



### INTEGRATION OF CIVIC VALUES INTO ISLAMIC EDUCATIONAL MANAGEMENT TO STRENGTHEN THE NATIONAL CHARACTER OF STAI AL-MUSADDADIYAH GARUT STUDENTS

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#### ABSTRACT

*This study is motivated by the importance of strengthening national character among university students amid the challenges of globalization and the degradation of social values. Students, as agents of change, are expected to possess not only intellectual competence but also strong national awareness and responsibility. Civic education plays a strategic role in instilling national values, which need to be systematically integrated into Islamic education management, particularly within higher education institutions such as STAI Al Musaddadiyah Garut. This study aims to analyze the forms of integration of civic values within Islamic education management and its implications for strengthening the national character of students at STAI Al Musaddadiyah Garut. This study employs a qualitative method with a descriptive approach. Data were obtained through literature review and supported by contextual analysis relevant to the academic environment of STAI Al Musaddadiyah Garut. The study examines the concepts of Islamic education management and civic education values, focusing on their integration within planning, implementation, and evaluation processes in higher education. Data analysis was conducted inductively to explore the relationship between Islamic educational principles and national values in shaping students' character. The results indicate that the integration of civic values into Islamic education management at STAI Al Musaddadiyah Garut can be implemented through value-based curriculum planning, learning processes that foster attitudes of tolerance, responsibility, and patriotism, as well as evaluation systems emphasizing affective and character development aspects. This integration contributes to the formation of students who are not only religious but also possess strong national character and civic responsibility. Therefore, Islamic education management plays a significant role in strengthening the synergy between Islamic values and national identity within the context of higher education.*

**Keywords:** Islamic Education Management, Civic Education, National Character, Value Integration, Students

#### INTRODUCTION

The strengthening of national character among university students constitutes a strategic agenda within the higher education system amid the increasingly complex and competitive dynamics of globalization. The unrestricted flow of information, the penetration of foreign cultures, and shifts in patterns of social interaction have led to changes in national values among the younger generation, including students. This condition is reflected in a declining sense of patriotism, weakening social solidarity, and a reduced sense of responsibility as citizens. (Doni Koesoema A, 2023)

Students as agents of change are not only required to possess intellectual competence, but also strong moral integrity and a firm commitment to national values. In this context, civic education plays a fundamental role in instilling values of nationalism, democracy, and



legal awareness. However, the implementation of civic education in higher education institutions still tends to be theoretical in nature and has not been fully internalized in students' academic lives. (Kaelan, 2016)

This indicates the need for a more integrative approach so that civic values are not only understood but also implemented in daily behavior. Therefore, the integration of civic values into the education system becomes an urgent necessity. A comprehensive approach is required to ensure that the strengthening of national character can be carried out effectively and sustainably. This integration must encompass curriculum, learning processes, and academic culture. Without holistic integration, civic education risks losing its transformative function. Hence, innovation in higher education management is needed to respond to the challenges of the times. In this way, students are expected to become a generation with strong character and competitiveness. This effort is an essential part of maintaining national unity. (Winarno, 2016)

Islamic educational management, as a system for managing educational institutions based on Islamic values, holds a strategic position in supporting the strengthening of students' national character. Fundamental principles such as trustworthiness (*amanah*), justice, consultation (*shura*), and responsibility are aligned with civic values. These values are not only normative but also applicable in the academic and social lives of students. In the context of STAI Al Musaddadiyah Garut, Islamic educational management encompasses the processes of planning, organizing, implementation, and evaluation oriented toward holistic character development. (Mujamil Qomar, 2007)

However, the integration of civic values within Islamic educational management still faces various challenges, such as the suboptimal mainstreaming of values in academic policies and campus culture. In addition, there remains a tendency to separate cognitive aspects from character formation in educational practices. In fact, Islamic higher education institutions have great potential to shape students who are both religious and nationalistic. Therefore, a reconstruction of Islamic educational management is needed to systematically integrate civic values.

This integration is expected to strengthen the function of education as a means of character building. With an appropriate managerial approach, national values can be internalized more effectively. This will also contribute to the development of an academic culture that supports the strengthening of national character. Thus, Islamic educational management serves as a strategic instrument in student character development. This effort requires the commitment of all members of the academic community, as strong synergy will determine the success of the integration implementation. (Ramayulis, 2011)

Based on the above description, the integration of civic values into Islamic educational management at STAI Al Musaddadiyah Garut becomes an indispensable necessity in efforts to strengthen students' national character. This integration is not limited to the curriculum aspect, but also encompasses the overall management of the education system oriented toward values. The integration process includes the planning of academic programs, the implementation of learning, the strengthening of campus culture, and an evaluation system that supports the formation of national character. Through this approach, civic values can be continuously internalized in students' lives. Moreover, this integration enables the harmonization of Islamic values and national values within a unified higher education framework. This is important to avoid a dichotomy between religious identity and national



identity. Thus, students can develop into individuals who are balanced between spirituality and nationalism. This study aims to analyze the forms of integration of civic values within Islamic educational management and their implications for strengthening the national character of students at STAI Al Musaddadiyah Garut. This study is expected to provide a theoretical contribution to the development of integrative Islamic educational management. In addition, the findings are also expected to serve as a practical reference for higher education administrators. The resulting approach is expected to address the challenges of education in the global era. Thus, this study holds significant academic and practical relevance. This effort represents a strategic step toward sustainable educational development. Ultimately, it is hoped that Islamic higher education institutions will be able to produce a generation that excels both morally and nationally.

## METHOD

This study employs a qualitative approach with a descriptive-analytical research design aimed at gaining an in-depth understanding of the process of integrating civic values into Islamic educational management in strengthening students' national character. (E. I. Syaripudin et al., 2024) This approach was chosen because it enables a comprehensive exploration of phenomena in their natural context while emphasizing meaning, process, and the understanding of social realities within the higher education environment. The research site was purposively selected at STAI Al Musaddadiyah Garut as an Islamic higher education institution relevant to the research focus.

The research subjects include institutional leaders, lecturers, educational staff, and students as the main actors in the educational process. Informants were selected using purposive and snowball sampling techniques to obtain credible and in-depth data. (E. I. Syaripudin & Susanto, 2022) Data sources consist of primary data obtained directly from informants and secondary data in the form of academic documents, institutional policies, and relevant literature. Thus, this study seeks to obtain a comprehensive picture of the practice of integrating civic values into Islamic educational management. This approach also allows the researcher to capture the dynamics that develop within students' academic life.

The research process was conducted systematically and continuously to ensure data validity. The research design was developed flexibly yet remained aligned with the research objectives. The researcher acts as the primary instrument in data collection, and the researcher's sensitivity becomes a crucial factor in eliciting in-depth information. Accordingly, the findings are expected to reflect actual empirical conditions. This approach is relevant to the exploratory nature of the study, and the selected method is expected to produce meaningful and contextual findings. (Sasa Sunarsa, 2023)

Data collection techniques were conducted through observation, in-depth interviews, and documentation. Observation was used to examine academic activities as well as the practice of integrating civic values within Islamic educational management in the environment of STAI Al Musaddadiyah Garut. (Enceng Iip Syaripudin et al., 2024) In-depth interviews were conducted in a semi-structured manner with key informants to obtain detailed information regarding policies, strategies, and the implementation of Islamic educational management in strengthening students' national character. Documentation was used to complement the data, including curriculum materials, program plans, and relevant institutional policy documents.



To ensure data validity, this study employed source and method triangulation techniques. In addition, credibility was enhanced through prolonged engagement in the field, increased persistence, and peer debriefing. The collected data were analyzed interactively through stages of data reduction, data display, and conclusion drawing.

The analysis was conducted continuously throughout the data collection process to ensure that the data obtained were valid and relevant. Through this approach, the researcher was able to identify patterns, themes, and relationships among the studied concepts. The analytical process was carried out reflectively and critically to achieve a comprehensive understanding. Each finding was examined in depth to ensure strong meaning, resulting in highly accurate research outcomes. This technique allows for the generation of contextual findings in accordance with the conditions of the higher education institution. The results of the analysis are expected to clearly address the research questions. (E. I. Syaripudin & Patonah, 2023)

The research procedure was carried out through three stages: preparation, implementation, and reporting. In the preparation stage, the researcher conducted a preliminary study, developed research instruments, and determined the research site and informants at STAI Al Musaddadiyah Garut. The implementation stage involved data collection through observation, interviews, and documentation in accordance with the research focus. The reporting stage was conducted by systematically presenting the research findings based on field data.

This study also paid attention to research ethics, such as maintaining the confidentiality of informants' identities, obtaining consent prior to interviews, and presenting data objectively and honestly. The researcher ensured that all processes were conducted in accordance with established scientific principles. This ethical approach is essential for maintaining research integrity. By upholding ethical standards, the trust of informants can be well preserved, which positively impacts the quality of the data obtained.

The research procedures were systematically organized to ensure clarity and replicability. Thus, this study demonstrates adequate methodological rigor. The findings are expected to provide both theoretical and practical contributions, as well as serve as a reference for future research. Clarity in methodological design is a key indicator of the quality of a scientific article. Therefore, the methodology was carefully and systematically developed. Accordingly, this study meets the standards of reputable scientific writing.

## **RESULT AND DISCUSSION**

### **Integration of Civic Values in the Planning of Islamic Educational Management**

The findings indicate that the integration of civic values into Islamic educational management at STAI Al Musaddadiyah Garut has been systematically pursued at the planning stage. This is reflected in the formulation of the institution's vision and mission, which emphasize the development of students who are both religious and possess strong national character. The curriculum is designed to accommodate relevant courses, such as Civic Education, as well as the integration of national values into Islamic studies courses. In addition, the planning of academic and student programs is directed toward instilling values such as responsibility, discipline, and patriotism. Thus, planning serves as the foundational stage in guiding a value-based educational process. (Nanang Fattah, 2013)

Furthermore, integration at the planning stage is also reflected in academic policies



that support the strengthening of students' character. The development of program activities such as national seminars, leadership training, and character-building initiatives forms part of the institutional strategy. This indicates that Islamic educational management is not solely oriented toward academic achievement, but also toward holistic character development. Structured planning enables the synergy between Islamic values and civic values. Thus, the direction of educational development at STAI Al Musaddadiyah Garut becomes more integrative and sustainable. (Dedy Mulyasana, 2012)

### **Implementation of the Integration of Civic Values in the Learning Process and Academic Life**

In the implementation stage, the integration of civic values is manifested in both classroom learning processes and other academic activities. Lecturers play an active role in instilling values such as tolerance, justice, deliberation, and responsibility through participatory learning methods. Students are engaged in discussions, case studies, and reflective activities that foster a contextual understanding of these values. The learning process is not solely oriented toward cognitive aspects but also emphasizes the development of attitudes and behaviors. Thus, the integration of values occurs directly within everyday academic interactions. (Wina Sanjaya, 2010)

Beyond formal learning settings, the integration of civic values is also reflected in student activities and campus culture. Student organizations, community service programs, and religious activities serve as effective platforms for fostering national values. Students are trained to collaborate, respect diversity, and develop social awareness. A conducive campus environment further supports the continuous internalization of these values. This indicates that the implementation of value integration is not confined to the classroom but extends to all aspects of students' academic life. (Zubaedi, 2011)

### **Evaluation of the Integration of Civic Values in Strengthening National Character**

The findings indicate that the evaluation of the integration of civic values within Islamic education management is still in a developmental stage. Assessment conducted by lecturers is not solely focused on academic outcomes but has begun to incorporate aspects of students' attitudes and behaviors. Indicators such as discipline, responsibility, participation, and ethics are included as part of the learning evaluation process. This reflects an effort to measure the success of the internalization of national values. Therefore, evaluation is gradually being directed toward a more holistic approach. (Zainal Arifin, 2012)

However, the evaluation system currently employed is not yet fully standardized and comprehensive. There are no specific instruments capable of objectively and measurably assessing the level of internalization of civic values. This poses a challenge in ensuring the long-term success of value integration. Therefore, it is necessary to develop a more systematic evaluation model based on character indicators. A well-designed evaluation will provide constructive feedback for improving the educational process. Thus, the integration of values can be continuously enhanced in a sustainable manner. (Suharsimi Arikunto, 2010)



### **Implications of Integration for Strengthening Students' National Character**

The integration of civic values within Islamic education management has a positive impact on strengthening students' national character. Students demonstrate improvements in attitudes such as tolerance, responsibility, discipline, and civic awareness. Islamic values such as trustworthiness (*amanah*) and justice are proven to be aligned with national values, thereby contributing to the formation of well-rounded character. This indicates that value integration can make a tangible contribution to the development of students' personalities. Thus, students are not only academically competent but also possess strong moral integrity. (Abuddin Nata, 2013)

Furthermore, this integration also contributes to the development of a positive academic culture within the campus environment. Students become more actively engaged in social activities and demonstrate greater concern for their surrounding communities. The growth of civic awareness encourages students to act as agents of change in society. This indicates that value integration impacts not only individuals but also the broader social environment. Thus, the strengthening of national character emerges as a tangible outcome of value-based Islamic education management. (Muchlas Samani dan Hariyanto, 2012)

### **Discussion and Relevance of the Findings**

The findings of this study indicate that the integration of civic values within Islamic education management is an effective strategy for strengthening students' national character. The integration carried out through planning, implementation, and evaluation demonstrates a synergy between Islamic values and national values. This is in line with the concept of character education, which emphasizes the importance of habituation, role modeling, and a supportive environment. Thus, value integration becomes a relevant approach in addressing educational challenges in the global era.

However, the success of this integration is highly influenced by the commitment of institutional leaders, lecturers, and a supportive organizational culture. Strengthening policies and fostering innovation in value-based educational management are necessary to ensure optimal implementation. In addition, the development of a more comprehensive evaluation system remains an urgent need. Thus, the integration of civic values within Islamic education management is not merely conceptual but also practical and sustainable. This positions Islamic higher education institutions as centers for the development of both religious and national character. (Syaiful Sagala, 2013)

The findings indicate that the integration of civic values within Islamic education management at STAI Al Musaddadiyah Garut is not merely normative but has been systematically implemented through educational planning, implementation, and evaluation. Values such as nationalism, social responsibility, and legal awareness are internalized within the curriculum, academic activities, and campus culture. This underscores that Islamic education management plays a strategic role in shaping students' national character through a holistic and sustainable approach. (Muhaimin, 2005)

These findings are consistent with the concept of Islamic education, which emphasizes not only cognitive aspects but also affective and psychomotor domains. The integration of civic values in this context reinforces the principle that Islamic education should produce individuals who possess noble character while also demonstrating strong civic awareness. From a management perspective, this process is reflected in the



strengthening of the institution's vision and mission, the development of value-based curricula, and the active involvement of lecturers as role models. Thus, civic values do not stand independently but are integrated within an educational system grounded in Islamic principles. (Muhaimin, 2002)

Moreover, the implementation of civic values is also evident in co-curricular and extracurricular activities that encourage students' active participation in social life. Activities such as civic discussions, community service programs, and student organizations serve as effective platforms for fostering attitudes of tolerance, mutual cooperation, and patriotism. This process demonstrates that strengthening national character cannot be achieved solely within the classroom, but must be supported by real-life experiences that shape students' collective awareness as citizens.

However, this study also identifies several challenges, including the uneven understanding among lecturers regarding the concept of integrating civic values, as well as the limited availability of evaluation instruments capable of comprehensively measuring character outcomes. This indicates the need to strengthen human resource capacity and to develop more structured, character-based evaluation systems. Without such support, the integration of values risks becoming merely an administrative formality with minimal impact on students' behavioral change.

Overall, the integration of civic values within Islamic education management has been proven to make a positive contribution to strengthening students' national character. The implications of these findings highlight the importance of synergy between Islamic values and national values in shaping a generation that is not only religious but also possesses a strong sense of national commitment. Therefore, the development of an Islamic education management model based on value integration constitutes a strategic step in addressing the challenges of globalization while preserving both Islamic and Indonesian identities. (Haidar Putra Daulay, 2012)

## CONCLUSION

This study concludes that the integration of civic values within Islamic education management at STAI Al Musaddadiyah Garut has been systematically implemented through the processes of educational planning, implementation, and evaluation. National values such as nationalism, responsibility, and legal awareness are internalized within the curriculum, academic activities, and campus culture, thereby shaping students' character to be not only religious but also strongly committed to national values.

The implementation of this integration demonstrates that Islamic education management plays a strategic role in linking Islamic values with civic values. This synergy is reflected in the strengthening of the institution's vision and mission, the role of lecturers as role models, and the co-curricular and extracurricular activities that support the development of students' social attitudes. Thus, the strengthening of national character does not occur solely at the cognitive level but also encompasses the affective domain and students' actual behavior in social life.

Nevertheless, several challenges remain, including the less-than-optimal understanding among all lecturers regarding the concept of value integration, as well as the limited availability of character evaluation instruments. Therefore, efforts are needed to strengthen human resource capacity and to develop more comprehensive evaluation



systems so that the integration of civic values within Islamic education can yield more optimal and sustainable impacts.

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