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**Value Education Model in the Formation of Student Character at
the State Islamic Universities in Indonesia**

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Abstract

Value education in the formation of student character in campus is a central issue that is very relevant and actual considering the campus as an institution of higher education that has the authority and capability in building and delivering quality of human resources and character. This study takes the theme of the Value Education Model in the Formation of Student Characteristics in three UINs in Indonesia (UIN Syarif Hidayatullah Jakarta, UIN Sunan Gunung Djati Bandung, and UIN Raden Intan Lampung). From the research findings, the following findings were obtained: 1. The model of value education in the formation of student character carried out in three UINs in Indonesia: (a) classroom learning activities by lecturers, (b) through the activity unit of three student fields and cooperation involving student units (DEMA SEMA, and UKMs), (c) through the creation of a conducive environment (comfortable, clean, and safe atmosphere). As for the characters that emerge from the results of coaching conducted to students show the following results: (a) dynamic leadership character, (b) entrepreneurial character, (c) independence character, (d) discipline character, (e) cleanliness/neatness character, and (f) religiosity character (Islamic). This research also found an offer of a model of value education in shaping the character of students on campus that can be applied in other tertiary institutions, namely achieving the vision and mission of the program and the expected targets.

Keywords: value education and character building

1. Introduction

Observation of how the pattern of our education providers has been running, especially in terms of instilling values and morals in the process of character education. Character or moral issues are not completely ignored by educational institutions [1]. However, the facts surrounding the deterioration of character around us show that there is a failure of educational institutions in developing Indonesian people with character or noble character [2]. Character education has the potential to prepare future educators to apply pedagogy and bridge between processes and school content for the next generation [3].

Efforts in realizing the objectives of national education and making educational education as a part of the efforts, the government together with related parties and the community should carry out various breakthrough programs in order to continue to socialize the education of the sector so that there will be the same strategic steps in its implementation [4]. Of course, this is actually supported by all high-ranking teachers in Indonesia. Schools implement character education [4] providing examples, interventions, consistent habituation, and reinforcement [5]. The character education model in tertiary institutions in Indonesia is mainly related to: 1) The forms of implementation of character education that have been carried out by tertiary institutions, 2) The tools needed to implement character education in tertiary institutions, 3) The model of implementation in the context of learning in higher education, and 4). An effective character education model that is suitable for high-level teachers is related to the anti-cheating and plagiarism culture. The state Islamic religious institutions of the three state Islamic universities by

their nature are educational institutions that are characterized by religion or based on religion, because both the mission and curriculum content are stated in moral and religious values. The question is whether these three State Islamic University institutions have developed moral values and character in accordance with the demands of value education in shaping the character of their students in campus culture which includes the formation of students, habituation, and integrated Intra campus activities. Application of development. Values education in the context of forming the character of students in the three institutions of the State Islamic University is expected to be able to effectively shape the character of students. In general, this study aims to uncover and formulate the development of a value education model in realizing students with character, through student activities, habituation, intra-campus activities and efforts to create a conducive atmosphere to the growth of values, student character in the three existing UIN.

2. Methodology

This research is a research and development. Research and development (R&D) aims to produce certain products and test the effectiveness of these products [4-11]. The sampling technique used was purposive sampling. This research and development refers to the Borg and Gall model [14] through interviews, observations, documentation studies and FGDs. The data collection was carried out using several instruments, namely the observation format, the format of the field notes, the list of interviews, the documentation and the FGD. The interviews were carried out systematically, while the observations were carried out directly and the focus discus (FGD).

3. Results and Discussion

3.1. Value Education Implementation Program in Shaping the Character of Students at PTKIN

Based on the implementation of the moral education model in fostering student characters outside the class (extracurricular), it can be said that the student education in establishing student character is in the implementation of student organization activities in religious institutions. In the field of educational values, of course, educators/trainers are not only effective in the students learning activities (transfer of knowledge) but also more effective in the personal selection and modeling (transformations of Attitude and Values) both in the teaching and learning activities of the community. Strategic education should be carried out through various intra-holistic activities, as well as extracurricular activities, so that strategies can be used in a way that can be combined with the day-to-day advice and practice. When interacting with a lecturer, coach or mentor, lecturer with student-based behavior among other models with models such as perception and overall personality is intact [15]. In the value education model developed, there is a living values education process that is integrated with values education strategies, such as: [4] 1) knowing Model: strategy by providing a better knowledge, a strategy, 3) a) 5) traditional, 6) punishment and strategy, 7) irritation (habituation) This model presents various kinds of education and training activities that help housewives inspire and develop values of life among them as stated by [16] peace, love, responsibility, happiness, cooperation, honesty, independence, tolerance and simplicity. by lecturers or tutors and mentoring aims in general to develop student and special characters. aims: a) helps individuals think and reflect and practical implications in the application of these values in everyday life; b) deepens the understanding of motivation and responsibility for applying life values and realizing practical methods in developing them (c) encouraging lecturer or supervisor to realize that the process of education and lectures as a means of giving philosophers to students who become theoretical and practical provisions in carrying out life today and later and are characterized. The development of educational values in intra and extracurricular activities not only becomes the values of life as moral knowledge but how

these values are felt and applied in daily life and culture, at least when we give lectures to students.

This is in the implementation of the commitments in dealing with the life of a variety of logos that are marked by the working gap and content of values reflected in the normative contextual regulation with phenomena and culture, politics, religious ideology in the community and the state. The problem of moral crisis is homework for the education world as the development of educational values. Attitude (behavior) needs to be optimized through the integration of educational values in educational activities both inside and outside the classroom. This is related to the basis of assessment [1] which is theoretically expressing living values education which is the substance of values that are not solely captured and taught but furthermore, values are digested in the sense of being captured and internalized and standardized in part inherent in one's personal quality through one's education and learning process. The process of education and learning does not occur in a free space of learning but in society because we live in the life of a cultured community. Therefore, the education process is basically the process of civilizing or enculturation to produce civilized human beings, including the civilized ones. Therefore, the process of developing education is carried out through standardization, habituation, acculturation, and direct practice that are integrated in complex cultural processes including value education in schools, families, peer groups, organizations, and mass media [17].

3.2. Implementation of Value Education in the Formation of Student Character

Based on this empirical study, it showed that there was a positive and significant influence between the application of character-based value education models in educational activities, especially educational activities outside the classroom (extracurricular) and the development of academic culture on the formation of student character. The results of this study showed several indicators as follows: First, that the application of value-based education in educational and learning activities especially outside the classroom and extracurricular activities and the inculcation of academic culture has a significant positive effect on the formation of student character. Second, to develop the character of students in education both in and outside the classroom, it was done by linking learning and tutorial material with the values of life, integrating the value of life in lectures. Third, the finding of this affirmation of the theories of learning and integration with the values of life is by integrating the value of life in lectures. Fourth, integrated education values in the class election are carried out through the process: 1) Intragonal Development, 2) Acceptance of Integration, 3) Exploration in Real Life, 4) Discussion, 5) Exploration of Education and Ideas, 6) Creative Expression, 7) Development of Personal Interpersonal, Social and Communication, 8) Exploration of integrated values in life.

By increasing the number of students who are influenced by variables above, then, every student must have character education through integration in each lecture that is influenced by the learning model using the method of evaluation, learning resources, and learning assessment. Also it is by integrating co-extracurricular activities on campus. This is in line with the opinion that character education is developed through the integration of education and learning (in and out of class), the culture of school or campus (life activities in one activity) daily activities at home and in the community [18].

Character must be developed in the individual student, especially if the student does not get the education of the characters, so that he has an important role in the education of student characters. "Character education" is understood as two sides, namely: first, character is born, and human being cannot reject it. Second, characters are the abilities of individuals to be able to master these abilities. By looking at the characters from these

levels, they are not static and dynamic. Freedom which has character develops better and not the other way around. Character also relates to certain habits 5 habits that are perpetuated. Thus, the character is not the product but the result of one's effort to 5 overcome certain conditions. The understanding of character in someone's dynamism is very important in determining the future of both the environment and social environment. Then, we need for 6 educational efforts to develop one's character of education [19]. The component consists of moral knowing, moral feeling and behavioral morality. As for the component is as follows, First, moral knowledge contains moral aspects, that is, moral awareness as 08 of the components of compassion and morality that should be done. Understanding 8 moral values includes an understanding of the kinds of morals such as understanding life, freedom, responsibility for others, honesty, justice, tolerance, politeness, personal discipline, integrity, kindness, and patience [20]. The role of another person in one's own perspective is an ability someone to see something. Character development in real education in educational activities both inside and outside the class is as a learning experience in the model, lecturer and facilitator to assist students, responsibility, freedom, respect, freedom, respect and cooperation.

3.3. Discussion on Model Effectiveness

The results of piloting the education model in developing student character show that the results are quite satisfying while also indicating that the effectiveness of this education is to help realize and develop student character. The results of the trial model show that all the characteristics of students in all aspects can be sufficient to remind them of the importance of using the educational system values contributed to it. The model after having been analyzed, made possible as a form of humanitarianism, as well as on the basis of the transformation of the human rights, values, and education. Besides that, it is also supported by the relatively conducive environment of campuses in developing various student activities.

Value education experts explain that value education comes from education that the value approach is based on the thought that a healthy and intact personality will take place in a good and healthy generation between students in a student environment. This environment is based on that the participant students between mentors and educators who have the character of thinking and arguing that are adequate in their efforts to understand the behavior and development of student personality as a basis for formulating basic goals and content based on climate. Then, healthy interaction is an educative environmental climate that must be developed by various environmental foundations and guidance. This 15 ans that guidance institutions need to master knowledge, values and special skills to develop a conducive academic environment as a support for the cultivation of moral values and character.

The development of expected and developed behaviors in the values of students' education or through the model of development of educational values in the learning patterns is systematically and comprehensively comprehensive, and the insights will form the basis for the development of the education program value in developing student character. The essence of the approach model is that it is to develop student behavior in developing the behaviors and personality expected through a process of competition with good learning in the process of electoral participation in all classes, resulting in great behavior and personalities, good and effective. This means that the institution and education must be in full effort to develop learning environments that include both inside and outside the classroom (interstellar and extracurricular) as a comfortable, safe and conducive environment because they pass through learning to strengthen and fulfill the needs (talents, interests and extracurricular). The personalities of these students are aimed at every educational process on campus.

1 The use of the learning model of value education in progress to develop the character of students or students is very widely used in the activities of students ranging from kindergarten to universities have been developed with very adequate results, in the context of improving and developing the character of students of this model develop the importance of the efforts of the institution of an education in educational institutions in developing the psychological aspects of students such as the ability of personality, values, attitudes, interests, intellectual and spiritual in this case the educational model starts in the concept of developing student characteristics not the pattern of applying the intellectual development of various students and students as well as spirituality by trying to develop and bring students to educate to maximize the ability they have to make it easier to achieve success and success in their lives is more meaningful. Actually finding meaning and happiness are the goal of every person in his life [22].

The results of this research show that the value education approach in developing student character at the three UIN campuses can be seen from the efforts to develop students: 1) generate ethical awareness of the truth of religious values and ethical approaches of various target institutions, 2) shape the personality, 3) independence and solidarity among others, 4) entrepreneurship, 5) honesty, 6) discipline, 7) have the ability and patience, 8) skilled in overcoming problems, 9) critical and analytical thinking with other traits that lead to good personalities [23]. From the perspective of educational goals and coaching in Higher Education, especially in efforts to integrate value education, it should foster student character in the perspective of religious values, arts, philosophy and culture, then this model has been able to develop, direct and accommodate students, especially in studying Islam seriously, able to develop a balanced religious values, a model with student affairs in the life of the campus world, has the nature of empathy, compassion for others, by showing: like helping and mutual cooperation of others, has the nature of humility, being humble, patience, forgiving, honest, have a spirit of leadership, independence and politeness.

4. Conclusion

4 The conclusion of the study of the development of value education in improving the character of UIN students are described as follows: Profile of the implementation of value education programs in the formation of student character at UIN Randen Intan Lampung, UIN Syarif hidayatullah Jakarta and UIN Sunan Gunung Djati Bandung in general have similarities to the program. The programs are in the form of guidance through the field of student affairs and cooperation that is held and takes place in every 1 academic year and has Ormawa coaches (Dema, Sama, UKM and HMJ) conducted or assisted by tutors or supervisors or trainers of the program running according to the vision, mission with their respective programs. The development of academic character of the students has been carried out in accordance with the capacity and objective conditions of the respective institutions by lecturers and academic advisers/counselors, trainers in extracurricular activities by student / student organizations (Dema, Sama, UKM and HMJ). Educational activities in the classroom values carried out by each lecturer through learning activities is in accordance with the fields of science by linking the moral and spiritual values needed. Through a specific set of strategies, namely: discussions, lectures, assignments and seminars, the cultivation of character values takes place systematically and academically, this has resulted in a number of characters appearing on the student's personalities, while the value education through extracurricular activities is very coloring the campus life through program activities Ormawa. This can be seen from the activities of Ormawa, Dema and Sama which are more building or developing the character of students to be critical and tolerant of differences of opinion as well as the fostering of programs through UKM which is very visible in the development of student character in accordance with the vision and mission of the UKMs. Seen from the orientation of the UKM program this

is more on the development of talents and interests of students. The coaching program that is conducted in a mathematical manner is in the form of student and collaborative cooperation, among others through the introduction of academic programs (PBAK), among others: providing insight into nationality, religious insight, material for nationalist insight, material for religious insight (about radicalism, intolerance, drug issues), academic introduction and academic activities, among other things, creating more intellectual aspects. The material in the program is shown so that students have knowledge, understanding, and skills in the form of better student personality. At the implementation stage, lecturers, academic advisers, resource persons, coaches, strive to conduct coaching and formation of character values by interacting directly through continuous methods, assignments, and rewards. Rational Validation Results through interactive discussions (FGD) and input (Judgement) value education experts on the design of the value educator model in the character development of UIN students show that the model developed in this study is considered appropriate as a religious tertiary institution in Indonesia such as UIN in Indonesia.

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