



### Principal management in instilling Islamic character in Islamic Kindergarten

Ririn Farahdiba<sup>a\*</sup>, Muhajirin Ramzi<sup>b</sup>,  
Lalu Marzoan<sup>c</sup>

<sup>a\*</sup>Sekolah Tinggi Keguruan dan Ilmu Pendidikan Hamzar, North Lombok, Indonesia, [ririndiba@gmail.com](mailto:ririndiba@gmail.com)

<sup>b</sup>Sekolah Tinggi Keguruan dan Ilmu Pendidikan Hamzar, North Lombok, Indonesia, [ramzielianajazil@gmail.com](mailto:ramzielianajazil@gmail.com)

<sup>c</sup>Sekolah Tinggi Keguruan dan Ilmu Pendidikan Hamzar, North Lombok, Indonesia, [marzoanswandy@gmail.com](mailto:marzoanswandy@gmail.com)

To cite this article:

Farahdiba, R., Ramzi, M & Lalu Marzoan, L. (2025). Principal management in instilling Islamic character in Islamic Kindergarten. *Panicgogy International Journal*, 3(1), 18-24.

To link to this article: [nakiscience.com/index.php/pij](https://nakiscience.com/index.php/pij)

## Principal Management in Instilling Islamic Character in Islamic Kindergarten

Ririn Farahdiba<sup>a\*</sup>, Muhajirin Ramzi<sup>b</sup>, Lalu Marzoan<sup>c</sup>

<sup>a\*</sup>Sekolah Tinggi Keguruan dan Ilmu Pendidikan Hamzar, North Lombok, Indonesia,  
[ririndiba@gmail.com](mailto:ririndiba@gmail.com)

<sup>b</sup>Sekolah Tinggi Keguruan dan Ilmu Pendidikan Hamzar, North Lombok, Indonesia,  
[ramzielianajazil@gmail.com](mailto:ramzielianajazil@gmail.com)

<sup>c</sup>Sekolah Tinggi Keguruan dan Ilmu Pendidikan Hamzar, North Lombok, Indonesia

\*Correspondence: [ririndiba@gmail.com](mailto:ririndiba@gmail.com)

### Abstract

This study described the role of principal management in instilling Islamic character in Islamic kindergarten. This type of study was a qualitative study with a case study approach, and the data-gathering techniques used were observation, interviews, and documentation. The information gathered came from the headmaster, class teacher, and companion teacher. The data analysis technique used in the research involved several stages: data condensation, display, and verification. The study results showed that the headmaster's management of instilling Islamic character had been designed and implemented effectively, allowing the school to achieve its goals and evaluate its progress to improve areas that needed attention. The holistic approach involving teachers, staff, and students in character-building activities was also emphasized in ensuring a positive learning environment. Future research explored the long-term impact of principal management strategies on the development of Islamic character in students, as well as the role of teacher training and involvement in enhancing the effectiveness of character-building initiatives in Islamic schools. This could help further refine strategies and practices in the context of Islamic education.

**Keywords:** Principal Management, Islamic Character, Kindergarten

### 1. Introduction

Management is a series of structured and systematic activities aimed at planning, organizing, leading, and controlling resources within an organization to achieve its objectives effectively and efficiently (Nwanakezie & Ogona, 2021; Půček et al., 2021). As the core of all operational activities, management plays a crucial role in ensuring that every aspect of the organization functions harmoniously and in alignment with its strategic goals (Carreño, 2024; Shao, 2019; Wu et al., 2015). Effective management facilitates optimal resource allocation, enhances productivity, and fosters innovation, ultimately driving the organization toward success (Attah et al., 2024). Conversely, poor management can lead to inefficiencies, misallocation of resources, and difficulty in achieving organizational goals, potentially resulting in stagnation or even failure (Ghazzawi, 2018). Therefore, the quality of management significantly influences an organization's ability to adapt to challenges, sustain growth, and maintain its competitive edge in an ever-evolving business environment.

According to Bahri et al (2023), principal management is the process of planning, organizing, directing, and controlling carried out by the principal to achieve the school's vision, mission, and goals. This management process is essential in ensuring that all school activities run efficiently and effectively while aligning with the overall educational objectives. The principal plays a central role as a leader in coordinating various school programs, fostering a conducive learning environment, and making strategic decisions to enhance the quality of education. Similarly, Mugwaze & Smith (2024) emphasizes that principal management involves efforts to manage human resources, facilities, infrastructure, and financial resources in schools to achieve educational goals effectively. A principal must ensure that teachers, staff, and students are well-supported, that school

facilities and infrastructure are utilized optimally, and that financial resources are allocated transparently and efficiently to enhance the learning process (Furkan, 2014; O'Brien et al., 2024). Effective principal management not only improves school performance but also contributes to the overall development of students, fostering an educational environment that supports academic excellence, character building, and continuous improvement (Day et al., 2016; Izzah et al., 2021; Jhonshon et al., 2024; Mustari & Nurhayati, 2024). Therefore, strong leadership and management skills are crucial for school principals to ensure sustainable growth and success in the education sector.

Al-Ghazali (1989) stated that Islamic character includes piety to Allah, sincerity in intention, patience in facing trials, and good morals in social interactions. His thoughts also highlight the importance of developing traits such as humility, honesty, and justice. Islamic character is not only seen in religious rituals, but also in daily behavior that reflects Islamic values. The understanding of the experts above can show that effective management is essential to achieve organizational goals, especially in education. The principal plays an important role in planning, organizing, directing, and controlling resources, so as to create an optimal learning environment. In addition, the integration of Islamic characters such as piety, honesty, and justice in school management strengthens moral and ethical values that are important in shaping student behavior. Thus, good management accompanied by Islamic values will produce a more meaningful and effective educational process. To achieve the objectives, research questions are created, such as:

- 1.1 How does the principal plan to instill disciplined behavior in Islamic Kindergarten?
- 1.2 How does the principal implement Islamic values in the Islamic Kindergarten?
- 1.3 How does the principal evaluate the instillation of noble morals in Islamic Kindergarten?

## **2. Methods**

### **2.1 Design**

This study employed a descriptive qualitative approach with a case study method. A qualitative approach was chosen because this research aimed to deeply understand a phenomenon in its natural setting without manipulation or intervention from the researcher. According to Sugiyono (2015), qualitative research seeks to explore meanings behind phenomena, uncover uniqueness, construct concepts, and develop hypotheses based on findings from the field. The case study in this research focused on the management of school principals in instilling Islamic character within the school environment. A case study approach was selected as it allows for a comprehensive and in-depth exploration of the phenomenon through various data sources. This study not only describes the practices implemented by school principals but also analyzes the strategies they use and the challenges they face in fostering Islamic character within the school setting.

### **2.2 Participants**

The participants in this study consisted of school principals, teachers, and school staff who played an active role in character education at the school. The selection of participants was conducted using a purposive sampling technique, meaning that individuals were chosen based on their experience, knowledge, and direct involvement in implementing Islamic character education. School principals were selected as the primary participants because they play a central role in establishing policies and strategies for character education. Teachers were included to provide additional perspectives on how the principal's policies were implemented in classrooms and how students responded to character-building initiatives. School staff were interviewed to understand the administrative and technical support provided for the implementation of character education programs. By involving diverse participants, this study aimed to capture various perspectives and provide a more holistic understanding of the phenomenon under investigation.

### **2.3 Data Collection**

Data collection in this study employed triangulation techniques, combining three primary methods: observation, interviews, and documentation. The use of triangulation was intended to enhance the validity and reliability of research findings by comparing information from multiple sources.

#### *Observation*

Direct observations were conducted in the school environment to examine how the principal managed Islamic character education in practice. This included: (a) The principal's activities in guiding teachers and students on Islamic values. (b) Implementation of school programs that support character education, such as religious programs, prayer habits, and interactions between the principal, students, and teachers. (c) The physical school environment reflecting Islamic values, such as motivational Islamic boards, dress code policies, and prayer facilities.

#### *Interviews*

Semi-structured interviews were conducted to gain deeper insights into the experiences, challenges, and strategies employed by school principals in fostering Islamic character. Key interview topics included: (a) How do school principals design Islamic character education programs? (b) What are the biggest challenges in implementing Islamic values in schools? (c) What roles do teachers and staff play in supporting the principal's character education policies? (d) These interviews were conducted not only with school principals but also with teachers and school staff to obtain a broader and more comprehensive perspective.

#### *Documentation*

Documentation was used to complement the data gathered from observations and interviews. The collected documents included: (a) School policies related to Islamic character education. (b) Programs or curricula incorporating Islamic values in teaching and learning. (c) Records of religious activities at school, such as weekly Islamic programs, Qur'an memorization programs (tahfidz), and Islamic study sessions for teachers and students. (d) The combination of these three techniques provided a more accurate and in-depth depiction of the studied phenomenon.

### **2.4 Data Analysis**

The collected data were analyzed using an inductive qualitative approach, meaning that the research findings emerged from field data rather than pre-existing theories or hypotheses. The data analysis process included the following stages (Sudirman & Alghadari, 2020; Nurfaidah et al., 2020):

#### *Data Reduction*

In this stage, data obtained from observations, interviews, and documentation were selected, simplified, and categorized according to the research focus. Irrelevant or redundant information was eliminated, while data related to the principal's strategies for Islamic character education were grouped into key themes.

#### *Data Presentation*

The reduced data were then organized in descriptive narratives, tables, or conceptual models to facilitate understanding. At this stage, patterns and relationships among findings were analyzed to gain deeper insights into how school principals manage Islamic character education.

#### *Conclusion Drawing and Verification*

The conclusions drawn in this study were tentative and could be adjusted if new, relevant data emerged. Therefore, verification was continuously conducted throughout the research process to ensure that the findings accurately reflected field conditions. The final research results were expected to contribute to understanding the role of school principals in Islamic character education and offer recommendations for further development in the context of Islamic education.

### 3. Results and Discussion

#### *Principal's Planning in Instilling Disciplined Behavior in Islamic Kindergarten*

Management is the steps towards planning, organizing, implementing and supervising which are carried out to determine and achieve predetermined targets through the utilization of human resources and others. The principal's planning in instilling disciplined behavior in Islamic Kindergarten Integrasi Muslim Madani places the main focus on educators or teachers. Instilling disciplined behavior in children is not an easy task, but through planning prepared by the principal and implemented by teachers, children can be taught disciplined behavior in a planned manner according to the established vision and mission. The golden age of children is a very important time to form positive behavior and habits, because children tend to be quick to absorb and imitate what they see.

In this planning, the principal focuses on organizing and disciplining teachers first before involving children. Teachers are expected to be good examples in showing disciplined behavior to children. Disciplined behavior is implemented through the Reward and Punishment approach, where rewards are given in moderation and punishments are applied in accordance with children's behavior to educate them. Control over children's discipline is carried out both inside and outside the classroom. Children have a Daily Report Card which is used to control their daily activities. Teachers give assessments in the form of stars for activities that have been carried out by children and crosses for activities that have not been completed. Children must complete their tasks to get stars. This can encourage children to be disciplined with themselves or their tasks. Instilling disciplined behavior in children is done through daily activities and involves learning. This allows children to get used to disciplined behavior without the need for special programs or extracurricular activities. Educators carry out the planning prepared by the principal with full consistency in accordance with the direction and guidance given. Thus, through a planned and consistent approach, children can get used to disciplined behavior naturally and effectively. This shows the importance of principal planning, the role of teachers, the use of the right approach, consistent supervision, and related collaboration in instilling disciplined behavior in children.

#### *Principal's Implementation in Instilling Islamic Values*

Based on the findings of the above research conducted at the Madani Muslim Integration Islamic Kindergarten, it was revealed that the principal has an important role in instilling Islamic values in children through a planned and integrated strategy. The division of tasks between the class teacher as the main homeroom teacher and the assistant teacher allows for effective collaboration in instilling Islamic values. The class teacher provides materials and directions, while the assistant teacher supervises and disciplines the children to stay focused.

The strategy used involves integrating Islamic values into daily learning, not only in Islamic religious lessons, but also in other subjects. Daily religious activities such as dhikr and prayer, ablution practice, prayer practice and its reading, reciting the Koran, memorizing letters, daily prayers, selected hadiths, and imtaq activities are important means of instilling Islamic values in children. Choosing the right method based on the child's conditions, needs, and interests helps in instilling Islamic values effectively. The transactional leadership of the principal, which involves providing facilities, strategies, compensation, and rewards to educators, also supports motivation in increasing productivity and achieving effective and efficient tasks. Thus, through planned strategies, daily religious activities, choosing the right methods, and effective leadership support, TK Islam Integrasi Muslim Madani creates an educational environment that supports instilling Islamic values in children. This provides a strong foundation for children to grow and develop with full understanding and practice of Islamic teachings in everyday life. As stated in Chapter II, the theory explaining the leadership style by Rahayu (2020) The transactional



leadership style of the PAUD principal is the leader's effort in moving PAUD educators and PAUD education personnel to work together by providing various facilities, strategies, compensation, and rewards as a reward for motivating productivity, and achieving effective and efficient tasks.

#### ***Principal's Evaluation in Instilling Noble Morals***

Based on the results of research conducted at the Islamic Integration Kindergarten of Muslim Madani related to the evaluation of noble morals, the principal and teachers have implemented a comprehensive and effective approach in evaluating and improving children's noble morals. Weekly evaluation meetings held on Saturdays, when children are on holiday, are a forum for monitoring the development of noble morals and learning routinely. Evaluation techniques using anecdotal notes help in describing events and children's behavior briefly, and can provide a deeper understanding.

The determination of the criteria for evaluating noble morals, which include good habits (manners and morals) in accordance with Islamic values, as well as interactions between people in accordance with religious teachings, is an important foundation in evaluating children's noble morals consistently. If there are deficiencies in instilling noble morals, corrective actions are taken through a personal approach, discussion, and special guidance for children to help them understand and accept the suggestions given.

Through a holistic approach involving weekly evaluation meetings, the use of anecdotal records, the establishment of clear evaluation criteria, and corrective actions taken with a personal approach, the principal and teachers at the Islamic Kindergarten Integrasi Muslim Madani can provide a supportive educational environment in evaluating and improving children's morals.

The theory that supports this discussion is Barnard's opinion (1948) that management is the process of maintaining and developing an organization by coordinating human efforts consciously and deliberately. Barnard emphasized the importance of communication, cooperation, and acceptance of authority in the organization. This can be related to the importance of clear communication and coordination between the principal and teachers in evaluating and improving children's moral development. Additionally, the theories of educational psychology and moral development, such as Piaget's Theory of Moral Judgment and Kohlberg's Stages of Moral Development, also support this approach by highlighting the importance of environment, interactions, and structured guidance in fostering moral development in children. These theories suggest that the evaluation and nurturing of children's noble morals should be done in a supportive, structured, and consistent manner, which aligns with the practices at the Islamic Integration Kindergarten.

#### **4. Conclusion**

Based on the results of the study and discussion related to the management of the principal in the Islamic Kindergarten Integrasi Muslim Madani, the researcher can draw conclusions. First, the principal's planning in instilling disciplined behavior in the Islamic Kindergarten Integrasi Muslim Madani is very important. Focusing on educators as examples and leaders in demonstrating disciplined behavior, implementing the Reward and Punishment approach, controlling children's discipline through Daily Reports, and good collaboration between the principal, teachers, and educators are the keys to success in forming character and disciplined behavior in children. Second, the implementation of the principal plays a role in instilling Islamic values in children through a planned and integrated strategy. The division of tasks between class teachers and assistant teachers allows for effective collaboration in instilling Islamic values. assistance, apologizing when doing something wrong, and thanking when getting a gift. Third, the evaluation in instilling noble morals in the Islamic Kindergarten Integrasi Muslim Madani that the principal and teachers have implemented a comprehensive approach in evaluating children's noble morals. Through weekly evaluation meetings and the use of anecdotal

notes, they create an educational environment that supports the development of Islamic values and good behavior in children.

## 5. References

- Al Ghazali, A.H (1989). *Ihya' Ulumuddin*, Jilid III. Beirut: Dar al Fikr
- Attah, R. U., Garba, B. M. P., Gil-Ozoudeh, I., & Iwuanyanwu, O. (2024). Cross-functional team dynamics in technology management: a comprehensive review of efficiency and innovation enhancement. *Eng Sci Technol J*, 5(12), 3248-65.
- Barnard, C.I. (1948). *Organization and Management: Select Papers*. Cambridge, MA: Harvard University Press.
- Bahri, S., Niswanto, N., & Ismail, I. (2023). Managerial Competence of School Principals in Improving School Quality Culture in Public Elementary Schools in Banda Aceh City. *International Journal of Engineering Business and Social Science*, 2(01), 859-871.
- Barnard, C.I. (1948). *Organization and Management :Select Papers*. Cambridge, MA: Harvard University Press.
- Carreño, A. M. (2024). Strategic Alignment in Program Management: A Framework for Sustainable Business Transformation. *Institute for Change Leadership and Business Transformation*. <https://doi.org/10.5281/zenodo.13922003>.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, 52(2), 221-258.
- Furkan, N. (2014). The implentation of character education through the school culture in sma negeri 1 dompu and sma negeri kilo dompu regency. *Journal of Literature, Languages and Linguistics*, 3(1), 14-44.
- Izzah, I., Mulyadi, M., Walid, M., Padil, M., & Wahyudin, A. (2024). Strategic Management of Schools for Excellence: Integrating Quality Culture and Character Development in Leading Educational Institutions. *AL-ISHLAH: Jurnal Pendidikan*, 16(4), 4654-4668.
- Jhonshon, E., Mendoza, C., & Sobirin, M. S. (2024). Strategies of School Principals in Improving Educational Quality An Analysis of Best Practices in American Schools. *JMPI: Jurnal Manajemen, Pendidikan dan Pemikiran Islam*, 2(2), 112-124.
- Mugwaze, F., & Smith, C. (2024). Rethinking the Role of the Principal in the Strategic Management of Human Capital in Public Secondary Schools in Zimbabwe. *Sage Open*, 14(3), 21582440241254604.
- Mustari, M., & Nurhayati, S. (2024). Multifaceted Instructional Leadership of School Principals to Improve Student Character in The Digital Era. *Al-Hayat: Journal of Islamic Education*, 8(2), 488-504.
- Nwanakezie, I. S., & Ogona, I. K. (2021). Task development procedures for effective educational management. *International Journal of Institutional Leadership, Policy and Management*, 3(1), 106-133.
- Nurfaidah, N., Sudirman, S., & Mellawaty, M. (2020). Bagaimanakah Cara Siswa Tunagrahita Ringan dalam Menyelesaikan Soal Operasi Hitung Pembagian?: Exploratory Case Study dalam menggunakan Media Kotak Puzzle Geometri. *Kreano, Jurnal Matematika Kreatif-Inovatif*, 11(2), 143-152.
- O'Brien, W., Adamakis, M., O'Brien, N., Onofre, M., Martins, J., Dania, A., ... & Costa, J. (2020). Implications for European Physical Education Teacher Education during the COVID-19 pandemic: a cross-institutional SWOT analysis. *European Journal of Teacher Education*, 43(4), 503-522.

- Půček, M. J., Ochrana, F., Plaček, M., Půček, M. J., Ochrana, F., & Plaček, M. (2021). Management in Practice: Planning, Organizing, Leading, and Controlling Museum Activities. *Museum Management: Opportunities and Threats for Successful Museums*, 87-137.
- Rahayu, N. I. A. (2020). Kepemimpinan Kepala PAUD Di Era Revolusi Industri 4.0. *Pustaka Senja*, 1-149.
- Shao, Z. (2019). Interaction effect of strategic leadership behaviors and organizational culture on IS-Business strategic alignment and Enterprise Systems assimilation. *International journal of information management*, 44, 96-108.
- Sudirman, S., & Alghadari, F. (2020). Bagaimana mengembangkan kemampuan spasial dalam pembelajaran matematika di sekolah?: Suatu tinjauan literatur. *Journal of Instructional Mathematics*, 1(2), 60-72.
- Wu, S. P. J., Straub, D. W., & Liang, T. P. (2015). How information technology governance mechanisms and strategic alignment influence organizational performance. *MIS quarterly*, 39(2), 497-518.