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Transforming Character Education: Leveraging the McKinsey Framework to Cultivate Religious Personality and Student Discipline

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Abstract : *This study aims to examine the transformation of character education through the application of the McKinsey Framework in cultivating students' religious personality and discipline. Employing a qualitative approach with a case study design, the study collected data through participant observation, in-depth interviews, and documentation. Data validity was ensured through credibility, transferability, dependability, and confirmability. The findings reveal two main processes in the transformation of character education. First, character education planning through the McKinsey Framework involves establishing the school's vision and mission, developing an organizational structure, designing educational systems, preparing teachers and staff according to their competencies, and formulating character education systems and strategies. Second, the implementation of character education is realized through the internalization and integration of character values across curricular and extracurricular activities. These processes demonstrate that the McKinsey Framework provides a systematic approach for aligning institutional direction, human resources, organizational systems, and educational strategies in character formation. The integration of religious and disciplinary values into students' daily learning and school activities further supports the development of consistent behavioral patterns. Thus, leveraging the McKinsey Framework can contribute to a more structured and sustainable transformation of character education, particularly in cultivating students' religious personality and discipline.*

Keywords : *Character Education; McKinsey Framework; Religious Personality; Student Discipline.*

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INTRODUCTION

Several problems of the younger generation are in the spotlight, such as status violations such as running away from home, skipping school, underage drinking, illegal racing, and so on. Violations of status like this are usually difficult to record in quantity because they are not included in legal violations. Meanwhile, behavior that deviates from the norm includes premarital sex among adolescents, teenage female abortions, and so on (Ubabuddin et al., 2021). This is due to the lack of character education at an early age from school and from parents as the first education a child gets, coupled with the mental condition of the unstable child, making it difficult for children to have the right to control their emotions and difficulties in filtering everything that enters their eyes. in his mind and soul and results in rebellion, not thinking before acting, and difficulty controlling his emotions so that this has an impact on students' lack of discipline in participating in all activities and learning (Chandra, 2020).

This was also conveyed by the caregivers of the Nurul Jadid Islamic boarding school in a study of the book Dakwatut Tammah Wa Tadzkirotul Ummah. He explained that emotions will be controlled with a calm heart and always connected to his god; if the spiritual connection with god is cut off, it will result in reckless and undisciplined behavior. In instilling character values for students, schools must also think of a concept or management so that their goals are more directed. However, the management of character education in schools experiences several obstacles in its implementation. Some students do not understand character values , so the sense of concern for the love of the motherland to the disciplined attitude of students is felt to be less than optimal. Therefore the need for a concrete way of dealing with this matter must be owned by schools/educational institutions (Baharun, 2018).

Character education, in this case, is called an effort to improve the quality of the character of every human being. Total Moral Quality (TMQ) provides a new concept for developing character education in several educational institutions. Total Moral Quality (TMQ) is a character education concept that combines various scientific disciplines (multi-interdisciplinary). This thinking becomes an evolution of a character development model that can answer the demands and challenges of the times, which is the development of Thomas Lickona's theory in the concept of character education by Hassan Baharun. In his thoughts on TQM, Hasan Baharun divides it into 4 things: Moral Modeling, Moral Knowing, Moral Feeling, and Moral Habituation (Muali & Aini, 2019).

Character values come from religion, Pancasila, culture, and national education goals. Identified several character values that are implemented in schools, including religious values, tolerance, discipline, hard work, independence, democracy, curiosity, national spirit, love of the motherland, respect for achievement, friendly or communication, love peace, love to read, care for the environment, social care and responsibility (Khaer, 2022). However, at this time, the problem of character is felt by educational institutions, such as SMP Bhakti Pertiwi. The problem that Bhakti Pertiwi Middle School is seriously facing is the decrease in student discipline in participating in activities and learning. In addition to the statement above, on March 15, 2023, Kompas.com published news on its official account that a beating led to death. From the problem context, implementing character education must require good planning or management.

Akmal Mundiri explained that the term Management has many meanings, depending on the person interpreting it. The term madrasa management is often juxtaposed with the term education administration. In this regard, there are three different views: interpreting it more broadly than Management (Management is the essence of administration), viewing management as broader than administration, and the view that management is synonymous with administration. Management and administration have the same function based on their main function. Because of this, the difference between the two terms is inconsistent and insignificant (Mundiri et al., 2022).

Considering that schools as educational organizations have always concentrated on improving and building student character, the McKinsey 7S framework has been tried to strengthen the management of character education in schools that still encounter obstacles and are less effective in its implementation, of course, operational modifications to the model will be carried out according to conditions and resources. School resources and does not reduce the essence of character education management in school management. The 7S framework from McKinsey was developed in the early 1980s by Tom Peters and Robert Waterman, two consultants who worked at the consulting firm McKinsey and Company; the model's basic premise has seven internal aspects of the organization that are related to each other for success in organizational sustainability. In 7S, 7 factors are each interdependent and are grouped into Soft & Hard elements. Soft Elements are more difficult to describe, less tangible, and influenced by culture: Shared Values, Skills, Style, and Staff. Hard Elements are easier to define and determine, and management can directly influence them: Strategy, Structure, and Systems (Maulina & Hendriyani, 2018).

The application of the McKinsey 7S framework is expected to produce a more empowered, productive and harmonious education management which in turn increases the performance of character education management in schools in total (Ravanfar, 2019). One of the management tools, namely McKinsey's framework, offers a model for improving organizational performance through analysis and improvement of organizational hard and soft elements, for example to improve institutional performance, test the feasibility of the effects of future changes, align parts and processes during mergers, and carry out good implementation. according to the proposed strategy (Raharja, 2019).

The basic idea of this model is that there are 7 aspects or internal elements of the organization. The seven elements are categorized as hard elements or soft elements. Hard elements are easy to define, while on the other hand, soft elements are more difficult elements. If someone wants to make an organization successful then they have to think that both elements are equally important. The hard elements include strategy, structure, and systems. While soft elements include shared values, skills, style, and staff. The seven elements are interconnected or tied to one another and it is impossible to achieve progress if they are not linked to one another, many strategies have been neatly designed but have failed, this is because managers pay less attention to the 7 S elements (Choerudin, 2019).

The next character education management steps are formulating the school's vision, mission, goals and objectives identifying the functions needed to achieve the goals, conducting analysis, finding alternative steps for solving problems, character building plans and programs,

implementing character improvement plans and formulating improvement goals new character management should pay attention to and utilize the elements of the 7S framework. The 7S Framework from McKinsey or better known as the McKinsey 7S Framework is a management model to see how effective an organization is in achieving its desired goals (Gechkova & Kaleeva, 2020).

Much research discusses character education and the 7S Framework from McKinsey, such as the research conducted by Indah Ratnawat in her research entitled Management of Student Character Education Through Scouting Extracurricular Activities; this research discusses how character education can be instilled in students with scout activities (Fauzan & Purwanti, 2023). In addition, Tigor Yusuf Nugroho, in his research entitled Evaluation of Telkom University E-learning Readiness Using the McKinsey 7s Model, this research discusses the level of readiness of Telkom University in implementing iCaring using the McKinsey 7s model (Nugroho et al., 2019). These studies put forward character education and the McKinsey framework with different subject matter. Meanwhile, in this study, the researcher wanted to examine how character education management uses the McKinsey framework in shaping students' religious character and discipline; this distinguishes this research from other studies. Another.

Departing from the description of the findings above, the researcher feels the need to conduct in-depth research regarding character education management at Bhakti Pertiwi Paiton Middle School by focusing on religious and disciplinary character values because of the several uniqueness and features of this location.

METHOD

This study employed a qualitative approach with a case study design to examine the transformation of character education through the application of the McKinsey Framework in cultivating students' religious personality and discipline. A qualitative approach was selected because the study sought to obtain an in-depth understanding of how character education is planned, implemented, and integrated into the school's organizational and educational practices. The case study design enabled the researchers to explore the phenomenon within its natural institutional context and to identify the processes through which the McKinsey Framework is applied to character education.

The research was conducted through three primary data collection techniques: participant observation, in-depth interviews, and documentation. Participant observation was conducted to examine directly how character education was implemented in daily school activities, including classroom learning, religious activities, extracurricular programs, student discipline practices, and interactions among school members. In-depth interviews were conducted with selected informants to explore their experiences, perceptions, and understanding of character education planning and implementation. The interviews focused particularly on the school's vision and mission, organizational structure, human resource preparation, educational systems, character education strategies, and the integration of religious and disciplinary values into school activities. Documentation was used to complement the observational and interview data by examining relevant institutional documents, including

school policies, vision and mission statements, organizational structures, curriculum documents, character education programs, activity schedules, and other supporting records.

The participants were selected purposively based on their relevance to the research objectives and their involvement in character education management. The primary informants consisted of the school principal, teachers, and staff responsible for planning and implementing character education, while students were involved as key participants for understanding the development and practice of religious personality and discipline. Additional information was obtained from relevant school stakeholders to strengthen the interpretation of the findings and provide multiple perspectives on the implementation of the McKinsey Framework.

Data were analyzed interactively through data reduction, data display, and conclusion drawing. The analysis began by organizing and coding the data obtained from observations, interviews, and documents. Relevant information was then categorized according to the main dimensions of the McKinsey Framework and the processes of character education transformation. The emerging categories were compared across different data sources to identify patterns, relationships, and recurring themes concerning character education planning and implementation. Conclusions were subsequently developed by interpreting the relationships among institutional strategy, organizational structure, human resources, systems, and educational practices in cultivating students' religious personality and discipline.

To ensure the trustworthiness of the findings, the study applied four criteria of qualitative data validity: credibility, transferability, dependability, and confirmability. Credibility was strengthened through prolonged observation, in-depth interviews, and triangulation of data sources and collection techniques. Transferability was supported by providing a sufficiently detailed description of the research context, participants, and educational processes. Dependability was maintained through systematic documentation of the research procedures and analytical processes. Confirmability was established by linking interpretations and conclusions to empirical evidence obtained from observations, interviews, and relevant institutional documents. Through these procedures, the study sought to produce a comprehensive and trustworthy account of how the McKinsey Framework contributes to the transformation of character education in developing students' religious personality and discipline.

RESULT AND DISCUSSION

1. Character Education Planning Using the McKinsey Framework

Character education planning is a strategic process for introducing and strengthening character values through learning and various school activities. At the planning stage, character values are identified, formulated, and integrated into the school's educational direction and programs. At SMP Bhakti Pertiwi, character education planning begins with the formulation of the school's vision and mission, which serves as the foundation for developing educational programs and institutional culture. The formulation of the vision and mission is also considered important in responding to concerns about the declining character values of the younger generation and in strengthening the school's identity and educational orientation.

The school's vision and mission are subsequently translated into the curriculum, programs, and school regulations that guide teachers and students in carrying out their respective responsibilities. These elements provide clear references and boundaries for developing school activities and institutional culture. One of the main values emphasized is discipline, which is expected to become an integral part of students' daily behavior. The mission of SMP Bhakti Pertiwi focuses on developing an intellectually capable Muslim generation who possesses faith, piety, and good morals, while also preparing students to understand and apply religious knowledge in various contexts. In planning student discipline, the school formulates objectives related to discipline and establishes guidelines concerning student violations and the consequences or corrective measures that may be applied.

The planning of the organizational structure is carried out by establishing a clear distribution of tasks, authority, and responsibilities among school personnel. Although character development is considered a shared responsibility, an appropriate organizational structure is necessary to ensure that character education programs can be implemented systematically. The organizational structure consists of the principal, teachers, school committee, curriculum coordinator, homeroom teachers, and subject teachers. Each element has a specific role in supporting the development of students' religious personality and discipline. The principal provides institutional direction and supervision, while teachers are directly involved in guiding, educating, and modeling positive behavior for students.

Character education system planning is also conducted through the preparation of Standard Operating Procedures (SOPs). These procedures provide operational guidelines for implementing character education activities within each work unit. The SOPs establish standards for carrying out educational activities and clarify the responsibilities of school personnel. They also provide a basis for monitoring and evaluating the implementation of character education. Through clearly defined procedures, the school seeks to ensure consistency, accountability, and continuity in the implementation of character-building programs.

The planning of teachers and educational staff is directed toward ensuring the availability of personnel with the competencies required to support character education. SMP Bhakti Pertiwi prepares teachers and staff according to institutional needs and provides opportunities for professional and personal development. To strengthen teachers' understanding of character education, the school regularly conducts guidance and religious study activities involving the Bhakti Pertiwi Sumberanyar Foundation and Islamic boarding school caregivers as resource persons. These activities are conducted periodically to strengthen teachers' knowledge, awareness, and commitment to developing their own character before becoming role models for students.

The school also plans the development of teachers' and educational staff's skills through training, workshops, and other professional development activities. Teachers

participate in activities related to instructional strategies and the integration of character values into classroom learning. Workshops and training are facilitated by relevant educational practitioners and resource persons from educational institutions. These activities are intended to strengthen teachers' pedagogical and professional competencies while maintaining their commitment to character education. Teacher development is therefore positioned not only as an effort to improve instructional quality but also as an important component of character education planning.

Leadership planning is another important element in the character education process. The principal considers the social and organizational conditions of the school when determining leadership approaches and making institutional decisions. Leadership planning is supported by self-reflection and openness to suggestions and criticism from members of the school community. This approach enables the principal to respond flexibly to emerging challenges and to consider both short-term and long-term implications when developing character education policies and programs.

The planning of character education strategies is also carried out through the development of intracurricular and extracurricular activities. These activities are designed to integrate character values into students' academic and non-academic experiences. The school analyzes internal and external conditions through SWOT analysis to identify strengths, weaknesses, opportunities, and threats related to character education. The results of this analysis are used as a basis for determining appropriate strategies and strengthening programs that support the development of religious personality and student discipline.

2. Implementation of Character Education Using the McKinsey Framework

The implementation of character education represents the realization of the plans that have been formulated through the McKinsey Framework. The initial stage of implementation at SMP Bhakti Pertiwi is the dissemination of the school's vision, mission, and character education objectives to teachers and the student council. After teachers and student council members understand the character education plan, they assist in communicating and implementing the program among students and parents. This process is intended to create shared understanding and collective support for achieving the school's educational objectives.

Character education is implemented through direct modeling by teachers and school leaders. Teachers are expected to demonstrate the values that students are encouraged to practice in their daily lives. Discipline is reflected in practices such as punctuality, compliance with school regulations, and responsibility in completing assigned tasks. Religious values are strengthened through habituation activities, including Qur'anic recitation, prayer, and other religious activities. These practices become part of the school's organizational culture and are continuously reinforced through students' daily experiences.

The implementation of the organizational structure is realized through the execution of the tasks and functions assigned to each member of the school community. Teachers

accompany students and provide behavioral examples, while the principal provides leadership, protection, supervision, and institutional support for character education programs. The student council also plays a role in motivating students and encouraging participation in activities that strengthen character values. The distribution of responsibilities enables character education to be implemented as a collective institutional process rather than as an individual responsibility of particular teachers.

The character education system is implemented through the SOPs that have been established during the planning stage. The SOPs guide the implementation of activities and provide standards for evaluating the performance of character education programs. The organizational structure functions in accordance with the established procedures, while the principal directly supervises teachers and students during religious and disciplinary habituation activities. The principal also delegates specific responsibilities to teachers and staff to ensure that each activity is accompanied and implemented according to its intended objectives.

Teachers play a central role in implementing character education because they interact directly with students during both learning and school activities. In practice, teachers provide guidance, encouragement, supervision, and examples of appropriate behavior. Teachers and educational staff also function as motivators, instructors, mentors, managers, and role models. Through these roles, they help students understand and practice school rules, religious values, social norms, and responsible behavior in everyday life.

The implementation of teacher skills in character education is reflected in the ability of teachers to communicate learning materials effectively, manage classroom situations, solve learning problems, and integrate character values into instructional activities. Character education is not presented as a separate component but is incorporated into subject matter and classroom interactions. Teachers also integrate character values into religious and disciplinary habituation activities. Meaningful and enjoyable learning experiences are developed to encourage students to internalize character values through practice rather than merely understanding them conceptually.

In implementing character education, the principal applies a leadership approach based on example, guidance, supervision, and delegation. The principal provides behavioral models for the school community and encourages teachers and staff to maintain their commitment to character education. Daily activities are distributed among staff according to their respective responsibilities, while the principal continues to provide direction and supervision. This leadership practice supports the consistency of character education implementation and strengthens collective responsibility among school personnel.

The strategy for implementing character education focuses on activities that directly cultivate religious and disciplinary values. Religious character is strengthened through habits such as greeting others respectfully, praying before and after learning, Qur'anic recitation, and participation in religious activities. Discipline is developed through

punctuality, compliance with school regulations, responsibility, and participation in organized school activities. Extracurricular programs such as scouting, Qur'anic recitation, and hadrah are also used as spaces for developing students' religious, social, and disciplinary character.

The school further integrates the national curriculum and Ministry of Religious Affairs curriculum with the distinctive curriculum of SMP Bhakti Pertiwi, which includes Islamic boarding school-based learning and a tahfidz program. In addition, the school implements a Smart Program designed to strengthen students' Islamic knowledge, character, and Qur'anic reading skills. These programs are implemented as an integrated educational strategy to reinforce students' religious personality and discipline through academic learning, religious activities, habituation, and extracurricular experiences.

The findings demonstrate that character education planning through the McKinsey Framework involves the alignment of the seven organizational elements: shared values, strategy, structure, systems, staff, skills, and leadership style. These elements are translated into the formulation of the school's vision and mission, organizational structure, educational systems, human resource preparation, skills development, leadership practices, and strategies for integrating character values into learning and school activities. The alignment of these elements enables character education to be planned systematically and provides an institutional foundation for developing students' religious personality and discipline.

The implementation of character education is effective when it consistently realizes the plans established at the planning stage. At SMP Bhakti Pertiwi, implementation is reflected in intracurricular and extracurricular activities, positive habituation, teacher role modeling, religious programs, disciplinary practices, and continuous guidance from school personnel. The effectiveness of implementation is supported by the ability of teachers and staff to carry out their respective roles and responsibilities while integrating character values into daily educational practices. Thus, the McKinsey Framework functions as an organizational framework that connects institutional values, leadership, human resources, systems, competencies, and educational strategies in a coherent process of character education transformation.

Discussion

The findings demonstrate that the transformation of character education is fundamentally an organizational process that requires alignment among institutional values, strategic planning, organizational structure, human resources, systems, competencies, and leadership. The application of the McKinsey Framework provides a systematic structure for connecting these elements within the character education process (Saleh, 2020). Rather than treating character formation as a separate educational program, the school integrates religious personality and discipline into its institutional vision, curriculum, organizational practices, and daily school culture. This finding indicates that character education becomes more sustainable

when it is embedded within the overall management system of the school (Arifin, 2019). The McKinsey Framework therefore functions not merely as a management instrument but as an integrative mechanism that connects organizational direction with students' behavioral development.

The first important finding concerns the role of shared values in establishing the foundation of character education. The school's vision and mission place religious commitment, moral conduct, and discipline as central educational orientations, which are subsequently translated into programs, regulations, and daily practices (Suryani et al., 2021). This alignment demonstrates that character values become more meaningful when they are institutionalized rather than introduced only through individual classroom instruction (Butarbutar et al., 2018; Masruroh, 2019). Religious personality is developed through religious habituation, Qur'anic activities, prayer, and Islamic learning, while discipline is strengthened through punctuality, compliance with regulations, responsibility, and consistent participation in school activities. The findings suggest that shared values provide the normative direction that enables teachers, students, and other school members to understand what behaviors are expected and why those behaviors are important.

The second finding relates to the alignment of strategy, structure, and systems in implementing character education. The development of organizational structures, division of responsibilities, Standard Operating Procedures, and character education programs creates an operational framework for translating institutional values into concrete actions. The principal, teachers, curriculum coordinators, homeroom teachers, student council, and other educational personnel have complementary responsibilities in the process (Indarti et al., 2021; Rosi et al., 2022). This organizational arrangement prevents character education from becoming dependent on individual initiatives because responsibilities are distributed across the institutional structure. At the same time, the implementation of SOPs provides consistency in carrying out and evaluating character education activities. The integration of intracurricular and extracurricular programs further demonstrates that the strategy is designed to provide students with repeated opportunities to practice character values in different educational contexts.

The third finding highlights the importance of staff and skills as human-resource dimensions of character education transformation. The study shows that teachers and educational staff are not merely implementers of character education programs but constitute the primary human resources through which institutional values are transmitted to students. Teacher development through guidance, religious study, training, and workshops strengthens their ability to integrate character values into classroom instruction and student activities. More importantly, teachers are positioned as role models whose attitudes and behavior become directly observable references for students. This finding indicates that the success of character education depends substantially on the consistency between what the institution teaches and what its educators demonstrate. Consequently, staff preparation and competency development

should be viewed as an integral component of character education management rather than as an additional professional development activity.

The fourth finding concerns leadership style as a mechanism for maintaining alignment among the other elements of the McKinsey Framework. The principal's leadership is reflected in openness to suggestions and criticism, self-reflection, direct supervision, delegation, guidance, and behavioral modeling. Such leadership practices create conditions in which character education can be implemented collaboratively. The principal does not function solely as a policy maker but also as a role model and coordinator who ensures that the school's vision and character education strategies are translated into everyday practices. The combination of direction and delegation also allows teachers and staff to exercise their responsibilities while remaining within a coordinated institutional framework. This demonstrates that leadership plays a connecting role among shared values, strategy, structure, systems, staff, and skills.

The fifth finding indicates that character education becomes stronger when religious and disciplinary values are integrated into students' everyday educational experiences. Programs such as Qur'anic recitation, prayer, greetings, scouting, qiroah, hadrah, tahfidz, and other Islamic educational activities provide practical contexts for students to experience and repeatedly practice the desired values (Lahmar, 2020; Rahmadi & Hamdan, 2023). The integration of the national curriculum, Ministry of Religious Affairs curriculum, Islamic boarding school curriculum, and school-specific programs also creates a broader learning environment in which religious personality and discipline are reinforced across different activities (Komariah & Nihayah, 2023). This suggests that character formation does not occur primarily through the delivery of moral concepts but through habituation, participation, interaction, and repeated behavioral practice. In this context, extracurricular activities complement classroom learning by providing additional spaces for students to develop responsibility, cooperation, commitment, and religious awareness.

Overall, the findings suggest that the McKinsey Framework offers a coherent organizational perspective for transforming character education because the seven elements operate as an interconnected system rather than as independent components. Shared values provide the institutional foundation; strategy determines the direction of character education; structure distributes responsibilities; systems regulate implementation; staff provide the human resources; skills support effective execution; and leadership style coordinates the entire process. The transformation of character education therefore occurs when these elements are mutually aligned and consistently translated into school practices. The principal implication is that the development of students' religious personality and discipline should be managed as an institutional transformation rather than as a collection of isolated character-building activities. Through systematic alignment of the McKinsey 7S elements, character education can become embedded in the organizational culture and daily life of the school, thereby providing a more sustainable foundation for developing students' religious personality and discipline.

CONCLUSION

This study concludes that the transformation of character education through the McKinsey Framework is achieved through the systematic alignment of seven organizational elements: shared values, strategy, structure, systems, staff, skills, and leadership style. At the planning stage, character education is grounded in the institutional vision and mission, which establish religious personality and discipline as core educational values. These values are translated into organizational structures, clear responsibilities, character education systems and programs, teacher and staff preparation, competency development, leadership practices, and strategies based on internal and external environmental analysis. This alignment demonstrates that character education planning is not limited to the formulation of programs but involves the comprehensive preparation of organizational components required to support sustainable character formation.

The implementation of character education is realized through the consistent integration and internalization of religious and disciplinary values into learning, extracurricular activities, school culture, and students' daily routines. Positive habituation, teacher role modeling, religious programs, disciplinary practices, clear organizational responsibilities, established operating systems, competent staff, supportive leadership, and strategically designed activities collectively contribute to the development of students' religious personality and discipline. The findings further indicate that the McKinsey Framework provides an integrative management perspective in which organizational elements reinforce one another to transform character education from a set of individual programs into an embedded institutional culture. Thus, effective character education depends on the consistency and alignment between institutional values, organizational management, human resources, leadership, and everyday educational practices.

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