

Character Education Management through Islamic Religious Education Activities in Higher Education

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ABSTRACT: It is very important for students in tertiary institutions to understand character education, especially through Islamic Religious Education activities in tertiary institutions. Character education management starts from planning, organizing, implementing, controlling results and supporting factors and hindering character education through Islamic Religious Education activities for students in tertiary institutions. The aim of this research is to determine the management of character education through Islamic religious education activities in higher education. This research method uses a descriptive qualitative method using data collection techniques using observation, interviews and documentation studies. Data analysis in this research was carried out by reducing, presenting data and verifying data in drawing conclusions. The results of this research use planning, organizing, actuating, controlling to achieve predetermined institutional goals. Good management is needed in character education activities on the PGRI University West Sumatra campus, namely by planning, organizing, implementing and controlling character education to realize the goals of character education in religious activities. Character education planning includes values that are instilled, namely independence, sincerity, honesty, responsibility and politeness. Organizing character education is carried out with a clear organizational structure in accordance with its duties and main tasks. Implementation of character education is carried out through congregational prayers, the practice of congregational midday prayers, midday prayers, recitation guidance. Controlling character education is carried out by monitoring every religious activity and always conducting evaluations once a week. The success of character education can be seen from the criteria for success, effective and efficient management of character education. Supporting factors for character education are human resources, facilities and infrastructure, quality standards and society's perspective on higher education.

KEYWORDS-*Management, character education, Islamic religious education, higher education*

I. INTRODUCTION

Nowadays, higher education is very important for character education. This is regulated in the management of character education in higher education. Management is the science and art of managing the process of utilizing human resources effectively, supported by other sources in an organization to achieve goals. In this sense, there are two systems that must always be present in management, namely the organizational system and the administrative system [8]. Education is a conscious and planned effort in the process of changing the attitudes and behavior of a person or group in developing their potential or an effort to mature humans through learning and training efforts. The quality of education is not merely measured by the quality of educational output as a whole, but is linked to the context in which that quality must be included in national education standards.

The aim of this education is to form individuals of quality and character, who are able to adapt quickly and precisely to the surrounding environment so that they have a broad perspective on the future to achieve the desired goals. Character is uniquely good values (knowing the value of goodness, wanting to do good, actually living a good life) that are embedded in oneself and manifested in behavior. In relation to education, character education can be interpreted as values education, character education, moral education, character education, which aims to develop students' ability to make good and bad decisions, maintain goodness, realize and spread goodness in everyday life with all their heart [17]. Character education is the main foundation for a nation. Nowadays, higher education is very important for character education. This is regulated in the management of character education in higher education. Management is the science and art of managing the process of utilizing human resources effectively, supported by other sources in an organization to achieve goals. In this sense, there are two systems that must always be present in management, namely the organizational system and the administrative system [8]. Education is a conscious and planned effort in the process of changing the attitudes and behavior of a person or group in developing their potential or an effort to mature humans through learning and training efforts. The quality of education is not merely measured by the quality of educational output as a whole, but is linked to the context in which that quality must be included in national education standards.

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II. RESEARCH METHODS

This research uses a qualitative research method with a descriptive method, which is a method of conducting research that aims to describe natural phenomena of symptoms in the place studied. Data collection techniques were carried out by means of interview, observation and documentation. The data is in the form of words, notes, reports and documents obtained from lecturers who teach Islamic religious education courses, academic supervisor lecturers. This data is collected and then concluded as the result of the research after analyzing and testing the validity of it.

III. INDENTATIONS AND EQUATIONS

CHARACTER EDUCATION PLANNING THROUGH RELIGIOUS ACTIVITIES

Planning for character education in higher education must instill shared awareness and equalize the perception of the importance of integrating the values that exist among all activists on campus, so that these values can become a habit for all campus stakeholders. A concrete step that can be taken is to socialize the importance of character education in higher education based on current educational output which does not value character education as well as projected human resource needs which are full of global competition. It also needs to be emphasized that the basis or regulations regarding the need for schools or madrasas to implement character education, regulations or legal basis regarding the need to implement character education in madrasas must be able to be understood by all campus stakeholders and be able to implement them consciously and responsibly regarding the implementation of the learning that will be implemented [18].

The vision of Universitas PGRI West Sumatra is: "To become a superior university in the field of science, technology and arts (IPTEKS) that is innovative and competitive at the national level in 2051", this means that the campus is superior in terms of CERDAS and PEDULI.

<i>Cerdas dan Peduli</i>	
-	Cerdas; pandai; tajam pikiran; cepat mengerti situasi dan pandai mencari jalan keluar
-	Keadaan mental yang membuat seseorang merasa atau mengidentifikasi dirinya dalam keadaan perasaan atau pikiran yang sama dengan orang atau kelompok lain
-	Sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianutnya, toleran terhadap pelaksanaan ibadah agama lain, dan hidup rukun dengan pemeluk agama lain.
-	Tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan.
-	Dapat dipercaya
-	Suatu sikap atau tingkah laku yang ramah terhadap orang lain, terhadap apa yang ia lihat, ia rasakan, dan dalam situasi, kondisi apapun
-	Dapat mengayomi atau melindungi
-	Penuh energi/ bersemangat
-	Bersifat pengabdian
-	Kuat (tidak mudah putus asa disertai kemauan keras dalam berusaha mencapai tujuan dan cita-cita)
-	Sikap yang berpegang teguh (pada janji, pendirian)
-	Sikap yang mampu memberikan inspirasi atau petunjuk

Figure 1. The meaning of SMART and CARING (Source: UPGRISBA website)

The meaning of the words SMART and CARING is more about the attitudes and behavior that are important on the PGRI University West Sumatra campus. The character of students on campus is the most important thing here. Students are formed into students who are superior, independent and have moral character who are able to optimize intelligence with an independent personality and have moral character in accordance with the Al-Quran and Sunnah with an orientation towards Allah Alone, always true in their intentions, words and honest for followers of Islam. Carrying out the obligation to provide benefits to others with full responsibility, and having a person who can communicate and socialize politely.

Meanwhile, the mission of the PGRI University of West Sumatra campus is as follows:

1. Carry out education and teaching based on the development of intellectual intelligence (hard skills) and emotional intelligence (soft skills) to obtain life skills.
2. Carry out and develop research and service in the fields of education and teaching and other fields in accordance with the study program's knowledge.
3. Develop science, technology and arts (IPTEKS) based on professionalism.
4. Organizing higher education that is accountable, efficient, effective, transparent, relevant and independent.
5. Develop collaboration with various related institutions/agencies and stakeholders for the sustainability of program implementation and/or the opening of new study programs.

So at this campus what is important is hard skills and soft skills, the essence of which is the character values developed are as follows: Independent character, honest character, sincere character, responsible character and polite character. Cultivating character values through religious activities is by getting used to performing Duha prayers every day before studying, midday and Asr prayers in congregation even though there is coercion on the part of the lecturer who teaches the course, so it becomes good behavior for their lives so they get used to these activities so that when students Even outside campus, they do this. Instilling character values in lectures. In the independent curriculum, there is the duha prayer and to start learning each student is different to strengthen character, some have to read al-quaran first, some have to read asamul husna and there are words about akhlakul karimah character. Instilling character values in lecturers and education staff is carried out every week by reading the Koran with meaning every Friday morning before lectures start.

Cultivating character values through infrastructure by holding Dhuha prayers at the mosque before college and whatever activities are carried out always lead to character strengthening activities. Organizing character education through religious activities in organizing the distribution of work to people based on their abilities. Several things need to be paid close attention. Organizing means that the division of tasks, authority and responsibilities should be adjusted to the competencies, interests, talents and experiences as well as the personality of each person needed to carry out these tasks. The concept of "the right man on the right place" must always be a reference for campus stakeholders in implementing this. A person who has the authority in the organizational structure to delegate tasks or authority to campus stakeholders. The most important role in organizing activities related to character education is the teacher as agent of instruction on campus. Lecturers must be prepared to be given tasks and responsibilities related to strengthening character on this campus regarding the delivery of material or activities carried out at the madrasah [18]. Organizing is a management function that includes the following activities: (1) the ability to divide work (job description) clear, (2) division of activities according to levels of power and responsibility, (3) division and grouping of tasks according to individual and group activity coordination mechanisms, (4) regulation of working relationships between members of the organization [16].

The organizing activities are: there is a division of work at the beginning of the year at work meetings, there is a work contract, a division of work (job description) for the Chancellor, vice chancellors 1, 2 and 3, deans, heads of study programs and lecturers as well as detailed and clear administrative staff. which will be carried out for the next year. The division of activities according to the level of power and responsibility is carried out according to the flow of student cases [the person responsible is the lecturer, then each student's academic advisor [2]. To regulate work relations between members of the organization, deliberations are held between lecturers, heads of study programs, deans and vice-chancellors and the chancellor. The organizational steps are: detailing the tasks that must be carried out by lecturers to achieve the goals of character education, carried out at the beginning of learning and holding activities to achieve the character indicators of independence, honesty, sincerity, responsibility, politeness. Dividing all tasks/workload carried out by lecturers and education staff. The distribution of lecturer duties is carried out by the vice chancellor 1 for a maximum of 12 credits. Unifying or grouping the tasks of lecturers and educational staff, in a rational and efficient way, is carried out by having a lecturer working group for Religion lecturers. Establish a work mechanism to coordinate work in a harmonious unity with the duties and functions of each lecturer and activity schedule. Monitoring and taking adjustment steps to improve the implementation of character education. Reports on religious activities are usually carried out quarterly regarding the practice of worship, so that the results of the muhadoroh are contested at the Islamic Holiday Commemoration event. Implementation of Character Education through Religious Activities Implementation is an effort to mobilize group members in such a way that they desire and strive to achieve the goals that have been planned together [11]. The function of implementing character education is: Holding orientation before teaching staff begin carrying out their duties in terms of implementing character education, which is carried out through work meetings and training. This year's annual work meeting is called the University's Annual Working Meeting.

Meanwhile, training related to lecturers and character education is mentored every week. Provide instructions and explanations regarding the implementation of character education carried out verbally and in writing. There is a verbal explanation from the vice chancellor 1. Providing opportunities for lecturers and education staff to participate in the form of contributing ideas to achieve the goals of character education on campus. For proposals from lecturers to the chancellor from the chancellor to the BPH or University Daily Executive Board. If the Chairman of the Foundation's Daily Executive Board, if the proposal is rejected, some will accept it, there will also be a meeting but the schedule is uncertain with the Daily Executive Board. Lecturers are directly involved in the implementation of character education because lecturers also have to take part in activities, especially religious activities such as fasting on Mondays and Thursdays, midday prayers, midday prayers and Ashar in congregation. The role of the chancellor is very important in controlling the deans

on campus. The management that plays a more important role is the Daily Executive Board. The managerial role is related to strong control and supervision once a semester related to the implementation of learning and administration, etc.

Control of Character Education through Religious Activities Control in character education functions to see whether character education programs have been agreed upon and distributed to lecturers and educational staff, which have been implemented in accordance with operational standards. The control carried out by the Chancellor is not aimed at finding fault with lecturers and education staff, but to improve processes in order to improve results [16]. Standard Setting Control Process. This is done by means of written standards that each study program has. Compare program implementation with these standards. This is done with an evaluation every month. Most have achieve targets and be consistent related to character. Classroom cleanliness is entrusted to the cleaning service, for example cleaning the classroom.

Improvements to errors that occur are carried out by evaluation by reducing them if they are too heavy and adding them if they are too light. Once an evaluation is held once a semester. The purpose of monitoring and evaluation is: to directly observe and supervise the implementation of character education programs on campus by providing supervision to lecturers in one semester. Obtain an overview of the quality of character education on campus with the data collected. Look at the obstacles that occur in program implementation and identify existing problems and then look for solutions so that the character education program is in line with the vision and mission. Collect data found in the field to develop recommendations regarding improvements to the implementation of character education programs in the future. Results of Character Education Management Through Religious Activities Criteria for success in character education management include:

- (1) The character that is instilled is in accordance with the student's development, and they see that this will be very useful for their future life,
- (2) The students become people with character, creativity and are able to face the various problems they face and do not have a negative impact on social life,
- (3) There is an increase in the quality of education that can be achieved by the campus through independence, the initiative of the chancellor and lecturers in implementing character education on campus,
- (4) There is an increase in efficiency and effectiveness in the management and use of character education learning resources, through a clear, transparent and democratic division of responsibilities,
- (5) There is increased attention and participation of students on campus in implementing character education which is achieved through joint decision making,
- (6) Creating a campus climate that is safe, comfortable and orderly so that the learning process can take place in a pleasant and calm manner [15].

Indicators of the success of character education management through religious activities that are instilled in accordance with the development of students, and they view that this will be very useful for their future lives. Regarding graduates, many are accepted into practical schools where they carry out field practice. Students feel comfortable with the activities carried out on campus, for example religious activities. Students become people with good moral character and are able to face the various problems they face and do not have a negative impact on social life. There is an increase in the quality of education that can be achieved by the campus through independence, the chancellor and teachers in implementing character education on campus.

There is increased attention from parents regarding their children's prayers and reading of the Koran. The community's response has been positive with this religious co-curricular activity.

Creating a safe, comfortable and orderly campus climate so that the learning process can take place calmly. In terms of security, comfort and order, it is optimal. The effectiveness of processes and products is carried out by making schedules, clear targets to be achieved, and the presence of religious activities can strengthen character education for students. Character education program products are created by the curriculum. Efficient processes and products. So that it is efficient in large targeted character education. So strengthening character education is not only carried out at religious activities but at the Minangkabau Cultural Festival and Entrepreneurship Expo related to character education learning because students are all involved in the character education they want to achieve [3]. The character products created make students enjoy the activity and are not burdensome. The 5 characters in the success of Islamic Religious Education activities are as follows:

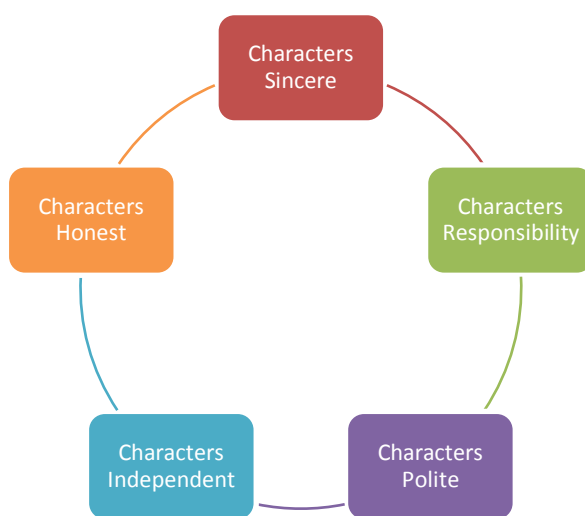


Figure 2. Character Circle Chart of PGRI West Sumatra Students (Source: Data Processed by Researchers)

Table 1. Characters Developed in PGRI University Students, West Sumatra

Number	Characters Developed	Indicator of Success	Achievement
1	Independent	Accepting as men and women	Logical
		Accept yourself as part of the campus environment	Critical,
		Understand thrifty, tenacious, competitive behavior in the surrounding environment	creative and innovative
2	Honest	Understanding the biography of the Prophet Muhammad SAW	Polite and polite
		Respect parents and respect friends	Say hello and help each other
3	Sincere	Glorify and admire Allah as the creator	Doing good

		Maintaining the sustainability of animals and plants	Pray for parents
		Don't hurt other people	Respond when hearing the call to prayer
		Ablution immediately	Get used to performing the obligatory prayers 5 times a day
		Accustomed to circumcision, caregiving and dhuha prayers	Do dhikr after prayer and make donations
4	Responsibility	Get used to waking up early in the morning on time	Organize yourself
		I usually sleep after Isha prayer	Admit mistake
		Follow the example of a good person	Happy to share
5	Polite	Always smile and say hello	Polite and polite
		Call the names of good and liked friends	Help others
		Guiding and guiding as well as giving a good example to juniors, helping each other	respecting each other Putting
		friends in need first	Collaborating with anyone

Source: Processed Research Data

Supporting Factors and Inhibiting Factors for Character Education Management Through Religious Activities

According to Akdon, the internal environment includes the strengths and weaknesses of the organization. Strengths are positive internal situations and capabilities that enable an organization to fulfill strategic advantages in achieving its vision and mission. Meanwhile, weaknesses are situations and factors outside the organization that are negative and prevent the organization from achieving or exceeding the achievement of its vision and mission [9]. The external environment includes the organization's opportunities and challenges. Opportunities are situations and organizational factors that are positive and help the organization achieve or be able to exceed the achievement of its vision and mission. Meanwhile, challenges (thearts) are factors outside the organization that are negative and can cause the organization to fail in achieving its vision and mission [9]. Supporting factors for character education (strengths): Physical potential and facilities and infrastructure, potential of teaching staff, religious co-curricular activities. Supporting factors for character education (Opportunities): improving academic quality and developing character education.

Factors inhibiting character education (weaknesses); Management side Management, educator

experience side, road access. Inhibiting factors for character education (challenges): Management quality standards, society's perspective on education in general.

IV. CONCLUSION

The character education program planning involves instilling values in accordance with the vision and mission by developing 5 Character Values by students, namely: Independent Character, Honest Character, Sincere Character, Responsible Character and Polite Character. Organizing the distribution of work to people based on their abilities. Several things that need attention in organizing are that the division of tasks, authority and responsibilities should be adjusted to the competencies, interests, talents and experiences as well as the personality of each person needed to carry out these tasks. Implementation of character education, namely: Providing instructions and explanations regarding the implementation of character education carried out verbally and in writing. Providing opportunities for lecturers and education staff to participate in the form of contributing ideas to achieve the goals of character education on campus. Lecturers are directly involved in the implementation of character education because lecturers also have to take part in activities, especially religious co-curricular activities such as fasting on Mondays and Thursdays, midday prayers, midday prayers and congregational afternoon prayers. Control Standard setting. This is done by means of written standards that each class has. Evaluations are carried out every month. Most still have not achieved the target and are not consistent with regards to character, for example cleaning the classroom. Errors that occur are corrected by evaluation by reducing them if they are too heavy and adding them if they are too light. Once an evaluation is held once a semester. The results of character education management through religious activities are instilled in accordance with students' development, and they see that this will be very useful for their future lives. Regarding the graduates of this campus, many of them become teachers who have good soft skills and hard skills. This is because students feel comfortable with the activities carried out on campus, for example the religious activities and festival activities on campus. The community's response was positive with this religious activity. Creating a campus climate that is safe, comfortable and orderly so that the learning process can take place quietly. In terms of security, comfort and order, it is optimal. Supporting factors for character education (strengths): Physical potential and facilities and infrastructure, potential of teaching staff, religious co-curricular activities. Supporting factors for character education (Opportunities): improving academic quality and developing character education. Inhibitors of character education (weaknesses); Management side Management, educator experience side, road access. Factors Inhibiting character education.

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