofa, M. (2022).

In addition to the external challenges faced, there are also internal obstacles in the implementation of education management strategies for moral formation. For example, the limited time in the dense curriculum, the lack of parental involvement, and the limited human resources trained to manage character education. Even in some cases, the role of moral education is still considered an addition, not the main part of the curriculum. This makes the implementation of moral formation in schools often less than optimal (Suhardi, H. (2018).

On the other hand, there is also a difference in perception among education managers regarding the urgency of moral education. Some parties may think that the formation of morals is not the main responsibility of schools or colleges, but rather the duties of the family or religious institutions. This also has the potential to cause a lack of focus and maximum effort in designing and implementing character education programs in schools (Hamid, S. (2020).

Along with these challenges, it is important for education management to design strategies that are able to overcome these problems and create an environment that supports the formation of students' morals. The formation of morals in the modern era which is full of digital influences requires a more innovative approach, where technology and media can be used for positive purposes. Therefore, the active role of all parties is needed in creating an educational atmosphere that is able to instill solid moral values for students (Salim, M. (2021).

The problems in this study are prepared to answer the main challenges related to the role of education management in the formation of students' morals. These problems are based on the phenomena faced by educational institutions, especially in creating effective strategies for character formation in the midst of the challenges of the modern era. Thus, the formulation of the problem proposed in this study is that education management strategies play a key role in determining the direction of learning, resource management, and the creation of an educational environment that is conducive to moral formation. This question focuses on efforts to explore and analyze the most effective managerial models, methods, or approaches in improving students' morals. Aspects that need to be explored include the role of leadership in educational institutions, the development of character-based curriculum, and the integration of technology in learning to support moral education Mulyasa, E. (2018).

In this context, the research will explore the educational management approaches that have been applied in various institutions and how they impact on the formation of students' character. Emphasis will also be placed on the relevance of this strategy in facing the challenges of the times, such as globalization, technological advancement, and changes in social values in society (Suyanto, S. (2020).

The implementation of education management strategies is often faced with various obstacles. This question seeks to identify the obstacles that arise, both in terms of internal educational institutions and external factors. Internal constraints can include limited human resources, lack of support from policy makers, or lack of training for educators to integrate character education into learning (Tilaar, H. A. R. (2019).

Meanwhile, external factors such as the influence of social media, global culture, and a less supportive family environment are also significant challenges in the formation of students' morals. This research aims to reveal these obstacles in depth and provide solution recommendations to overcome them.

The purpose of this study is designed to provide a deeper understanding of the role of education management in the formation of students' morals. Broadly speaking, the main purpose of this study is to analyze educational management strategies that can improve students' morals and identify obstacles that arise in their implementation.

A. Analyze effective education management strategies to improve students' morals

The first objective of this study is to analyze various strategies and approaches in education management that can be applied to improve the formation of students' morals. The educational management referred to here is not only related to administrative management, but also includes curriculum management, extracurricular activities, character development by educators, and the creation of an educational environment that supports moral development. In this case, this study aims to explore and analyze various educational management models that can have a positive impact on the formation of students' character and morals.

In addition, this research will also examine how these strategies can be adapted to face the challenges of the times, such as technological advances and globalization which are increasingly influencing students' behavior and mindset. Thus, this study aims to provide recommendations for education managers in designing policies and programs that are more relevant in an effort to improve the morals of students.

B. Identify obstacles and solutions in the implementation of education management strategies for moral formation

The second goal is to identify the obstacles that may be faced in the implementation of educational management strategies that aim to improve the morals of students. These obstacles can arise from both internal and external factors, such as limited resources, resistance to change, lack of understanding of the importance of moral education, to the negative influence of social media and digital technology.

In addition, this research also aims to find solutions that can help overcome these obstacles. By understanding the problems faced by educational institutions, this research is expected to provide practical recommendations to optimize existing education management strategies. The solutions found are expected to be applied by education managers, educators, and other related parties to improve the formation of morals in the educational environment.

This research is expected to make a significant contribution both theoretically and practically, especially in an effort to improve the quality of education management to shape students' morals.

This research is expected to make an important contribution to the development of educational management science, especially in relation to the formation of students' morals. These benefits include:

Provide a scientific basis for developing effective educational management strategies in the formation of students' morals. The results of this study can be an addition to the study of education management that connects aspects of education management with character values (Sukmadinata, N. S. (2020).

To provide a reference for academics and other researchers who want to explore the relationship between educational management and character building. This research is also a foothold to further examine the role of the educational environment in facing the challenges of the digital era (Tilaar, H. A. R. (2019).

This research provides real benefits for various parties involved in the world of education. For educational institutions, the results of this research are expected to help in designing and implementing strategic programs for the formation of students' morals. The strategies resulting from this study can be a reference in creating a more effective management system in the context of character education (Wahyudin, H. (2018).

For teachers and educators, this research can be a guide to integrate moral values in daily learning. Teachers can take advantage of the recommended strategies to create a learning environment that supports the development of students' character (Zubaedi. (2021).

For parents, this study provides insight into the importance of cooperation between parents and schools in the formation of students' morals. This is expected to strengthen the synergy between formal and informal education in shaping children's character (Hasan, M. (2019).

For policymakers, this study provides empirical data that can be used to develop a curriculum that emphasizes character building. In addition, the resulting recommendations can be a reference in teacher training for better character education (Mulyasa, E. (2018).

More broadly, this research is expected to have a positive impact on society. A generation that has good morals will contribute to the creation of a harmonious, tolerant, and dignified society. Individuals with strong moral character tend to become honest and responsible leaders in the future, so this research is not only beneficial at the educational level, but can also contribute to better social development (Anwar, S. (2020).

Education management is a series of activities that involve planning, organizing, implementing, and supervising educational resources to achieve educational goals effectively and efficiently. According to Sukmadinata, education management is a systematic process carried out to achieve educational goals by optimally utilizing various available resources (Sukmadinata, N. S. (2020).

The function of education management includes four main aspects (Tilaar, H. A. R. (2019). First, planning, which focuses on determining the goals, strategies, and resources needed to achieve the desired educational outcomes. Second, organization, which involves managing the organizational structure of educational institutions and aligning responsibilities between educators, staff, and other parties. Third, implementation, which includes the implementation of planned strategies, including the management of learning activities and other supporting

activities. Finally, evaluation, which aims to assess the effectiveness of strategies and programs that have been implemented and provide feedback for improvement.

Educational management consists of several main components that are interrelated[3]. The first component is planning, which includes identifying student needs and educational goals, developing a character-based curriculum, and providing facilities and infrastructure that support learning. The second component is implementation, which focuses on the implementation of the education plan, including the implementation of learning, teacher training, and the management of relationships between educators and students. The third component is evaluation, which involves measuring the success of educational programs, both in terms of academic achievement and character development of students. Evaluation also plays a role in sustainable improvement (Wahyudin, H. (2018).

Good education management ensures that every process in an educational institution runs in a structured, directed, and in accordance with the goals that have been set. In the context of moral formation, education management plays a role in creating an educational environment that not only encourages academic achievement, but also develops students' morals (Zubaedi. (2021).

Akhlak comes from the word khuluq in Arabic, which means innate character, trait, or character. In the context of Islam, morality is defined as behavior or actions that are in accordance with the sharia of Allah and His Messenger. Good morals reflect a person's faith and become a marker of the glory of human character before Allah SWT (Al-Attas, S. M. N. (2019). According to Al-Ghazali, morality is a trait that is firmly embedded in the human soul that gives birth to spontaneous and consistent actions, both commendable (mahmudah) and despicable (madzmumah) (Al-Ghazali, I. M. (2019). In the Qur'an, the importance of morals is emphasized in surah Al-Qalam: 4, which states that the Prophet Muhammad PBUH is the best example with great morals (Department of Religious Affairs of the Republic of Indonesia. (2019).

In general, morals can be interpreted as moral values and good behavior that are accepted in society, such as honesty, empathy, and responsibility. Morals are not only relevant in the context of religion but also become the foundation in the formation of noble character (Zubaedi. (2021).

The formation of noble morals is an essential part of the education system because it functions as a foundation in building human character. In Islam, moral education has a major role in producing individuals who are not only knowledgeable, but also behave in accordance with good values. Education that is not accompanied by the formation of morals will produce individuals who may be intellectually intelligent, but lose their moral direction (Hasan, M. (2019).

The importance of moral formation in education is supported by several reasons:

1. Formation of Students' Character: Noble morals help students to become honest, responsible, and respectful individuals.
2. Creation of a Positive Learning Environment: Good morals allow the creation of a conducive atmosphere for learning.
3. Balancing Technological Progress and Globalization: In the modern era, where the flow of information is unstoppable, moral education helps individuals to filter out relevant values and stick to moral principles (Anwar, S. (2020).

In the world of education, moral formation can be done through formal and non-formal learning. Teachers, parents, and the school environment have an important role to play in this process. Effective moral education is not only carried out through theoretical teaching, but

also through examples provided by educators and the surrounding environment (Wahyudin, H. (2018).

C. The Relationship between Education Management and Moral Formation
   a. Integration of Moral Values in Education Management

Good education management not only aims to achieve academic success, but also supports the formation of noble morals of students. The integration of moral values in education management is carried out through various strategies, such as the preparation of a value-based curriculum, the development of a supportive school environment, and training for educators to provide moral examples.

Moral-Based Education Planning: In the planning stage, educational institutions need to incorporate moral and spiritual values into the curriculum. For example, Islamic religious lessons can be combined with case studies or hands-on practice to teach honesty, responsibility, and tolerance (Mulyasa, E. (2018).

Implementation of Character-Based Education: The implementation of learning that integrates moral values is carried out through a contextual and collaborative learning approach. Teachers play a role not only as teachers, but also as moral guides who set an example for students (Hasan, M. (2019).

Moral-Based Education Evaluation: Educational management evaluation should also include measuring students' moral development. This can be done through behavioral observation, attitude tests, and value-based project assessments (Wahyudin, H. (2018).

   b. Case Studies or Examples of Application

Many educational institutions have succeeded in implementing educational management oriented to the formation of students' morals. One example is Islamic-based schools that implement an integrated learning program between academics and moral values. Programs such as Character Building or pesantren-based education create a conducive environment for students to learn morals through daily experiences.

In some schools, moral-based education management also integrates technology in learning. For example, a Quran-based learning app that provides lessons on the value of honesty and compassion through interactive videos. The use of this technology can attract students' interest and bridge the challenges of teaching moral values in the digital era (Anwar, S. (2020).

D. The Relevance of Educational Management for Moral Formation

The relationship between education management and moral formation is very close because effective education management is able to create an environment that supports the moral development of students. Educational institutions that prioritize moral values in their management tend to produce students who are not only intellectually intelligent, but also have noble ethics (Tilaar, H. A. R. (2019).

RESEARCH METHODOLOGY

A. Types of Research

This research uses a qualitative approach, which aims to understand the phenomenon in depth, especially in the context of educational management strategies for the formation of students' morals. This approach is suitable because it provides flexibility in exploring complex information, such as the views and experiences of the research subject.

B. Research Methods

This research combines several methods, including literature studies, case studies, and surveys. Literature studies are used to examine relevant theories and concepts, as well as the results of previous research that support the focus of the research. Case studies are carried out at certain educational institutions to gain a deep understanding of the education management strategies implemented. Meanwhile, the survey is used to collect data from relevant respondents, such as teachers, principals, and students, to determine the effectiveness of the strategies implemented.

C. Location and Subject of Research

The location of the research will be determined based on the suitability of the educational institution with the focus of the research, namely the educational institution that implements the moral formation program. The subjects of the study include principals, teachers, and students. The principal will provide information about the education management policies and strategies implemented. Teachers as the implementers of the moral formation program, will provide their views on the strategies and obstacles faced. Students will provide an understanding of the impact of the moral formation program implemented.

D. Research Instruments

This study uses several instruments to support data collection. The interview was conducted to dig up in-depth information from school principals and teachers regarding policies and the implementation of moral formation strategies. Observation is used to directly observe the educational environment, the learning process, and the interaction between educators and students. In addition, a questionnaire was given to students to find out their perception of the formation of morals carried out at school.

E. Data Collection Techniques

The data collection technique is carried out through two types of data, namely primary data and secondary data. For primary data, interviews were conducted with principals and teachers. Direct observation in the school environment was carried out to see the implementation of education management strategies. A questionnaire is given to students to measure the results of moral formation. As for secondary data, the study of documents and literature related to education management and moral formation is carried out. In addition, the analysis of educational policies that support the formation of morals is also part of secondary data collection.

F. Data Analysis Techniques

The data obtained was analyzed using qualitative and quantitative data analysis. Data from interviews and observations are categorized into main themes that are in line with the research objectives. This process involves grouping, coding, and interpreting data. The data from the questionnaire was analyzed descriptively to see certain patterns and trends that supported the qualitative results. In addition, data triagulation is carried out by comparing data from various sources (interviews, observations, and questionnaires) to ensure the accuracy and consistency of research results.

RESULTS AND DISCUSSION

A. Education Management Strategies to Improve Morals

Effective educational management plays an important role in improving the morals of students. Moral education not only teaches moral values, but also forms character in accordance with social and religious values. Therefore, an education management strategy must include three main stages: planning, implementation, and evaluation.

Planning: Educational planning based on moral values begins with formulating a clear vision and mission(Dawam, 2024). This vision and mission must lead to the formation of good character for students. According to (Hidayat, R. 2019), good planning in character education requires a strong foundation in the form of an educational philosophy that emphasizes the moral and spiritual development of students. In this case, planning also includes the development of a curriculum that is integrated with moral values, where character education is an inseparable part of the teaching and learning process. A curriculum based on moral values can help students understand moral concepts that are important in daily life, such as honesty, discipline, and empathy.

Implementation: The implementation of the moral education strategy requires concrete programs that involve activities that can support the formation of students' morals. Activities such as mentoring, character-based learning, and religious activities play an important role in creating an environment that supports moral development. As explained by (Nurkholis, M. (2017), character-based learning utilizes direct interaction between educators and students to instill moral values through example and teaching. One example is the implementation of regular religious activities in schools, such as recitation or congregational prayers, which can strengthen spiritual and social values.

Evaluation: Evaluation is an important stage to assess the success of the implemented strategy. This evaluation can be done by measuring changes in students' attitudes and behaviors after participating in the moral education program. Evaluation also involves measuring the extent to which the values taught in moral education are accepted and applied in the daily lives of students. Assessment can be carried out through direct observation, surveys to educators and parents, and analysis of the impact of the program on student attitudes. As suggested by (Sari, D. (2020), continuous evaluation will provide useful feedback for the improvement and development of more effective educational strategies.

B. Obstacles in Strategy Implementation

Although education management strategies based on moral improvement have been designed, their implementation often faces various obstacles. These obstacles can be divided into two main categories: internal constraints and external constraints.

Internal Constraints: Internal constraints often arise from within the educational institution itself. One of the biggest obstacles is limited resources, both in terms of budget, facilities, and educators. The lack of budget to support moral education programs, such as teacher training or character-based extracurricular activities, can hinder the implementation of strategies that have been prepared. Likewise, the competence of educators is inadequate in implementing character education. According to (Suharto, A. 2018), educators who have not been trained in teaching moral values and character tend to be unable to carry out moral education strategies effectively. In addition, the disharmony between education management policies and implementation in the field can also be a major obstacle. The lack of communication and coordination between the school management and teachers or teaching staff causes the moral education strategy to not be implemented properly in the classroom.

External Constraints: Outside of educational institutions, there are also external obstacles that can affect the implementation of moral education strategies. One of the biggest obstacles is the influence of the environment, especially the negative influence of technology and social media. In today's digital era, social media and technology often introduce values that are contrary to the moral values that are intended to be taught in schools. For example, consumptive attitudes, individualism, and materialism that are widely promoted on social media can negatively affect student behavior. According to (Huda, N. 2020), the influence of technology can weaken character education carried out in schools if it is not balanced with a

strong understanding of moral values. In addition, the role of the family that is not supportive is also a significant obstacle. Moral education is not only the responsibility of the school, but also the family and society. If the family is not involved in the character education process, then the moral values taught in school will be difficult to accept and apply in the daily life of students.

C. Solution and Strategy Innovation

To overcome various obstacles in the implementation of education management strategies that aim to improve students' morals, creative and adaptive solutions and innovations are needed.

D. Utilization of Technology for Moral Education

Technology can be a very effective tool in supporting moral education, especially to overcome limited resource constraints and external obstacles caused by the negative influence of technology. One of the innovations that can be applied is the use of digital platforms or mobile applications designed for character education. This application can present moral education materials in the form of inspirational stories, educational videos, and interactive quizzes that teach moral and ethical values. Technology also allows moral learning to be carried out online, making it more flexible and accessible to students anytime and anywhere. According to (Rahman, F. 2019), technology-based educational applications can strengthen character values because students can learn independently while obtaining direct feedback through digital interaction. Technology also allows educators to monitor the moral development of students more easily through the analytical data available in the platform.

E. Collaboration between Schools, Parents, and the Community

Moral education is not the responsibility of the school alone, but also involves the participation of the family and the community. Therefore, close collaboration between schools, parents, and the community needs to be strengthened to support the formation of noble morals in students. Schools can hold training programs for parents so that they understand the importance of supporting character education at home. In addition, social activities and togetherness between schools and the community can be an effective means to internalize moral values, such as through social service activities, cooperation with community organizations, or religious activities involving students and parents. For example, activities such as joint recitation or social community programs can strengthen the relationship between schools, parents, and the community, as well as strengthen understanding of the importance of character in daily life. According to (Adi, S. 2021), synergy between schools, families, and the community can create an ecosystem that supports the formation of better morals.

F. Innovation in Character-Based Learning

Character-based learning must continue to innovate to remain relevant to the times. One of the innovations that can be applied is to integrate moral education in thematic learning, where moral values are not only taught in religious education subjects, but also in all other subjects. For example, in math or science lessons, educators can relate the values of honesty, hard work, and responsibility to the material being taught. This is in accordance with the view (Azhari, M. 2020), which states that character education should be applied comprehensively, not only in religious or moral subjects, but also in various disciplines.

With the use of technology and strengthening collaboration between schools, parents, and the community, as well as innovations in learning methods, it is hoped that moral education can be carried out more effectively despite facing various obstacles.

CONCLUSION

To improve students' morals, educational management strategies must include planning based on clear moral values and character. The educational curriculum must be integrated with character learning, where moral education is not only taught theoretically, but also through examples and activities that involve students directly. The implementation of character-based programs that involve contextual and collaborative learning in the classroom can strengthen moral formation. In addition, the use of technology in moral education is also an innovative step that can expand the reach of character learning, facilitate access, and attract students' interest in the digital era. Continuous evaluation is necessary to ensure that the moral values taught are accepted and applied in daily life, as well as to provide feedback for continuous improvement.

The formation of students' morals requires a strong synergy between educational institutions, parents, and the community. Collaboration between schools, parents, and the community is essential in creating an environment conducive to character building. Parents have a major role in supporting moral education at home and providing a real example in daily life. Parental involvement in various educational activities, such as training or school programs, can strengthen the formation of moral values in students. In addition, the community also has a contribution in strengthening character education through social activities, togetherness, and moral exemplary. By strengthening the collaboration between these components, moral education in schools will be more effective and have a greater impact on the development of students' character. This synergy can also help overcome various external challenges, such as the negative influence of technology and social media, which can interfere with the process of forming morals.

Educational institutions need to integrate moral values comprehensively in every aspect of education management. The curriculum must be designed to not only emphasize academic intelligence, but also the formation of students' moral character. Therefore, educational institutions are advised to involve educators as moral guides who provide examples in daily life. In addition, extracurricular activities that support moral development, such as mentoring programs, religious teaching, and social activities, need to be prioritized. The use of technology must also be used to support moral learning, such as applications or digital platforms that provide character-based educational materials. In addition, continuous evaluation of the implemented education management strategies must be carried out to ensure that the moral values taught are well achieved and internalized by students.

Further research is suggested to explore the effectiveness of moral-based education management strategies in various educational contexts, both at the primary, secondary, and tertiary levels. More in-depth studies can also be conducted to assess the impact of these strategies in different contexts, such as in environments with different social and cultural characteristics, or in educational institutions with different management models. In addition, further research needs to be conducted to analyze the challenges and solutions in implementing moral education in the digital era, where the influence of technology and social media is very strong. This can provide deeper insights into how to adapt education management strategies to create a generation that is not only intelligent but also has good moral character in the midst of the times.

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