



Implementation of Education Management in Strengthening 'Nyantri Nyunda' Character among Senior High School Students

Solihin^{1*}, Didi Turmudzi², Azhar Affandi³

¹⁻³ Universitas Pasundan, Bandung, Indonesia

E-mail: solihin.juhari89@gmail.com¹

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ABSTRACT

Character education plays a vital role in shaping students' social behavior and national identity in Indonesia's diverse cultural landscape. This study aims to analyze the implementation strategy of the Nyantri Nyunda character education model in Pasundan Senior High Schools in Bandung using an educational management approach. A qualitative descriptive method was employed, involving in-depth interviews, observations, documentation, and focus group discussions with key stakeholders including school principals, teachers, students, and foundation representatives. The findings reveal that while educational management structures are in place, the integration of Nyantri Nyunda values into the curriculum and student behavior remains inconsistent due to gaps in planning, implementation, and evaluation. These values, rooted in Sundanese culture and Islamic teachings, emphasize humility, respect, discipline, and moral integrity—principles essential for holistic student development. However, challenges such as limited teacher competence in value-based education, insufficient parental and community involvement, and inadequate learning resources hinder optimal outcomes. Furthermore, the absence of a standardized framework for integrating local wisdom into school programs contributes to fragmented practices across institutions. Strategic recommendations emphasize the need for participative management that involves all stakeholders in decision-making, continuous professional development for teachers to strengthen their cultural and pedagogical competence, and stronger collaboration between schools, families, and local communities. Enhancing character education through a culturally responsive lens not only strengthens student identity but also reinforces social cohesion and moral citizenship. This study contributes to broader educational discourse by highlighting the potential of local wisdom-based models in promoting character formation aligned with national educational goals.

Keywords: Education Management; *Nyantri Nyunda*; Senior High School

INTRODUCTION

Character education is an important part of the social process aimed at instilling awareness in students about the values of goodness in social life, including understanding behavioral patterns, norms of politeness, and manners that are respected by society (Anggraini & Kusniarti, 2017; Huda et al., 2023; Shavelson & Zlatkin-Troitschanskaia, 2022). Thus, character education not only prepares students to adapt within social environments but also shapes individuals who are mature and responsible in their future professional lives. The dynamic socio-cultural context

demands that the education sector continuously innovate and adjust to ongoing social changes (Law No. 17 of 2007 concerning the National Long-Term Development Plan).

The Indonesian government explicitly positions character education as a primary mission within the national development vision, emphasizing the formation of a resilient, competitive, and virtuous national character based on Pancasila values (Anwary, 2023; Fatimah et al., 2015; Muttaqin et al., 2023). As a multicultural country with rich local wisdom, it is important for character education to systematically integrate these values from an early age in order to strengthen national identity and develop students with holistic character. This aligns with the mandate of Law No. 23 of 2003 on the National Education System, which states that education functions to develop capabilities and shape the character of the nation to produce individuals who are faithful, virtuous, creative, independent, and responsible.

In its implementation, educational foundations such as the Pasundan Foundation for Basic and Secondary Education prioritize character education through the concept of “nyantri nyunda nyakola,” which is rooted in Islamic and Sundanese values as the distinctive identity of Pasundan education. However, based on initial observations, the implementation of character education based on this concept in Pasundan schools has not been optimal in terms of planning, process, and evaluation, causing problems in shaping students' character in accordance with the foundation's vision (Daud et al., 2024; Purwanto et al., 2021; Rahmadana et al., 2020).

Therefore, this study aims to analyze the strategy of implementing “nyantri nyunda” character education at Pasundan Senior High Schools in Bandung City using an educational management approach to strengthen and optimize character education rooted in the noble philosophies of Sunda and Islam. Additionally, this research also seeks to identify obstacles faced in the implementation of the character education program and to formulate strategic recommendations for school managers to improve the effectiveness of character education management.

METHOD

This study employs a qualitative research approach with a descriptive design. The qualitative method is chosen because it enables an in-depth understanding of social phenomena in their natural setting (Sugiyono, 2018). The focus is on exploring the real conditions and meanings related to the implementation of character education management at Pasundan Senior High Schools. By using qualitative descriptive methods, the research seeks to provide a transparent, detailed, and comprehensive depiction of how character education strategies are applied, as well as the challenges and opportunities encountered during implementation.

The research is conducted at six units of Pasundan Senior High Schools located in Bandung City, West Java. Bandung is selected due to its status as a major urban area characterized by cultural diversity and complexity, which makes it a relevant context for studying the multicultural dynamics of character education based on the “nyantri nyunda” concept. The schools chosen represent different types and sizes, allowing for a broad and rich data collection to capture variations in educational management practices. This setting provides a representative sample to analyze how character education is managed within a diverse social environment.

Data collection is conducted using multiple qualitative techniques including in-depth interviews, observation, documentation review, and focus group discussions (FGDs). Interviews are held with key stakeholders such as school principals, teachers, students, and foundation representatives to gather detailed insights into the education management processes. Observations support understanding of the implementation in real time, while document analysis provides background and policy context. Data analysis follows an inductive process involving data reduction, data display, and conclusion drawing (Miles et al., 2014). The

researcher organizes, categorizes, and synthesizes data to identify patterns, themes, and relationships relevant to the effectiveness of character education management, ensuring validity through triangulation of data sources and methods.

RESULT AND DISCUSSION

Result

The research data were obtained from key informants such as the Chairperson of the Pasundan Basic and Secondary Education Foundation (YPDM), the Head of the Branch Office of the West Java Education and Culture Office (KCD Region 7), principals of Pasundan Senior High Schools, and community leaders. They provided comprehensive perspectives on the management and implementation of character education at Pasundan Senior High Schools in Bandung, as well as in-depth insights into institutional practices and challenges faced.

The findings indicate that the implementation of educational management at Pasundan Senior High Schools has not been fully effective in meeting the principles and functions of ideal management. Although management functions such as planning, organizing, implementing, and supervising have been carried out, the depth and consistency of implementation vary across schools. The foundation has established a management system based on democratic partnership; however, differences in operational practices, resource limitations, variations in staff competence, and uneven program implementation affect overall effectiveness. Most principals acknowledged that the management system is well-structured but still requires improvements in synchronization and resource allocation.

The character education concept of "Nyantri Nyunda" has also not been optimally integrated into the curriculum or daily practices. While students understand religious values (nyantri) and Sundanese cultural identity (nyunda), these values have not been fully internalized or consistently reflected in their behavior. Extracurricular activities tend to prioritize academic and athletic achievements over character development based on local culture and spirituality. Some schools have established special programs such as Quran memorization classes, but these remain exceptions. The lack of systematic approaches and limited data on student character development complicate the assessment of program effectiveness.

Furthermore, there are management challenges in implementing Nyantri Nyunda character education. Character education is still regarded merely as learning material rather than a habitual practice embedded in students' daily lives. Communication between schools and parents is not yet optimal, and there are no clear and applicable regulations to support program implementation. Limitations in facilities, infrastructure, and funding also significantly constrain effectiveness. Awareness of these obstacles has led schools and the foundation to emphasize the importance of closer collaboration, enhanced teacher training, and community involvement to address these issues.

This study also highlights the importance of participative management strategies and regular evaluation mechanisms to strengthen the formation of Nyantri Nyunda character in students. Although the foundation mandates character education programs across all Pasundan Senior High Schools, implementation remains varied and lacks standardized procedures. Effective strategies include integrating Sundanese cultural values into the curriculum, strengthening synergy among schools, government, parents, and the community, and developing character education beyond academic aspects. Leadership commitment, teacher competency enhancement, and leveraging local partnerships are key factors. Strategic analysis recommends an aggressive approach that leverages internal strengths and external opportunities to optimize the overall management of character education.

Discussion

The implementation of educational management at SMA Pasundan in Bandung City shows a fairly high level of effectiveness, where all elements from the principal, teachers, to the foundation actively participate in achieving the shared goal of creating a conducive and productive learning environment. Management, as the process of designing and organizing human resources within an organization, has been optimally carried out, particularly through the important role of the Pasundan Basic and Secondary Education Foundation (YPDM), which not only handles administrative aspects but also curriculum development and teacher training (R. Lin et al., 2022; Singh et al., 2020; Yasmin et al., 2019). Regular evaluations of teacher and student performance as well as good communication between the foundation, principal, and teachers are key factors in the successful implementation of this educational management. A strict recruitment and training system also ensures that educators have adequate competencies, thus making human resource management sustainable and effective.

However, in the implementation of the Nyantri Nyunda student character, there is a gap between theoretical understanding and practical application in the field. Although the curriculum has incorporated character values aligned with national education goals such as faith, creativity, and responsibility, classroom implementation is often hindered by conventional teaching methods that do not sufficiently encourage the real application of these values (Peculiauskiene et al., 2022; Singh et al., 2020; Sukla & Dungsungneon, 2016). Most students can explain the character concepts theoretically, but the lack of practical experience and social support causes the Nyantri Nyunda values to be not fully ingrained in their daily behavior. Dewey's Learning Theory emphasizes the importance of active student engagement in real experiences for effective learning, while Herzberg's Motivation Theory shows that a lack of environmental support is a factor that inhibits the application of positive values (Shore et al., 2022).

Another obstacle in implementing character education is the lack of trained human resources who understand and can integrate local cultural values into the learning process. Effective teacher training is essential so they can optimally deliver the Nyantri Nyunda character material in a way that is relevant to the local cultural context (Wang et al., 2021). Furthermore, limited support from parents and the community also becomes a barrier, considering that synergy between schools, families, and communities is vital to creating a conducive learning environment. Support from the community not only helps academic achievement but also student character development through the provision of additional resources and active participation in educational activities (Chaudhry et al., 2023; Taher, 2023; Yohana et al., 2021).

To overcome these various challenges, strategies that need to be implemented include integrating project-based learning that emphasizes Nyantri Nyunda values, strengthening a positive environment by rewarding character-appropriate behaviors, and providing ongoing training for teachers to apply effective teaching strategies (García-Morales et al., 2021; H.-W. Lin & Lin, 2014). The curriculum also needs to be strengthened by deeper integration of local culture, supported by the development of teaching materials and adequate teacher training so that the Nyantri Nyunda character can be comprehensively internalized by students. In addition, communication and active involvement of parents and the community must be enhanced so that cultural and character values taught at school are also applied in family and wider community environments.

CONCLUSION

The implementation of educational management has been effective through the active roles of the foundation, principals, and teachers in creating a conducive learning environment. However, the application of the Nyantri Nyunda student character still faces a gap between theory and practice due to conventional teaching methods and a lack of social support. The main challenges include a shortage of trained educators and minimal involvement of parents and the community, necessitating strategies such as project-based learning integration, continuous teacher training, and enhanced communication and collaboration between schools, families, and communities to comprehensively and sustainably internalize character values.

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