Analysis of Lecturer's Perception about Integration of the Character Values of Social Care in the Learning of Islamic Religious Education

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Abstract—**This Research aims to know lecturers' perception towards social caring values integration on Islamic education teaching. This research employed close-ended questionnaire to obtain information regarding the perception of lecturers. It employed a descriptive analysis to analyze the obtained data. According to the findings and data analysis, it can be concluded that the perception of Islamic education teaching lecturers obtained the average score of 3.57 towards the social caring character education. Additionally, the lecturers' perception of the integration of social caring values on Islamic education course is 3.80.**

Keywords—perception; character; social care; Islamic Religioun

I. Introduction

Higher education has an important role in developing decent characters of the students. Through the initiative of character education, it is expected to stimulate the transformation of values which can encourage positive characters among college students. Character education can be served as the moral guidance of the individual to encourage positive characters [1].

Among kinds of positive characters, social caring character is one of the essential characters which need to be developed within a higher education context. The degree of social caring among college students is still low, in the form of respecting other people, helping other people, and etc. [2].

Therefore, education on the character of social caring is important to be developed in learning at the tertiary level. Social caring character education is oriented towards developing the character of a student regarding social caring through critical thinking and life-solving social problem skills.

Characters education can be applied in curriculum design which is integrated into learning activities [3]. In this case, character education can be carried out in an integrated approach into Islamic Education courses. Integration in this research includes the penetration values into the substance of the course and the implementation of instructional activities which facilitates the practice of social caring in learning activities of Islamic education.

Within Islamic education courses, it is important to integrate values of social caring's during the process of learning to grow and develop college students social caring characters which are in line with the core teaching of Islamic principle. Thus, lecturers who handle Islamic education should be required to integrate social caring characters during the Islamic education teaching. According to the aforementioned explanation, this research focuses on the lecturers' perception towards the integration of social caring characters during Islamic education teaching process.

II. Method

This research was done in the end of May until August 2018 in Public College, East Java. This research is a descriptive research. The population in this research is all lecturers practicing the lecture. The Islamic Education in Public College in East Java. Sampling technique by using Multistage Proportional Area Cluster Purposive Sampling, in four college, like State University of Surabaya, State University of Jember, STIKIP PGRI of Tulungagung, State Polytechnic of Madiun. The sample of this study consists of 30 lecturers.

The parameter in this research is the perception of lecturers towards the integration of social caring character values within Islamic education teaching. It employed close-ended questionnaires to obtain the data. Both quantitative and qualitative data obtained will be explained descriptively and it referred to perception category of 3,26-4 (very good); 2,5-3,25 (good); 1,76-2,50 (sufficient); 1-1,75 (insufficient).

III. Results and Discussion

A. The Perception of Islamic Education Lecturers of the Essence of Islamic Education Teaching Based on Social Problem

According to the analysis results from a close-ended questionnaire distributed regarding the perception of Islamic Education lecturers, it obtained the results of the indicator of social carings characters education understanding which is consisted of understanding, function, objectives, and scope

sub-indicators. The results are categorized and presented in table 1-4.

TABLE I. THE PERCEPTION OF ISLAMIC EDUCATION LECTURERS REGARDING SOCIAL CARING CHARACTER EDUCATION UNDERSTANDING

No	Indicator	The Average Score
1	Social caring character develops students potency	3,5
2	Social caring character education aims at developing students' ability and personality	3,5
3	Mediocre social caring characters among students are due to the insufficient character education on social caring is given	3,5
4	Social caring character education is any attempt provided by lecturer which is able to influence and shape the student's social caring character	3,6
Average		3,5

According to table 1, it can be seen that the average score obtained among the Islamic education lecturers regarding social caring character education sub-indicators is considered very good (3.5). It is due to the social caring character education which has been widely disseminated through books, internet, or character education seminars. The dissemination of social caring character education is responded well by the Islamic education lecturers and it shapes the good perception of lecturer about the understanding of social caring character education on Islamic education teaching.

TABLE II. THE PERCEPTION OF ISLAMIC EDUCATION LECTURERS REGARDING SOCIAL CARING CHARACTER EDUCATION FUNCTION

No	Indicator	The Average Score
1	Social caring education characters for students aims at developing basic potency of students	3,5
2	Social caring character education aims at strengthening national character	3,5
3	Social caring character education aims at strengthening national character to compete on 4.0 industrial era.	3,5
Average		3,5

According to table 2, it can be seen that the average score obtained among the Islamic education lecturers regarding social caring character education function sub-indicators is considered very good (3.5). The entire observed aspects obtained a very good average score. These findings indicate that lecturers of Islamic education highly understand and strongly agree that social caring character education will be able to improve the social skill of students in their daily life. This is due to, the student does not only need general knowledge about a social caring, but also the ability to apply it in any situation [4].

TABLE III. THE PERCEPTION OF ISLAMIC EDUCATION LECTURERS REGARDING SOCIAL CARING CHARACTER EDUCATION OBJECTIVES

No	Indicator	The Average Score
1	Social caring character education aims at improving the learning outcome of Islamic education course which directs on the formation of social caring character	4,0
2	Social caring character education aims at developing students' positive habitual and attitude	3,7
3	Social caring character education aims at developing students' social skill	3,5
Average		3,7

According to table 3, it can be seen that the average score obtained among the Islamic education lecturers regarding social caring character education objectives sub-indicators is considered very good (3.68). additionally, each observed aspect obtained a very good average score. The highest average score is the first point of aspects, Social caring character education aims at improving learning outcome of Islamic education course which directs on the formation of social caring character, which obtained 4 (very good). All lecturers gave the perception of 4 to the first point of aspects which means strongly agree. This findings, further, indicate that the lecturers of Islamic education course realized that social caring character education will stimulate students' positive characters. Positive values shall be disseminated through character education [3]. By having character education on social caring, it will stimulate students to become an individual who capable of respecting other people, cooperating with other people as a manifestation of social caring character.

TABLE IV. THE PERCEPTION OF ISLAMIC EDUCATION LECTURERS REGARDING SOCIAL CARING CHARACTER EDUCATION SCORE

No	Indicator	The Average Score
1	The scope of social caring character education is thinking exercise, feeling stimulation on socio-culture condition of the society	3,5
2	The scope of social caring character education emphasizes the internalization and direct practice on students' real life	3,5
3	The aspect of caring should be developed within social caring character education	3,7
4	The aspect of appreciating should be developed within social caring character education	3,7
5	The aspect of respecting rights should be developed within social caring character education	3,6
6	The aspect of cooperating should be developed within social caring character education	3,5
7	The aspect of providing help to other people should be developed within social caring character education	3,5
Average		3,57

According to table 4, it can be seen that the average score obtained among the Islamic education lecturers regarding social caring character education scope sub-indicators is considered very good (3.56). Additionally, each point of the entire aspects obtained almost identical results which are considered very good for each aspect. It further affirms that

lecturers of Islamic education course strongly agree and understand that the scope of social caring character education directs and focuses on the internalization and direct practice in the students' real life. According to the results of data analysis from the closed-ended questionnaires distributed to the subjects regarding the perception of the lecturers of Islamic education course, the indicator of social caring character education integration consists of several sub-indicators on the implementation of social caring character education within Islamic education course. The sub-indicators are presented in the following table 5.

TABLE V.   THE IMPLEMENTATION OF SOCIAL CARING CHARACTER EDUCATION SCORE

No	Indicator	The Average Score
1	Social caring character education is implemented to accomplish the objective of higher education	3,7
2	The implementation of social caring character education is important to be implemented in a higher education context	3,5
3	The implementation of social caring character education is integrated with the applied curriculum in higher education	3,7
4	The implementation of social caring character education is important to be integrated during Islamic education course in higher education	4,0
5	The implementation of social caring character education could encourage the learning objective of Islamic education course in higher education	4,0
6	The implementation of social caring character education is connected with scientific approach during Islamic education course in higher education	4,0
7	The success of social caring character education integration in the learning highly depends on the performance of lecturers and the willingness of students.	3,7
Average		3,8

According to table 5, it can be seen that the average score obtained among the Islamic education lecturers regarding the implementation of social caring character education sub-indicators is considered very good (3.8). The highest average score is the aspect of social caring values which are integrated into Islamic education course. It means that the lecturers of Islamic education course in higher education understand well that the integration of social caring character education is in line with the attempt to form students' characters. The character development could be integrated into an academic activity such as learning in a certain course [5].

The accomplishment aspect of the social caring character education which is integrated to Islamic education course in higher education is highly depended on the performance of lecturers in giving the lecture as the facilitator and indeed the willingness of students as the subject who want to encourage themselves to have good character. The aspect obtained 3.70 and it is considered as very good. It means that the lecturers of Islamic education course strongly agree that the success of social caring character education in Islamic education course relies on the performance of lecturers and the willingness of

students. Lecturers, as the facilitator who implements the course, should be actively involved in the optimization of social caring character education. Lecturers should take any attempt to disseminate and form social caring character among students during the process of learning. Therefore, students could understand and be aware of the importance of social caring character development. Also, in the daily life basis, they will be able to implement it.

In addition to the performance of lecturers, the students as the subject of learning also take a role in the success of the learning. The students should be willing to develop their character in terms of social caring. The lecturers have taken an active attempt in integrating character values of social caring within the learning process. Hence, it is better for students to also take an active attempt to encourage and develop positive character related to social caring during learning and real life. Learning is a set of the process which aims at changing and developing an individual's cognitive structure. Thus, the success of learning which is integrated with the character education needs the participation and awareness of students to form their cognitive structure based on the development of moral cognitive and environmental stimulation through learning [6].

Overall, the perception of Islamic education course lecturers regarding the integration of social caring character education within Islamic education learning is considered good. Perception is a process of the individual in recognizing the certain object [7]. Perception is process implemented in such a mechanism where such mechanisms and processes allow and an organism to visually perceive [8]. Perception is multifaceted phenomenon that involves the subject sender and the event or insight calculated to be perceived [9]. By possessing adequate knowledge and a good understanding of the integration of social caring character education in Islamic education course, it will shape a good perception regarding Islamic education learning as an attempt to form social caring character.

The perception and understanding of Islamic education course lecturers regarding the integration of social caring character education will support the implementation of the learning objectives of Islamic education course in higher education. Perception and understanding of the lecturers of Islamic education course are the initial stages of the implementation before it is integrated completely in the learning. When the lecturers have a good understanding of the essence of social caring character education, then it will facilitate the development learning activities which are oriented to the development of social caring character education. Therefore, the success of social caring character education in Islamic education course is highly depended on the lecturers understanding.

The result of this research which shows good perception regarding social caring character education affirms that the lecturers of Islamic education course are strongly aware and understand with the importance of social caring character education integration. This becomes a good initial stage in the implementation of social caring character education within Islamic education course. Also, the understanding of the

essence of social caring character education will support the implementation. The implementation of social caring character education by integrating to Islamic education course serves as an attempt to form social caring character among students in higher education.

IV. CONCLUSION

According to the research results obtained, it can be generally concluded that the perception of Islamic education course lecturers about social caring character education is good (by obtaining 3.57 in the average score). Further, the perception of lecturers regarding the integration of social caring character education in Islamic education course is also considered good (by obtaining 3.80 in the average score).

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