

Building a Sustainable Educational Institution: an Analysis Study of Social Responsibility and Ethics in Strategic Management at MTsN 8 Tulungagung

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ABSTRACT :

The sustainable development of educational institutions is crucial to produce students who are not only academically intelligent but also possess strong character and a sense of social responsibility. This study examines the application of Social Responsibility and Ethics at MTsN 8 Tulungagung, with a focus on the implementation of the Compassion-Based Curriculum. Its implementation in areas with limited facilities, such as MTsN 8 Tulungagung, faces various challenges that need to be managed properly. This study aims to apply the application of social responsibility and ethics in educational management in the context of the implementation of CBC. This research methodology uses a qualitative approach with a descriptive case study. Data were collected through in-depth interviews, participant observation, and document analysis to educational management policies and practices at MTsN 8 Tulungagung. The results show there are has successfully integrated ethical values and social responsibility into educational management, despite facing limited resources. Through the implementation of the CBC, this school focuses not only on academic achievement but also on character development of students who care for others. The application of Islamic ethics and social responsibility at the school management level, both in decision-making and daily interactions, creates a more humanistic and sustainable educational.

Key words: Social Responsibility, Ethics, Continuing Education

INTRODUCTION

Madrasah, as Islamic educational institutions, play a crucial role in developing the nation's next generation, who are not only intellectually intelligent but also possess noble character in accordance with Islamic teachings. In carrying out their functions, madrasahs are responsible not only for academic teaching but also for the social and ethical aspects that underpin the institution's management. Therefore, it is crucial to understand and analyze how the integration of Social Responsibility and Ethics can influence strategic management in madrasahs. Ethics is a crucial aspect of an organization to build core values that can be effectively implemented (Fitri, 2022). This

article aims to analyze the application of Social Responsibility and Ethics in strategic management at MTsN 8 Tulungagung, focusing on the implementation of the Compassion-Based Curriculum (CBC).

The CBC is a revolutionary step initiated by the Ministry of Religious Affairs to improve the quality of Islamic education in Indonesia. While this curriculum has the noble goal of creating a compassionate, in-depth, and character-oriented education, its implementation in the field, particularly in areas with limited facilities, certainly faces various challenges that must be managed effectively. The implementation of the CBC in madrasas with low economic conditions and minimal facilities, such as MTsN 8 Tulungagung, presents unique challenges that must be met with strategic management based on sound values of social responsibility and ethics.

The curriculum, in an academic context, is not merely viewed as a set of learning plans encompassing objectives, content, methods, and evaluation (Karwadi et al., 2025), but rather functions as the heart of a school, which metaphorically represents the heart of society and the nation itself. Consequently, the progress of a nation is directly proportional to the quality of the human resources (HR) it produces, and the quality of these HR is determined by the quality of the curriculum it manages. Therefore, curriculum management occupies a central and strategic position in educational institutions, functioning as the main foundation in the formation of student character as well as ensuring the quality of sustainable education (Hidayat & Zebua, 2025).

The importance of this article lies in the relevance and urgency of implementing Social Responsibility and Ethics in the context of educational management, particularly in madrasah. The selection of MTsN 8 Tulungagung as the locus of this research is very urgent and strategic because this madrasa represents a data-rich case study and is in line with contemporary topics. Despite being located in the mountains, precisely in Sumberdadap Village, Pucanglaban District, Tulungagung Regency, with all its limited resources and significant structural challenges, this madrasah has demonstrated extraordinary capacity for adaptation and innovation. The madrasah has been able to compile a Strategic Plan 2020-2024 and a Strategic Plan 2025-2029. Through this thorough planning, MTsN 8 Tulungagung was recognized by the Surabaya Religious Education and Training Center as the best madrasah in implementing the Merdeka Curriculum and P5PPRA (Project for Strengthening the Pancasila Student Profile and Rahmatan Lil 'Alamin Student Profile). The smallest of the 8 state madrasahs in Tulungagung with limited resources, but able to achieve brilliant achievements, both in academic and non-academic fields.

Madrasah continue to make efforts to improve the quality of education, such as upgrading facilities and enhancing teaching. Teacher training programs and student

outreach programs are frequently held to enhance their abilities and enthusiasm for learning. However, despite these efforts, obstacles remain that disrupt the smooth running of the educational process, particularly regarding the integration of social responsibility and ethical values into strategic management.

A key weakness of these efforts is the lack of focus on Social Responsibility and Ethics in educational management. Existing programs focus primarily on academic development and teaching, without considering how social and ethical values can be integrated into madrasah management. This has resulted in low student enthusiasm for learning and suboptimal teacher performance in classroom management. Furthermore, there is no policy linking human resource management (teacher) with social responsibility within the madrasah community.

This article argues that to improve the quality of education at MTsN 8 Tulungagung, the integration of Social Responsibility and Ethics into the strategic management of the madrasah is necessary. By prioritizing social and ethical values in every aspect of madrasah management, both in strategic decision-making and in daily interactions between teachers, students, and the community, a more conducive educational environment can be created. The implementation of a Compassion-Based Curriculum (CBC), which focuses on developing the character of students and teachers, can be an effective first step in creating positive change in madrasah education.

Therefore, this article is not only relevant to MTsN 8 Tulungagung but also provides insights that can be applied to other madrasah facing similar challenges in educational management.

METHOD

This research is a qualitative case study with a descriptive nature. The qualitative approach was chosen because it aims to understand the phenomenon of the implementation of Social Responsibility and Ethics at MTsN 8 Tulungagung holistically, in-depth, and contextually. As with the principles of qualitative research, the data collected must be descriptive, processed to reveal meaning, and emphasize the natural context and in-depth interpretation of behavior and processes that occur in the field. This case study is relevant because it requires a deep understanding of how curriculum management, which includes planning, organizing, implementing, and evaluating, operates and faces internal and external challenges (Lexy J, 2005).

Data collection was conducted using triangulation techniques (combining various methods) to verify the validity of the findings and enrich interpretations. The techniques used included:

- a) In-depth Interviews: Conducted to elicit narrative descriptions of failure modes, root causes of failure, and their impact on each stage of curriculum management.
- b) Participatory Observation: Conducted directly to understand the natural context of the implementation of the Compassion Based Curriculum, the organization of resources (such as the availability of facilities), and exemplary practices demonstrated by teachers. These observations were crucial for capturing dynamics on the ground that were not revealed through interviews.
- c) Document Analysis: Used to examine official madrasah documents, such as the Operational Curriculum Document, Madrasah Work Plan, program evaluation reports, and financing management records, to examine accountability and financial support for the education quality program.
- d) Primary data sources in this case study were individuals with strategic roles and in-depth knowledge of curriculum implementation and risk management. Primary informants included the Madrasah Principal, the Deputy Principal for Curriculum, and teachers. These informants were selected based on their positions as leaders, key implementers, and those most familiar with daily operational challenges. Secondary data sources included formal and informal madrasah documents, such as the Operational Curriculum document, quarterly program evaluation reports, and school budget/financing records (supporting evidence of accountability).

The analysis in this study was conducted using the Miles & Huberman content analysis method (Fitri & Haryanti, 2020) through several steps: (1) data condensation, which involves filtering and compressing information relevant to the research objectives; (2) thematic classification, by organizing data into categories such as Social Responsibility, Ethics, and Strategic Management; (3) interpretation and synthesis of theory, which connects findings from the literature with the established theoretical framework; and (4) drawing conclusions ((Belk, 2006).

To ensure the validity and objectivity of the research results, literature triangulation was conducted, comparing findings from various sources and authors to ensure data consistency, credibility, and accuracy. With this approach, the research is expected to provide a conceptual contribution in deepening theoretical understanding regarding the application of Social Responsibility and Ethics as essential elements in building sustainable education institutions.

RESULTS AND DISCUSSION

An organization's social responsibility refers to a moral and operational commitment to consider the impact of its activities on society and the environment beyond simply generating profits. In this context, Corporate Social Responsibility (CSR)

is defined as an organization's obligation to formulate policies, make decisions, and take actions that benefit stakeholders and the wider community ((Irawan, 2025), H., 2020). Organizational ethics or Business Ethics is a set of moral principles and values that guide behavior and decision-making to be fair, honest, and responsible (Zielińska, 2018). The integration of social responsibility and ethics ensures that an organization operates not only legally and economically but also positively contributes to societal welfare and the common good.

Social responsibility and ethics in educational management are crucial, particularly in creating sustainable education. In education, ethics serve as a code of conduct that guides each individual in carrying out their duties as educators. As the world of education evolves, ethics in educational management, as explained by Putrianingsih and Agus Zaenul Fitri (2023) (Putrianingsih & Agus Zaenul Fitri, 2023), requires special attention, as good educational quality can be achieved through the effective implementation of business ethics and social responsibility. This research shows that the implementation of high ethical standards is directly related to improving the quality of educational services. Therefore, establishing and maintaining good ethics in educational management is key to improving the quality of educational institutions.

Strategic management is the process of implementing selected strategies, typically cyclical and contextual, in line with the organization's characteristics to achieve its goals ((Akdon, 2016). Within this strategic management context, social responsibility (CSR) also plays a crucial role in improving organizational quality. Ramli et.all,(Ramli & Mawaddah, 2021)suggest that Islamic educational institutions, such as madrasas, have a broader social responsibility in educating and developing student character, not only based on academics but also on the formation of noble morals. Corporate Social Responsibility (CSR) is not only related to philanthropic activities but also to efforts to create a balance between organizational needs and social responsibility towards society. From an Islamic ethical perspective, the use of technology and innovation must be based on moral values that benefit humanity and maintain the welfare of society and the environment. In educational management, an ethical CSR approach will strengthen the relationship between schools, communities, and the business world, which in turn can support more sustainable and inclusive educational development ((Faiz et al., 2022). Thus, the combination of strong ethical implementation in educational management and the active role of CSR in the world of education has great potential to produce educational institutions that not only focus on academic quality, but also on community empowerment and social sustainability.

Ethics plays a crucial role in education, shaping national character and underpinning moral decision-making in educational management. According to

research by Anisa (Anisa et al., 2025)), Islamic ethics integrates the theories of duty (deontology) and virtue (virtue ethics), focusing on the formation of noble character in everyday life. This ethic encompasses not only individual behavior but also extends to how educational institutions interact with society. According to (Yudhyarta & Kampus, 2020), Pancasila ethics can serve as a guide in developing a mental attitude of integrity, both within society, the nation, and the state. Pancasila, as the basis of ethics, encompasses moral values that lead to the common good, upholding justice, honesty, and respect for others. The application of strong ethics in education can result in high-quality services and strengthen the social responsibility of educational institutions, which aligns with the primary goal of education in Indonesia, which is based on moral principles and norms that develop within society.

Furthermore, in the context of educational management, work ethics is also a determining factor for success. Fathurrahman's (Fathurrahman, 2020) research shows that the application of ethics in organizations, particularly in the educational context, significantly impacts the quality of services provided to students. A good work ethic in education creates a productive and equitable environment and helps strengthen the commitment of teachers and staff to provide the best for students and the community. In this regard, Islamic work ethics, based on the Qur'an and Hadith, focus not only on work results but also on social relationships and personal development, which influence voluntary behavior or Organizational Citizenship Behavior (OCB) in educational organizations. Similarly, Susanty's (2019) (Susanty, 2009) findings indicate that character-based Islamic educational management integrated with ethical principles and social responsibility will create a more holistic education, focusing not only on academic achievement but also on developing moral character that can improve the nation's morale. This approach creates a generation that is not only intellectually intelligent but also possesses strong character and noble character, ready to contribute to society and the nation.

In educational management, the role of leaders is crucial in creating an ethical and responsible work culture that supports the achievement of sustainable educational goals. Transformational leaders are able to inspire and motivate organizational members to achieve common goals by providing individual attention and guiding them to develop. revealed that transformational leadership, combined with Islamic work ethics, can strengthen organizational members' commitment to better carrying out their duties, which has a direct impact on improving educational performance and quality. Furthermore, good leadership also builds trust between leaders and subordinates, which is crucial for achieving common goals in educational organizations ((Arifiani & Rumijati, 2021)).

Social Responsibility in Educational Management at MTsN 8 Tulungagung

The implementation of the Compassion-Based Curriculum at MTsN 8 Tulungagung requires a synergy between social responsibility, ethics, and sustainable educational management. This curriculum emphasizes not only academic achievement but also character development, moral values, and a sense of responsibility for students themselves, their community, and the environment. As an educational institution that prioritizes Islamic values, MTsN 8 Tulungagung requires the implementation of social responsibility integrated into the curriculum to create a climate of love, mutual respect, and care for others.

Within the Love-Based Curriculum framework, social responsibility is translated into learning activities that focus not only on improving students' academic achievement but also on fostering positive social attitudes. Teachers and educational staff play a crucial role in implementing this curriculum by exemplifying ethics, hard work, and community service. By integrating ethics into the curriculum, MTsN 8 Tulungagung can create a more humanistic learning environment, where students pursue not only academic achievement but also character development that fosters concern for their social environment.

Empowering teachers and educational staff at MTsN 8 Tulungagung is a key element in the implementation of the Compassion-Based Curriculum. As key players in learning, teachers need to be competent not only in academic aspects but also in managing ethics and social responsibility within the school environment. According Putrianingsih (2023) (Putrianingsih & Agus Zaenul Fitri, 2023), to sustainable education requires educators who are not only skilled in teaching but also able to instill moral and social values in students. Therefore, empowering teachers through training, professional development, and increasing understanding of Islamic work ethics can strengthen the implementation of this curriculum. To this end, MTsN 8 Tulungagung holds regular capacity-building programs that teach teachers the importance of applying ethics in the learning process and classroom management. This training can include teaching about ethical principles of professional work, as well as how to manage conflicts and challenges in the educational environment in a compassionate and fair manner. By empowering teachers and educational staff in these areas, the madrasah will be able to create an environment that supports the holistic development of students, not only academically but also in terms of character and social values.

Social responsibility in the context of education encompasses educational institutions' efforts to play an active role in community development and improve the quality of life in the school environment. At MTsN 8 Tulungagung, social responsibility

can be seen in various initiatives that focus not only on academic development but also on the social welfare of students, teachers, and the surrounding community. Some of the corporate social responsibility (CSR) activities implemented at MTsN 8 Tulungagung to support the sustainability of the madrasah are as follows:

- 1) Providing financial assistance for personal education to underprivileged students. MTsN 8 Tulungagung implements a scholarship program for students from underprivileged families, enabling them to continue their education without financial burden. This program involves donors or madrasah alumni who are willing to support students' education through fundraising through the National Foster Parents Movement (GNOTA).
- 2) Organizing extracurricular activities based on life skills. Activities such as computer training, entrepreneurship, batik art, or other technical skills can be held to improve students' skills. This activity involves collaboration with companies or institutions that have CSR programs in the field of education or skills development.
- 3) Sustainable Environmental Management. MTsN 8 Tulungagung implements sustainable environmental programs, including waste management and tree planting. This activity is a collaboration with the Tulungagung Regency Environmental Agency. The tree planting activity is carried out in collaboration with the local landowners, while the tree seedlings are sourced from the Environmental Agency.
- 4) Empowering the Community Around the Madrasah. As part of its social responsibility, the madrasah carries out community empowerment activities, such as sending preachers to deliver religious sermons at religious study groups (Ma'lim), religious study groups (Quran recitation), Ramadan night activities, and commemorations of other Islamic holidays. In addition, there are activities that involve students in scouting and Red Cross activities. Sending Scout and Red Cross leaders from among the students to nearby elementary schools (SD/MI) is a form of multi-functional social responsibility. Besides improving student competency, it also fosters collaborative relationships with partners.

Through these activities, MTsN 8 Tulungagung not only benefits students but also contributes to the social development of the surrounding community. This aligns with the CSR concept outlined by Agus Zaenul F. ((Putrianingsih & Agus Zaenul Fitri, 2023)), which states that education should be oriented towards developing student character, as well as the institution's contribution to the social and economic progress of the community. In this way, MTsN 8 Tulungagung not only becomes a place to foster academic intelligence but also becomes an institution that contributes to community empowerment. Furthermore, this approach will enhance positive relationships

between the school and the surrounding community, which is crucial for building a sustainable school.

Ethics in Educational Management at MTsN 8 Tulungagung

Ethics are a set of values, norms, and principles that govern human behavior in social interactions (Supriyanti1 & Sanusi, 2024). Ethics in educational management plays a crucial role in creating a climate that supports the character development of students, teachers, and educational staff at MTsN 8 Tulungagung. These ethics encompass attitudes and behaviors based on moral norms that guide each individual in carrying out their duties and responsibilities. Pancasila ethics, as explained by Yudhyarta (2020)(Yudhyarta & Kampus, 2020), is the foundation of ethics in Indonesian society that can be applied in educational management to create a just, honest, and responsible environment.

At MTsN 8 Tulungagung, ethics are integrated into every aspect of strategic management, from decision-making and human resource management to relationships with students and parents. Ethics in decision-making ensures that the principal's policies create an environment conducive to educational sustainability. For example, in the distribution of funds or budget management, the principal must be transparent and fair so that all parties feel cared for and that no one feels disadvantaged. Ethics in educational management also prioritizes the interests of students and their well-being, which aligns with the ethical values of Pancasila, such as social justice for all Indonesians.

Improving student achievement in the Compassion-Based Curriculum at MTsN 8 Tulungagung is not only seen from the academic aspect, but also from the extent to which students internalize ethical values and social responsibility in their lives. Ethics taught in the classroom must include the importance of cooperation, honesty, and a sense of responsibility in every aspect of life, both at school and in society. Fathurohman (Karim et al., 2025) stated that the application of ethics in the world of education directly influences the quality of services and management of education itself. When students are taught to be responsible for their tasks and have respect for others, they will be more motivated to achieve in a more positive and sustainable way.

In this regard, MTsN 8 Tulungagung strives to integrate ethical principles and social responsibility into every learning activity. For example, through social projects or extracurricular activities that encourage students to contribute to society, students not only develop their academic abilities but also social skills that will shape them into responsible individuals. Student achievement is not only measured by test scores or

academics alone, but also by their ability to apply these values in everyday life. Thus, MTsN 8 Tulungagung can create sustainable education that not only produces students with high achievements, but also students with strong character, responsibility, and care for their social environment.

Ethics-related activities implemented at MTsN 8 Tulungagung to support student character development and create an educational environment of integrity include:

- 1) **Ethics and Honesty Education.** MTsN 8 Tulungagung conducts an ethics education program that focuses on honesty, teaching students to always tell the truth, avoid plagiarism, and refrain from cheating on exams. This activity is integrated into every subject and outing class activities, including lectures, discussions, and various training sessions on the importance of honesty in everyday life.
- 2) **Social Awareness Program for Diversity.** This program aims to teach students the importance of respecting differences, whether in terms of religion, race, or culture. Activities such as discussions, understanding tolerance, and anti-discrimination campaigns can strengthen students' character, leading them to become more ethical individuals in their interactions with others.
- 3) **Ethics in Technology Use.** Given the rapid development of technology, MTsN 8 Tulungagung is holding training on ethics in using social media and the internet. This activity will teach students the importance of maintaining privacy, not spreading hoaxes, and using technology wisely and responsibly.
- 4) **Building Ethical Leadership.** To develop future leaders with integrity, MTsN 8 Tulungagung is holding a leadership training program for students, focusing on fair, transparent, and responsible leadership ethics. This activity takes the form of OSIM Basic Education and Training. This program collaborates with mentoring from successful alumni with a strong ethical approach.

By implementing these activities, MTsN 8 Tulungagung can create an environment that supports student character development, shaping them into ethical and responsible individuals in every aspect of life.

To support improved teacher performance related to ethics, the madrasah organizes the following activities:

- 1) **Professional Ethics Training for Teachers.** MTsN 8 Tulungagung holds regular training on professional ethics for teachers. This training includes discussions on the teacher code of ethics, professional responsibilities, and how to interact ethically with students, parents, and colleagues. This training is expected to improve the quality of their interpersonal and professional relationships in carrying out their duties.
- 2) **Group Discussions on Integrity and Honesty in Education.**

- 3) Group discussions through the Subject MGMP (Course-Based Teachers' Groups) addressing ethical issues such as honesty in assessments, fairness in the treatment of students, and the importance of being a good role model for students can strengthen teachers' awareness of their responsibility in creating a fair and honest learning environment.
- 4) Improving Ethical Communication Skills. MTsN 8 Tulungagung holds training to improve ethical communication skills between teachers, students, and parents. This training can involve providing constructive feedback, listening with empathy, and delivering criticism or advice in a polite manner that respects students' rights.
- 5) Socialization on Conflict Management with an Ethical Approach
- 6) In this activity, teachers are trained to manage conflicts with students, parents, or fellow teachers using ethical principles. For example, how to resolve disputes peacefully, fairly, and impartially, while ensuring that all parties involved are treated with respect.
- 7) Mentoring Program or Ethical Guidance Between Teachers
- 8) MTsN 8 Tulungagung could introduce a mentoring program, where senior teachers guide junior teachers in developing their professional ethics. This program focuses on developing an attitude of responsibility, mutual respect, and the application of ethical values in daily teaching.

By integrating these activities, MTsN 8 Tulungagung can ensure that teachers not only improve their professionalism, but also build an ethical educational environment and support the achievement of quality educational goals.

Building a Sustainable Educational Institution through Ethics and Social Responsibility

To build a sustainable educational institution, MTsN 8 Tulungagung strives to integrate social responsibility and ethics into its strategic management framework. Sustainable education encompasses sustainability not only in the curriculum but also in human resource management and community relations. One effort is to integrate ethical values into every learning activity and school management. For example, at MTsN 8 Tulungagung, an Islamic work ethic based on the Quran and Hadith is implemented in learning activities and relationships between students, teachers, and the community.

Islamic work ethics emphasize honesty, trustworthiness, and justice (Arifiani & Rumijati, 2021), which, if implemented properly, can create a school environment that focuses not only on academic achievement but also on developing students' noble character. Furthermore, implementing social responsibility through community

empowerment and attention to the welfare of students and the surrounding community will improve the quality of the school's relationships with relevant parties. Thus, MTsN 8 Tulungagung can create a sustainable educational institution that not only provides quality education but also has a broad positive impact on the community and the surrounding environment.

Challenges and Solutions for Building Sustainable Education

The biggest challenge in implementing social responsibility and ethics in strategic management at MTsN 8 Tulungagung is the lack of adequate resources and the rapid technological developments required to optimally implement the Social Responsibility and Ethics program in education. This is in line with Agus Zaenul Fitri's (2025) view that technological development in this era is an inseparable challenge. Therefore, a viable solution is to collaborate with external parties, such as companies and the government, in developing various social programs that can support the sustainability of education. Furthermore, it is crucial for educational institution leaders to be role models in implementing ethical values and social responsibility, as well as utilizing technology wisely, to create an organizational culture that supports the development of sustainable education. This aligns with the view of (Falah et al., 2019) that leadership plays a crucial role in improving the quality of education by inspiring students, encouraging self-development, and creating a positive educational culture oriented towards shared success.

CONCLUSION

In its efforts to build a sustainable educational institution, MTsN 8 Tulungagung demonstrates a crucial role by integrating social responsibility and ethics into its strategic management. Sustainable education encompasses not only curriculum sustainability but also human resource management and relationships with the surrounding community. In this regard, an Islamic work ethic based on the principles of the Qur'an and Hadith is highly relevant for application in every aspect of education. Ethics that prioritize honesty, trustworthiness, and justice serve as the foundation for creating a learning environment that focuses not only on academic achievement but also on the development of students' noble character. Social responsibility, which includes community empowerment and attention to student welfare, is crucial in building a more positive relationship between the school and the surrounding community, which supports the creation of a sustainable educational institution.

The Compassion-Based Curriculum (CBC) implemented at MTsN 8 Tulungagung is an effective tool for achieving these goals. Focusing on developing students' character, moral values, and sense of social responsibility, the CBC encourages them to not only achieve academically but also contribute positively to society. Empowering teachers and education staff is a key factor in the successful implementation of the CBC. Through training and professional development, teachers can serve as role models in implementing ethics and social responsibility in the learning process. This optimizes the quality of teaching, and students can develop character traits that include empathy, cooperation, and responsibility for themselves and their environment.

The biggest challenge in implementing social responsibility and ethics in strategic management at MTsN 8 Tulungagung lies in the limitations of existing resources and technological developments. Therefore, collaboration with external parties, such as the government, alumni, and the private sector, is needed to support social programs that can improve the quality of education. Educational institution leaders must be role models in the application of ethical values and social responsibility, in order to create an organizational culture that supports sustainable educational development. With this holistic approach, MTsN 8 Tulungagung will be able to face existing challenges and achieve educational goals that focus not only on academic results, but also on the development of student character ready to make a positive contribution to society.

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