

Development of an integrative learning model for character education based on islamic values of the koran and hadith in boarding school

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Abstract

Purpose: This study aims to develop an integrative learning model to improve student character based on Islamic values sourced from the Qur'an and Hadith. This Research and Development research (research and development) using 4D development techniques (Define, Design, Development, and Disseminate).

Method: The study was conducted at Insan Scholar Madani Serpong High School. Data were obtained through interviews, questionnaires, documentation, and observations. The interview, documentation, and observation instruments were analyzed using descriptive qualitative analysis, whereas the questionnaire instruments were analyzed using independent T test statistical analysis.

Results: The results revealed that 1) the factual conditions of the learning process at Insan Scholar Madani High School before using the integrative learning model of character education based on Islamic values still used conventional learning, and there had been efforts to carry out contextual learning, but it was not effective. After using the integrative learning model, the learning process shows that this model has high benefits for students, a high level of ease of application, attracts students to participate in learning, and motivates students in the learning process. 2) Preparation of the initial design for integrative learning includes several phases: open, causal, hypothetical, and closed. The initial draft development steps included the development of syntax, social systems, response principles, support tools, instructional impacts, and derivative impacts. 3) Model development was validated through three validators: learning model expert validators, character development expert validators, and learning practitioner validators. 4) There was a significant difference in effectiveness between the use of integrative learning methods in the experimental class and conventional models in the control class in improving the character of students' Islamic values at the Insan Scholar Madani High School. Practicality is obtained from the results of evaluations carried out by teachers; this model has very good syntax, can be implemented well, and has very good assessment tools.

Keywords: *Development Research, 4D model, Integrative Learning Model, Character Education, Islamic Values, Al Quran and hadith*

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1. Introduction

Integrating the concept of character education in the implementation of learning requires appropriate curriculum design, both in intracurricular, co-curricular, extracurricular, and hidden curricula in schools that can instill character in students. Several previous studies have not integrated character education into daily learning activities for each subject. For this reason, it is very important to develop a learning plan in the form of an annual program, semester program, syllabus, and RPP, which consists of learning steps, strategies, and learning methods supported by learning materials and media based on the conceptualized integration of character education. planned, which can then be implemented to create effective and efficient learning, especially in instilling character values into students.

Apart from looking at the results of a survey conducted by the Ministry of Education and Culture's Puspendik on students who had an impact on them, this research was also motivated by concerns about the character crisis that the Indonesian nation is currently facing, such as five types of cases that occur in teenagers, including cases of drug users and dealers, victims and perpetrators of student brawls, victims and perpetrators of school violence (bullying), victims and perpetrators of online sex, victims of pornography and social media, perpetrators of possession of pornographic media (cellphones/videos, etc.), abuse, beatings, fighting, perpetrators of psychological violence, perpetrators of sexual violence, perpetrators of murder, possession of sharp weapons, kidnapping, and abortion perpetrators. Teenagers as victims of crime are the same as the data on teenagers as criminal behavior plus cases of suicide, victims of trafficking, victims of online prostitution, victims of Commercial Sex Exploitation of Children (CSEC), and so on (KPAI, 2023). In addition to increasing social problems, such as the lack of mutual respect between people and the surrounding environment, the rise of brawls between students and between students (Mayer, 2008).

According to Abuddin Nata, one of the factors causing juvenile delinquency is the lack of attention from parents towards children, especially the development of morals, which are the pearls of life that differentiate humans from animals (Nata, 2014). Humans without morals will lose their humanity as noble creatures, in accordance with nature, and who play the role of servants and caliphs of Allah on earth. Therefore, moral values must be instilled from an early age, either through family, community education, or formal educational institutions, namely, schools. Moral education is more aimed at forming a child's positive personality and more towards realizing the child's inner attitude.

Morals from an Islamic perspective are not just the result of thought and do not mean being separated from the reality of life but are issues related to reason, spirit, soul, reality, and goals outlined by Koranic morals/noble morals (Ainain, 1985). Noble morals are a system of behavior required by Islamic religions, which can be developed through the educational process. In Sufism terminology, the formation of morals aims to instill characters that are inherent in the substances, nature, asthma, and AF of the Almighty Rab in the behavior of students. Theoretically, a person's morals can be observed from three aspects: knowing, loving, and doing the good. Principles of implementing character/moral education. The Character Education Quality Standard recommends 11 principles to guide the world community as the basis for effective moral education ((Lickona, 1993). These principles in Islamic teachings relate to values and morals regarding bukasyafah, mushahadah, and muqarabah in the form of tahaqquq, ta'aluq, and takhalluq (Irianto & Pd, 2010).

The author conducted a preliminary study, namely, observing learning planning, learning implementation, evaluation systems, infrastructure, and the factors that support them. The author observed the process of learning activities based on the prepared observation sheet. Observations focused on the learning implementation situation, activities carried out by the teacher, and student learning activities.

Insan Scholar Madani High School experiences various problems in implementing character education in boarding schools, namely that students' conditions continue to change over time which affects the character of students before entering Insan Scholar Madani High School. The students accepted at Insan Scholar Madani High School had heterogeneous family profiles and backgrounds. However, the

majority of students come from upper middle-class families with all the facilities they have, so they often complain when they first enter school or boarding school and lack a fighting spirit in going through every process in school and boarding school activities. Another problem is the lack of knowledge obtained at school or even brought from home.

Therefore, the author is interested in studying the Development of an Integrative Learning Model for Character Education based on the Islamic Values of the Koran and Hadith in Boarding Schools at Insan Scholar Madani High School (BSD). This research is important and innovative because there are no AI-based learning guidelines yet. The Koran and hadith are integrated with the Islamic values of character education.

1.1 Problem Formulation

Based on the background of the problem, the problem formulation in this study is as follows.

1. What are the factual conditions of the learning process and character education based on Islamic values at Insan Scholar Madani High School?
2. What is the design of an integrative learning model for character education based on the Islamic values of the Koran and Hadith at Insan Scholar Madani High School?
3. What is the validity of the integrative learning model of character education based on the Islamic values of the Koran and Hadith at the Insan Scholar Madani High School?
4. What is the effectiveness and practicality of implementing an integrative learning model of character education based on the Islamic values of the Koran and Hadith at Insan Scholar Madani High School?

2. Literature Review

2.1 Integrative Learning Model

The integrative learning model is a conceptually inductive learning model based on the constructivist school of learning (Sardiman, 2019). Integrated learning is an approach to learning as a process for linking and combining teaching materials in a subject or between subjects with all aspects of participant development, participants' needs and interests, and the needs and demands of the family's social environment (Ananda & Abdillah, 2018). This model connects subjects by setting curricular priorities and determining overlapping skills, concepts, and attitudes in several subjects (YUDHA, 2022).

Integrative learning is an integration between several subjects that are adapted to the growth and development of students and their interest in learning to gain knowledge directly. Conceptually, according to Fogarty, the integrated learning model has ten types, namely (1) fragmented, (2) connected, (3) nested, (4) sequenced, (5) shared, (6) webbed, (7) threaded, (8) integrated, (9) immersed, and (10) networked. Of the ten types of integrated learning models, three are suitable for use in learning: the connected model (connectedness), webbed model (spider web), and integrated model (integration) of the ten existing learning models, and the integrated learning model of the integrated type (integration) (Effendi, 2019).

2.2 Character Education

Character education is an old and new discipline, in the sense of being rooted and developing (Berkowitz, 2022). Character is a complex set of psychological characteristics that enables a person to act as a moral agent. The psychological aspects are related to moral functions. In moral anatomy, seven psychological aspects of character have been identified, including moral actions, moral values, moral personality, moral emotions, moral reasoning, moral identity, and basic characteristics. Character is an important aspect of human life as a social creature. People who have a good character, both individually and socially, are those who have good morals and manners. Considering how urgent character is, educational institutions are responsible for instilling it in the learning process (Zubaedi, 2015).

Character as stated by Thomas Lickona: A reliable inner disposition to respond to situations in a morally good way." Furthermore, he added, "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior." Character refers to a series of knowledge (cognitives), attitudes

(attitudes), motivations (motivations), behavior (behaviors), and skills (skills). (Lickona, Education for Character: How Our Schools Can Teach Respect and Responsibility, 2009). Character is a 'distinctive trait, distinctive quality, moral strength, the pattern of behavior found in an individual or group.' Wanda Chrisiana (2005) said, character determines someone's private thoughts and someone's action taken. Good character is the inward motivation to do what is right, according to the highest standard of behavior in every situation". In this context, character can be interpreted as a person's self-identity.

According to Thomas Lickona, character is related to moral concepts (moral knowing), attitudes (moral feeling), and behavior (moral behavior). (Zubaedi, 2013) Based on these three components, it can be stated that good character is supported by knowledge about goodness, the desire to do good, and carrying out good deeds. In this regard, he also stated that character education is a deliberate effort to help people understand, care about, and act on core ethical values. core ethical values). Even in the book Character Matters, he states that character education is a deliberate effort to cultivate virtue—that is, objectively good human qualities—that are good for the individual person and good for the whole society (character education is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individual individuals, but also good for society as a whole) (Suryani & Pramushinto, 2012).

2.3 Islamic Values in Character Education

From an Islamic perspective, noble characters or morals are the result of the process of implementing the Shari'a (worship and muamalah), which is based on solid conditions of faith and relies on the Quran and Sunah (Isnaini, 2013). In the Islamic context, character education or what is usually called "morals" or morals in Islam has existed since Islam existed because of the sending of the Prophet Muhammad. on this earth was to perfect noble morals, where at that time the Arabs were still a "barbaric" nation, an "ignorant" nation, and an "uncultured" nation. Together with the preaching of Prophet Muhammad. It has gradually changed for the better until now. This is proof of the success of the Messenger of Allah in educating the ignorant people to become people with good morals, to become "cultured" people, and "civilized" people (Muhsinin, 2013).

In the context of Islamic education, the character or morals instilled in children must be based on two dimensions of human life: the divine and human dimensions (Majid, 2000). These two dimensions need to be instilled into a child so that the child has a sense of devotion to the Allah SWT and a sense of humanity towards fellow human beings, so that his *hablumminallah* and *hablumminannas* are preserved and maintained. The Divine Dimension, or what is known as *Robbaniyah* values, will give birth to fundamental religious values for human life, which are very important to instill in children. These values include faith, *ihsan*, piety, *tawakkal*, gratitude, sincerity, and patience (Majid, 2000), while the human dimension gives birth to noble values (*akhlakul akrimah*) that manifest in real ways in everyday life. These values include friendship, equality, justice, goodwill, honesty, and others (Muslim, 2023).

2.4 Boarding Schools

Boarding schools are educational institutions that combine Islamic boarding schools with public school systems. The aim was to provide a balanced understanding of religion, science, and technology. The most important result of this education is being ready to dedicate oneself to society, religion, and the nation (Manaf, 2022). A boarding School is a boarding school system in which students, teachers, and school administrators live in dormitories within the school premises for a certain period. Therefore, schools provided all types of living and learning needs. We can also call this boarding school a boarding school. In general, the meaning of education (Boarding School), as written in Word net ch.30 is a private school where students are lodged and fed as well as taught (Echols, 2022). According to the Oxford Dictionary, Boarding School education (boarding school) is a school where some or all pupils live during the term.

The boarding school system is able to optimize students' cognitive, affective, and psychomotor domains, so this boarding school system has prerequisites so that teachers and school administrators are ready to support themselves 24 hours a day. These days and nights, they carry out an educational process, both knowledge and providing examples of how to apply the various knowledge taught. Another advantage

of this system is that it emphasizes independence education. Avoiding scientific dichotomies (religious and general science). The special mental development of students is easy to implement; students' speech, behavior, and attitudes will always be monitored; students' positive traditions can be selected naturally; shared values are created in the student community; the student community's commitment to positive traditions can grow freely; students and teachers can instruct each other regarding patience, truth, compassion, and instilling the values of honesty, tolerance, responsibility, obedience, and independence, which can be continuously observed and monitored by teachers/mentors (A'la, 2006).

3. Research Methodology

3.1 Types of Research

The type used by researchers is research and development or what is called Research Development (R&D). In this case, what the researchers will develop is the development of an integrative learning model of Islamic values of character education at the Civil Scholars High School. Research and Development (R&D) techniques have been widely used in natural sciences and engineering. Researchers have developed an integrative learning model for character education based on Islamic values at Insan Scholar Madani High School.

Researchers will carry out research at the Insan Scholar Madani High School boarding school in Ciater Serpong Village and boarding schools around South Tangerang City. This study will be conducted from November to January 2023. Product testing will be carried out in the odd semester of the 2023-2024 academic year in Class XI.

3.1. Questionnaire

3.1.1. Expert Validation Questionnaire

This validation aims to create a learning model based on Koran and Hadith, which is integrated with the Islamic values of character education at Insan Scholar Madani High School. The expert validation questionnaire grid is shown in table below:

Table 1. Learning Model Expert Validation Questionnaire Grid

No	Model Components	Statement about the Integrative Character Learning Model Based on Islamic Values
1	Syntax	Statement about the Integrative Character Learning Model Based on Islamic Values
		Syntax Completeness
		Accuracy in preparing Integrative Learning Steps
		Extent of Material Substance
2	Reaction Principles	Development of character values in learning
		Meaningfulness of learning experiences in an integrative model
3	Social Systems	Directing students to integrate Islamic values
		Estimated students' ability to work on integrative tasks in groups
4	Support System	Accuracy of KD Selection
		Accuracy of Indicator Formulation in Integrative Learning

This development stage contains product design realization activities, where the conceptual framework is realized into a product that is ready to be implemented. At this stage, expert validation is carried out so that the developed product is valid for use in learning. The expert validation questionnaire assessment was analyzed using a Likert scale ranging from 1 (less valid) to 4 (very valid).

3.1.2. Practitioner Expert Assessment Questionnaire

The expert practitioner assessment questionnaire aimed to determine the practicality of the integrative learning model when applied in the learning process. The practitioner assessment questionnaire grid is shown in table below:

Table 2. Practitioner Assessment Questionnaire Grid

No	Assessment Aspects	Criteria
1	Syntax	Learning steps according to KI KD material
		Learning steps are easy to understand
		Learning steps according to student ability level
		Learning steps are packaged effectively and efficiently
		The learning model is able to stimulate student character development
2	Reaction Principles	Effectiveness and efficiency
		Learning Model Facilitates students to build character, knowledge and understanding
		The learning model facilitates students to work together
		The use of learning models encourages students to collaborate
3	Social Systems	Usable Media is Easy to Use
		Students are more active in learning
		Can make it easier for students to understand
4	Support System	KD accuracy
		Indicator Accuracy

Based on the above table, the practitioner assessment questionnaire was analyzed by comparing the number of scores obtained (Σ) with the number of ideal scores (N). Here's the formula:

$$P = \frac{\Sigma R}{N} \times 100\%$$

Information:

ΣR = The total score of answers given to each statement

P = Percentage of score

N = The total number of ideal scores in one item

3.1.3. Teacher Response Questionnaire

This teacher response questionnaire aims to determine the teacher's assessment and response after using a learning model based on Koran and Hadith, which is integrated with Islamic values of character education. The teacher response questionnaire grid is presented in table below:

Table 3. Teacher Response Questionnaire Grid

No	Rated aspect	Statement
1	Syntax	The syntax of the Integrative Learning Model is very easy
		Systematic integrative learning model syntax flow
		The syntax of the learning model is adapted to the character based on Islamic values

2	Implementation	Implementation of the Integrative Learning Model is easy
		Application of practical integrative learning models
		The learning model makes students enthusiastic
3	Evaluation	Authentic Assessment
		Character assessment
		Assessment of Islamic values

Based on the questionnaire grid table, teacher responses were analyzed by comparing the number of scores obtained (Σ) with the number of ideal scores (N). Here's the formula:

$$P = \frac{\Sigma R}{N} \times 100\%$$

Information:

ΣR = The total score of answers given to each statement

P = Percentage of score

N = The total number of ideal scores in one item

3.1.4. Student Response Questionnaire

This student response questionnaire aims to determine students' assessments and responses after using a learning model based on Koran and Hadith, which is integrated with the Islamic values of character education. The student response questionnaire grid is presented in table below:

Table 4. Student Response Questionnaire Grid

No	Assessment Aspects	Indicator
1	Expediency	A new learning style with a character integrative learning model
		New skills
		The use of integrative learning models is useful in learning
2	Convenience	Easy to follow the learning process
		Easy to understand learning material
3	Interesting	Interest in learning with an integrative model
		Interest in the flow of learning models
		Interest in learning model strategies
4	Motivation	Enjoy studying in class
		Motivated to achieve
		Participate in learning actively

Based on the questionnaire grid table, student responses were analyzed by comparing the number of scores obtained (Σ) with the number of ideal scores (N). Here's the formula:

$$P = \frac{\Sigma R}{N} \times 100\%$$

Information:

ΣR = The total score of answers given to each statement

P = Percentage of score

N = The total number of ideal scores in one item

3.2. Data Analysis and Hypothesis Testing Techniques

3.2.1 Data Normality Test

The normality test aims to determine whether a sample is normally distributed. A normality test was performed using SPSS 25.0. The test criteria were that if the sig value was > 0.05, then it was normally distributed, and vice versa if the sig value was < 0.05, then it was not normally distributed.

3.2.2 Data Homogeneity Test

The homogeneity test is useful for determining whether two samples have homogeneous variants. The homogeneity test was carried out after the data normality requirements were met, that is, the data were declared to be normally distributed. The test criteria were that if the sig value was > 0.05, then the test was homogeneous (same), and vice versa if the sig value was < 0.05, then the test was not homogeneous.

3.3 Difference Test of Two Means

This research aims to determine whether there is an influence between variables; therefore, this kind of research is often called comparative research. The magnitude of the comparison of the hypotheses proposed in this research is calculated using a statistical technique called comparative hypothesis testing using the t-test analysis technique:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right)}}$$

Information:

- T : t Count
X₁ : Mean of the Experimental group
X₂ : Mean of the Control group
S₁² : Experimental Group Variant
S₂² : Control Group Variant
n₁ : Number of respondents in the experimental group
n₂ : Number of Control Group Respondents

Further analysis is carried out to test significance, namely, comparing the known t count with the t table (5% or 1%) with the possibility of

- If t count > t table 5% or 1%, then the results are proven to be significant (hypothesis H₀ is accepted).
- If t count < t table 5% or 1%, then the results are not proven to be effective/non-significant (the H_a hypothesis is accepted).

4. Results and discussions

4.1 Stage of defining learning conditions in schools

4.1.1 Factual conditions of learning before implementing the Islamic values-based character education learning model

To determine factual conditions to define learning conditions before implementing the integrative learning model, the researcher used two techniques to obtain data: observation and interviews. Observations were carried out on three Madani Scholar Insan High School teachers, covering three themes: the learning model used, the learning process, and the system. assessment, the following data were obtained from observations:

Table 5. Observation Results Table

Component	Observation Results
Learning model	The model applied by teachers is still conventional without variation and monotonous so that it does not attract students' interest in learning, the learning stages are not connected to character.

Learning process	Learning is still teacher-oriented, less systematic, and adjustments have not been made based on student needs and characteristics.
Scoring system	The character assessment instrument is still subjective based on one-sided observation, so the results of the character assessment are less objective.

Based on the above table, it is known that several actual problems faced by teachers are that the learning model is still conventional, learning is still monotonous and less varied, the steps in learning are not connected to character teaching, and the learning process is still teacher-oriented, not yet systematic, and not adapted to the characteristics of the conditions. Students and character assessment systems do not have systematically detailed character indicators based only on rough observations made by class teachers.

Based on this information, it can be linked to a learning process that is less effective in developing students' character; monotonous patterns of learning interactions with the same model tend to be a barrier to the internalization of the values given by the teacher because the process is less interesting, as well as the awareness that arises that requires stimulation from the students. Teachers play an active role in learning, and are creative in developing strategy models and learning techniques.

This statement explains the need for an integrative model to accommodate each learning theme towards developing student characteristics based on Islamic values. The application of the contextual model is still hampered by various problems that actually return teaching practices to the conventional model, which has not been integrated with character and Islamic values, as the learning model has not been able to improve student character as per the school's goals in the institution's vision and mission so that the development of a practical and integrative model. Effectiveness is a need and solution for developing student characteristics based on Islamic values in the Koran and Hadith.

4.1.2 *Student Character Conditions*

The students' character still needs to be improved, as can be seen from the results of initial observations: there are several students' behaviors that do not yet reflect Islamic character, such as there are still some students who do not say hello when they enter class, do not greet them and ignore them when they pass by the teacher, are busy chatting with friends while learning is in progress, or when the teacher explains the learning material, we still find some students who are not neat in their uniforms by taking their clothes off, some students still throw rubbish out of place, make fun of each other among their friends, and some behavior that is not in accordance with character education based on Islamic values (Khan & Hossain, 2021).

4.2 *Planning stage (Design) Character Integrative Learning Model based on Islamic values*

At the design or model planning stage, several activities are carried out, namely, preparing the initial learning design, learning tools, character instruments, measuring tools for model validation, and revising the model design according to the practitioner's direction.

4.2.1 *Preparation of Initial Design of Integrative Learning Model*

The initial design of the integrative learning model adopted the design developed by Metalin Ika (2022). The steps for the initial design of the integrative learning model are explained in detail in table below:

Table 6. Initial design of the integrative learning model

Phase I: Open	In this phase, students are introduced to data and begin to recognize, observe, compare and find certain patterns. The teacher begins to guide students to carry out analysis and observe activities.
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Phase II: Causal	Students begin to explain their analysis in phase I, students discuss issues related to the theme, compare information and look for cause and effect patterns.
Phase III: Hypothesis	At this stage students conduct questions and answers on the results of discussions, improve communication skills, critical thinking, creativity and collaboration.
Phase IV: Closing or implementation	Students make syntheses and conclusions from the material, then implement the knowledge in certain circumstances.

Integrative character learning model: In each learning model flow, Islamic values , both divine and human values, are instilled.

4.2.2 Preparation of Learning Plans

At this stage, there are several activities carried out; each activity is adapted to the needs and problems related to the student's character, and the stages in preparing the learning plan are as follows:

1. Consult with the class teacher regarding the learning themes that will be used; this is important because not all themes can be integrated into character education.
2. Preparation of learning objectives including KI (core competencies) and KD (basic competencies) in them
3. Determine the Islamic character content that is in accordance with the integrative learning model
4. Develop learning indicators as a reference for measurement instruments
5. Preparation of learning tools consisting of learning implementation Plan), Teaching Materials or Materials, Student Activity Sheets (LKS), and evaluation sheets. All learning tools were attached.

4.2.3 Initial Draft of the Integrative Learning Model

Based on Joyce, Weil, and Calhoun's (2009) explanation Joyce, Weil, and Calhoun (2009), the learning model takes the form of instructional design. The model describes the process of determining and producing certain environmental situations that cause students to interact in such a way that specific changes in behavior occur. According to Joyce et al. (2009), four elements must be present in every learning model: 1) syntax, 2) social system, 3) principles of reaction, and 4) support system. It is equipped with instructional and nurturant effects. A further explanation of the draft-learning model is as follows.

1) Syntax

The sequence of the learning steps in the integrative model of character education based on Islamic values is as follows:

Table 7. Learning steps in the integrative model

Phase I: Open	In this phase, students are introduced to data and begin to recognize, observe, compare and find certain patterns. The teacher begins to guide students to carry out analysis and observe activities.
Phase II: Causal	Students begin to explain their analysis in phase I, students discuss issues related to the theme, compare information and look for cause and effect patterns.
Phase III: Hypothesis	At this stage students conduct questions and answers on the results of discussions, improve communication skills, critical thinking, creativity and collaboration.
Phase IV: Closing or implementation	Students make syntheses and conclusions from the material, then implement the knowledge in certain circumstances.

4.2.4 Practitioner Assessment

Before the integrative character model was implemented, the draft model was submitted to several related practitioners for assessment. Based on the results of the practitioner's assessment, namely the principal, Mr. Chabib Mustafa, the class X teacher, Mr. Hendratama and the class XI teacher, Mrs. Wida Nur Pratiwi, several inputs and suggestions were obtained as follows:

Table 8. Expert input and suggestions

Evaluator	Suggestions and Feedback
Headmaster	The syntax of the model must be strengthened based on theory, the supporting system can be emphasized on several main learning instruments, the accompanying impact is developed based on theory and contextual circumstances
Class X Teacher	The formulation of objectives is clarified, teaching materials and strategic themes related to character issues are strengthened.
Class XI Teacher	The model syntax is refined according to the adopted model, the standard processes in the social system are strengthened, the model is adapted to the conditions of different student characteristics.

Suggestions and inputs from several educational practitioners in the table above are used as a reference for improving the development of an integrative learning model for character education based on Islamic values. Improvements were made to adjust the model based on theory and student conditions. Based on the suggestions and input given by the principal and several teachers regarding the development of an integrative learning model for character education based on Islamic values, several improvements were made, as listed in the table below.

Table 9. Improvements to the development of an integrative learning model for character education

Model Before Revision	Model After Revision
The model syntax is rated Weak	Syntax strengthening based on theory has been carried out and rearrangement carried out.
The support system is still not specific	Specifications of the support systems used in the model are carried out
The impact of the accompaniment is still floating	The accompanying impacts are developed in accordance with the theoretical basis
The formulation of objectives is not yet clear	The formulation of objectives is clarified in accordance with the student's character problems
teaching materials and strategic themes	Strategic themes that can be integrated into the character learning model are developed
The social system needs to be strengthened	Further development is carried out in the learning process
Not yet adapted to student characteristics	The steps for implementing the model are adjusted to the needs and characteristics of students

Based on the above table, several revisions to the integrative learning model for character education based on Islamic values have been carried out, including improvements to syntax, support systems, social systems, objective specifications, descriptions of accompanying impacts, and adjustments to the model based on student needs and characteristics.

4.2.5 Preparation of instrument validity and reliability test instruments

a) The validity of the character education learning model questionnaire was tested on the basis of Islamic values.

Table 10. Validity of Student Questionnaire Instruments

No. Items	Question item	r Count	r Table	Decision
1	I feel guilty if I violate religious rules	0.627	0.361	VALID
2	I try to get closer to Allah	0.484	0.361	VALID
3	I worship with istiqomah	0.510	0.361	VALID
4	I feel calm and solemn when praying	0.408	0.361	VALID
5	I say things according to the actual situation	0.664	0.361	VALID
6	I always tell the truth to everyone	0.735	0.361	VALID
7	I am trusted by others	0.495	0.361	VALID
8	I respect every other person's opinion	0.637	0.361	VALID
9	I dare to take responsibility for all my actions	0.605	0.361	VALID
10	I obey all school rules	0.538	0.361	VALID
11	I am able to achieve my desires and aspirations in the future	0.588	0.361	VALID
12	I can solve difficult problems in learning	0.795	0.361	VALID
13	I am able to face future problems	0.695	0.361	VALID
14	I can control my emotions well	0.518	0.361	VALID
15	I am able to control aggressive behavior that is capable of self-destruction	0.563	0.361	VALID
16	I am able to reduce feelings of anxiety when working on time-limited tasks	0.696	0.361	VALID
17	I feel sorry for friends who are affected by disaster	0.546	0.361	VALID
18	I am sensitive to other people's circumstances	0.489	0.361	VALID
19	I help friends who need help	0.749	0.361	VALID

20	I am able to mobilize my friends in activities	0.524	0.361	VALID
21	I am able to influence other people to do something that I want	0.510	0.361	VALID
22	I dare to take risks for the common good	0.503	0.361	VALID
23	I play an active role in learning activities	0.572	0.361	VALID
24	I discuss study material with friends	0.496	0.361	VALID

From the above table, the results of the 24 valid items can be seen. The calculated r value in the table above was obtained from the SPSS processing results, and the calculated r value was then compared with the r table for N= 30 (initial sample for validity testing). Using Pearson's r table, the r table for n=30 with a significance of 0.05 is 0.361. The calculated r value was then compared with the r table. If $r_{\text{count}} > r_{\text{table}}$, then the instrument question item is valid; however, if $r_{\text{count}} < r_{\text{table}}$, then the instrument question item is declared invalid.

b) Reliability Test of the Character Education Learning Model Questionnaire based on Islamic Values. From a total of 30 pre-research respondents for reliability testing, the analysis results obtained via the SPSS application are as follows:

Table 11. Reliability Testing

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.740	.919	31

From the SPSS calculation results table above, it can be seen that the Cronbach's alpha value for the Islamic character education value questionnaire was 0.740, while the r-table value for n (question items) = 30 was 0.361. Because the alpha value is $0.740 > r_{\text{table}} 0.361$, the Islamic character education value questionnaire was considered reliable. Based on the Cronbach's alpha value criteria, it can be concluded that the alpha value of 0.740 is included in the high reliability criteria because r is between the values of 0.61 and 0.80.

4.3 Development Stage (development): Character Integrative Learning Model based on Islamic values.

At this stage, the researcher validated the integrative learning model of character education, based on Islamic values. The purpose of this stage was to determine the advantages and disadvantages of the model being developed. Validators of this model include integrative learning experts, character development experts, and learning practitioners.

4.3.1 Expert Validation of Learning Models.

Expert Validation of the learning model aims to assess the construct validity of the draft learning model, which includes the syntax, social system, response system, reaction principle, support system, instructional impact, and derivative impact. The experts that validated the integrative learning model were curriculum experts. The results of the expert validation assessment of the integrative learning model are as follows.

Table 12. Expert Validation Assessment of the Integrative Learning Model

No	Model Components	Score	Maximum Score	Criteria
1	Concept of Character Integrative Learning Model Based on Islamic Values	4		
2	Syntax Completeness of the Integrative Character Learning Model Based on Islamic Values	3		
3	Suitability of the Integrative Character Learning Model Based on Islamic Values with student development	3		
4	Extent of Substance of Matter	4		
5	Accuracy in Preparing Learning Steps	4		
6	Development of character values in learning	3		
7	Meaningfulness of learning experiences in an integrative model	4		
8	Knowledge Exploration	3		
9	Directing students to integrate Islamic values	4		
10	Estimated students' ability to work on integrative tasks in groups	3		
11	Directing students to integrate Islamic values	4		
12	Estimated students' ability to work on integrative nial tasks in groups	4		
13	Accuracy of KD Selection	3		
14	Accuracy of Indicator Formulation in Integrative Learning	3		
15	Scope of assessment instruments	3		
16	Time Allocation Accuracy	4		
	Total Score	56	64	
	Percentage	88%	100%	Very Valid

Based on the data output from the table above, it can be concluded that the integrative learning model of character education based on Islamic values meets the valid criteria to be applied in the learning process.

4.3.2 Character Development Expert Validation

Character development expert validation is used to assess the suitability of syntax, social systems, support systems and reaction principles in terms of character aspects (Marzam, Elpina, Rusdinal, Ananda, & Gistituati, 2022). Experts who are validators of the character education integrative learning model are experts in student character development. The results of the character development expert's assessment of the validity of the character instrument are as follows.

Table 13. Results of character development experts' assessment of the validity of the character instrument

No	Model Components	Score	Maximum Score	Criteria
1	Statement Regarding the Development of an Integrative Learning Model for	3		

	Character Education based on Islamic Values			
2	Completeness of syntax in developing an Integrative Learning Model for Character Education based on Islamic Values	3		
3	Suitability of Integrative Learning for Character Education based on Islamic Values	3		
4	Accuracy in preparing learning steps in integrative learning for character education based on Islamic values	3		
5	The breadth of material substance that can be explored in the integrative learning model for character education based on Islamic values	3		
6	Learning Integrative learning for character education based on Islamic values in developing various kinds of skills	3		
7	The meaningfulness of learning experiences designed in integrative learning for character education based on Islamic values for students	3		
8	Estimates of integrative learning for character education based on Islamic values in directing students to collaborate	4		
9	Estimated ability for integrative learning of character education based on Islamic values in giving assignments in groups	3		
10	The accuracy of selecting basic competencies in the integrative learning of character education based on Islamic values that is being developed	4		
11	The accuracy of the formulation of indicators in the integrative learning of character education based on Islamic values that is being developed	3		
12	The accuracy of selecting learning paths based on the syntax of Islamic values	3		
	Total Score	38	48	
	Percentage	79%	100%	Good Used

Based on the data output from the above table, it can be concluded that the integrative learning model of character education based on Islamic values meets the criteria for being good for use in the learning process.

4.3.3 Practitioner Validation of Learning

Practitioner Validation was used to assess the suitability of the integrative learning model for character education based on Islamic values in terms of learning practices in schools. Experts who carry out practical validations of integrative learning models of character education based on Islamic values are teachers who are competent in developing models, strategies, methods, techniques, and learning products. The results of the learning practitioner expert validation assessment are presented in table below:

Table 14. Results of character development expert assessment of the validity of the character instrument

No.	Model Components	Score	Maximum Score	Criteria
1	Learning steps according to KI KD material	4	56	
2	Learning steps are easy to understand	3		
3	Learning steps according to student ability level	4		
4	Learning steps are packaged effectively and efficiently	4		
5	The learning model is able to stimulate student character development	3		
6	Effectiveness and efficiency	4		
7	Learning Model Facilitates students to build character, knowledge and understanding	4		
8	The learning model facilitates students to work together	3		
9	The use of learning models encourages students to collaborate	4		
10	Usable (Easy to use media	4		
11	Students are more active in learning	4		
12	Can make it easier for students to understand	4		
13	KD accuracy	4		
14	Indicator Accuracy	3		
	Total Score	52	56	
	Percentage	93%	100%	Very Practical to Use

Based on the results of the expert assessment described above, the results of the expert validation recapitulation are presented in table below:

Table 15. Recapitulation of Expert Validation results

No.	Validator	Percentage	Criteria
1	Integrative Learning Expert	88%	Very Valid
2	Character Development Expert	79%	Good Used
3	Learning Practitioner Expert	93%	Very Practical to Use
	Average	86,67 %	Very Valid

Based on the table above, the average percentage of expert validation regarding the integrative learning model for character education based on Islamic values occupies valid criteria; thus, it can be concluded that the integrative learning model for character education based on Islamic values can be used in learning.

4.4 Model dissemination stage (Disseminate) Implementation and Evaluation of Character Integrative Learning Model based on Islamic values

4.4.1 Test analysis requirements (Normality and Homogeneity)

Before testing the learning model statistically, parametric comparisons between the control and experimental groups were carried out to test the analysis requirements, namely the normality test and homogeneity test.

1) Normality Test

The Kolmogorov–Smirnov test was used in this study because the number of samples was more than 50; based on the SPSS analysis results, the processing results are obtained in the table below:

Table 16. Data Normality Test Results

Tests of Normality							
Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Character	Control Group	.092	74	.199	.974	74	.138
	Experimental Group	.116	54	.067	.978	54	.406
a. Lilliefors Significance Correction							

According to Singgih Santoso (2014), data are normally distributed if the sig value is. greater than 0.05. Based on the table above, the significant Kolmogorov–Smirnov value for the control group and 0.67 > 0.05 for the experimental group was 0.199 > 0.05, so it can be concluded that the data in the control group and the experimental group were both normally distributed.

2) Homogeneity Test

A homogeneity test was performed to determine the data variance between two groups of populations with the same variance. The homogeneity test is required before conducting a comparison test or an independent test. The homogeneity value results were obtained based on the SPSS processing results as follows:

Table 17. Table of Data Homogeneity Test Results

Test of Homogeneity of Variances			
Character			
Levene Statistic	df1	df2	Sig.
.627	1	126	.430

Based on the table above, it can be seen that the significant value of the homogeneity of variances for the character variable is 0.430 > 0.05. Thus, it can be concluded that the variance value of the character data for the experimental and control class students is homogeneous.

4.4.2 Model Testing (Control and Experimental Groups)

To examine the results of the model trials, the results of the character values between the control and experimental classes were compared using the independent sample t-test, which means that the independent sample t-test compares two unpaired samples (not pretest-posttest). Based on the processing of the SPSS results, the following results were obtained.

Table 18. Average Value Statistics

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Character	Control Group	74	96.62	11.701	1.360
	Experimental Group	54	104.35	13.577	1.848

Based on the table above, it can be seen that the data on the character results for the control group included 74 students, while for the experimental group, there were 54 students. The average value for the control group was 96.62, whereas that for the experimental group it was 104.35. Thus, it can be said that there was a difference in the average student character scores between the control and experimental groups.

4.4.3 Hypothesis Testing

The following data were obtained from the SPSS processing results.

Table 19. Independent T Test Statistics

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Character	Equal variances assumed	.627	.430	-3.44	126	.001	-7.730	2.242	-12.166	-3.294
	Equal variances not assumed			-3.36	103.86	.001	-7.730	2.294	-12.280	-3.180

Based on the Independent sample test output table in the equal variances assumed section, the sig value is known. (2-tailed) is $0.01 < 0.05$, so it can be decided that H_0 is rejected and H_a is accepted, meaning that there is a significant difference in the average student character between the control and experimental groups, with a mean difference of -7.730 and a difference of -7.730. is between -12,166 to -3,294.

4.4.4 Improvement and Effectiveness Test (Difference Test)

The effectiveness test was carried out by comparing the results of the character values of students who applied the integrative model as an experimental class with the character of students who did not apply the integrative learning model of character education based on Islamic values as a control class, based on the results of the description of SPSS processing, the input results are presented in the table below:

Table 20. Descriptive Statistics Results for Control and Experimental Groups

Descriptives				
Group			Statistic	Std. Error
		Mean	96.622	1.3603

Character Results	Control Group	95% Confidence Interval for Mean	Lower Bound	93.911	
			Upper Bound	99.333	
		5% Trimmed Mean		96.565	
		Median		98.000	
		Variance		136.923	
		Std. Deviation		11.7014	
		Minimum		74.0	
		Maximum		120.0	
		Range		46.0	
		Interquartile Range		18.5	
		Skewness		-.023	.279
		Kurtosis		-.854	.552
	Experimental Group	Mean		104.352	1.8476
		95% Confidence Interval for Mean	Lower Bound	100.646	
			Upper Bound	108.058	
		5% Trimmed Mean		104.037	
		Median		101.000	
		Variance		184.346	
		Std. Deviation		13.5774	
		Minimum		78.0	
		Maximum		138.0	
		Range		60.0	
		Interquartile Range		20.3	
		Skewness		.380	.325
		Kurtosis		-.191	.639

Based on the description table above, it is known that the average character value for the control class is 96.62, whereas for the experimental class it is 104.352. The standard deviation for the control class was 11.70, whereas for that the experimental class was 13.577. It can be concluded that there is a difference of 7.730 in the increase in the average character score between the control and experimental classes, where the experimental class had a greater average character score.

5. Conclusions

5.1 Conclusions

Based on the results of the research and discussion, the conclusions from the research and development of an integrative learning model for character education based on Islamic values at the Insan Scholar Madani High School are as follows:

1. The factual condition of the learning process before using the integrative learning model for character education based on Islamic values still used conventional learning. There have been efforts to conduct contextual learning; however, it has not been effective. After using the integrative learning model, the learning process becomes effective and efficient, students have high benefits, have a high level of ease of application, attract students to take part in learning, and motivate students in the learning process.
2. The design of an integrative learning model for character education based on Islamic values of the Koran and hadith at Insan Scholar Madani High School is carried out with several activities: (a)

- preparation of the initial design for integrative learning including several phases, namely, open, causal, hypothesis, and closed phases; (b) preparation of learning tools; (c) initial draft of the integrative learning model; (d) practitioner assessment through suggestions and inputs, which are used as a reference for improvements in model development; and (5) preparation of instruments to test the validity and reliability of the instrument.
3. The validity of the integrative learning model for character education based on Islamic values of the Koran and Hadith at Insan Scholar Madani High School by three validators, namely, learning model experts, character development experts, and learning practitioners, is very valid so that the integrative learning model can be implemented in learning.
 4. Effectiveness of implementing the integrative learning model of character education based on Islamic values of the Koran and Hadith at Insan Scholar Madani High School. There was a significant difference in effectiveness between the use of integrative learning methods in the experimental class and the conventional model in the control class in improving the character of Islamic values of students at Insan Scholar High School. Madani. Practicality is obtained from the results of evaluations carried out by teachers; this model has very good syntax, can be implemented well, and has very good assessment tools.

5.2 Implications

The implications of this study are as follows.

1. For future research, the results of this study can be used as reference material and as a comparison and consideration in using or developing an integrative learning model that aims to improve character based on Islamic values at different levels of education or at the same level by increasing other competencies.
2. For teachers, integrative learning models and supporting teaching tools can be used as references for teachers in using learning models that can be used in learning. The integrative learning model can be used by teachers to improve character education based on Islamic values because it meets practical criteria and is interesting for use in learning.

5.3 Recommendations

Recommendations for this research include the following.

1. For educational practitioners, an integrative learning model based on Islamic values was developed not only to improve character education in high schools but also for other aspects of learning and can also be applied to upper classes to improve learning outcomes.
2. For future researchers, the integrative learning model based on Islamic values that has been developed still has shortcomings that need to be addressed. It is hoped that future researchers will use and develop a more systematic and innovative learning model to design and provide benefits so that it is more feasible and effective for use in learning.
3. For schools, improving character based on Islamic values requires support from various parties because character formation is not only instilled in schools but also in the family and community. This learning model is supported by attractive teaching tools that not only improve student characteristics but also improve the quality of learning.

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