

CHALLENGES OF IMPLEMENTING CHARACTER EDUCATION BASED ON ISLAMIC VALUES IN THE INDEPENDENT CAMPUS LEARNING CURRICULUM (MBKM)

Muhammad Iqbal ¹, Najmuddin ¹, Muhammad Rizal ¹, Zahriyanti ¹

¹ Almuslim University, Aceh, Indonesia

*Corresponding Address: muhammadiqbal@umuslim.ac.id

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Abstract: Character education based on Islamic values in the higher education curriculum is increasingly becoming an interesting topic of debate in contemporary education. This article aims to determine the challenges and opportunities faced in implementing character education based on Islamic values in higher education, using qualitative methods through literature studies and searches. This research explores the concept of Islamic-based character education, analyzes the challenges faced in its implementation, and identifies opportunities to strengthen this approach in higher education curricula. The results of the analysis show that although there are various challenges, such as integrating Islamic values into the secular curriculum, public perception of Islamic education, and limited resources, there are also significant opportunities, such as increasing awareness of the importance of character-based on Islamic values. education, support from Islamic educational institutions, and the important role of universities in shaping students' personalities and morals. These findings imply the need for a holistic and integrated approach to overcoming challenges and seizing opportunities to strengthen character education based on Islamic values in higher education environments.

Keywords: Character Education, Islamic Values, Higher Education Curriculum, Challenges, Opportunities

INTRODUCTION

Character education based on Islamic values in the higher education curriculum is increasingly becoming a concern in the world of education today. Emphasis on character formation based on Islamic values is important in preparing students to become individuals with integrity, responsibility, and noble character in society (Suyuti & Yustitia, 2021). However, various challenges must be faced in implementing character education based on Islamic values in a higher education environment, and opportunities can be exploited. In exploring the challenges of implementing Islamic values-based character education in the learning curriculum in independent universities, several things have become the main focus. Research (Hadi & Muhid, 2022) shows that adopting Islamic values-based character education in universities faces challenges in gaining broad support and understanding from all stakeholders, including lecturers, students, and administration. Some may question the relevance of Islamic values in the increasingly global and multicultural context of higher education.

The opportunity lies in the potential to strengthen students' religious and moral identity and increase their awareness of the ethical values and social responsibility instilled in Islamic teachings. Through this approach, universities can contribute more to forming individuals who are responsible, ethical, and care for society.

Character education based on Islamic values should be an integral part of the independent curriculum in higher education (Sonia, 2022). This is because character education aims to develop intellectual intelligence and form strong morals and values in students. In an independent curriculum, character education can be integrated flexibly and holistically, allowing students to understand Islam's moral and ethical principles while maintaining academic freedom and pluralism of ideas (Sofa et al., 2023). The relationship between Islamic-based character education and the independent curriculum creates opportunities to enrich students' learning experience, develop their awareness of universal values, and encourage them to become responsible and ethical individuals in society (Sa'diyah et al., 2022). Thus, integrating character education in the independent curriculum can be a strong foundation for forming a generation with a balanced personality and contributes positively to building society (Ginanjar, 2016).

Research (Afif, 2022) highlights the effectiveness of classical approaches in integrating Islamic-based character education into the college curriculum. The study suggests that while traditional methods can effectively convey Islamic values, they may be less relevant in a more dynamic and inclusive curriculum. Research (Islam, 2017) investigates students' perceptions of the importance of Islamic-based character education in their curriculum. The study found that while most college students acknowledge the moral values taught by Islam, they may not feel connected

effectively in their learning. Meanwhile, the research (Saputra et al., 2023) analyzed the implementation of Islamic-based character education in several universities. The research highlights variations in approaches and implementation successes across different institutions, showing no one-size-fits-all approach. The research (Wiranata, 2019) compared the academic outcomes and behavior of students involved in Islamic-based character education programs with those who were not involved. The study suggests that participation in such programs can significantly positively impact academic achievement and student behavior.

The main difference between this research and the research to be carried out is the focus on the learning curriculum in independent universities. While past research may have explored the integration of Islamic-based character education in the context of traditional curricula, it will highlight the unique challenges and opportunities that arise when trying to implement it in a more flexible and inclusive curriculum. This will include research on how the independent curriculum affects student approaches, responses, and administrative challenges that may arise in effectively integrating Islamic-based character education.

Realizing the importance of forming strong character based on Islamic values in facing contemporary moral and social challenges, this research strengthens the urgency to identify challenges and opportunities in implementing character education based on Islamic values in higher education environments.

This research is important because of the increasing complexity of understanding the dynamics of modern universities moving towards inclusivity and pluralism. By understanding the challenges in presenting Islamic-based character education in an independent curriculum, this research will provide valuable insights for higher education institutions to develop effective strategies. In addition, this research can also contribute to improving understanding of how Islamic values can be articulated within a framework appropriate to an increasingly complex global and multicultural context. Therefore, this research is relevant for the development of education at the national level and has broad implications in shaping the direction of higher education globally based on the values of justice, tolerance, and diversity.

This research aims to identify challenges and opportunities in implementing character education based on Islamic values in higher education and provide a more comprehensive understanding of the concept. It is hoped that the benefits of this research can guide universities in developing effective strategies to increase character formation based on Islamic values among students.

METHODS

This research uses a qualitative approach to determine the challenges and opportunities for implementing character education based on Islamic values in the higher education curriculum. Specifically, it uses a literature review method to collect and analyze existing literature on the subject matter. Data Sources Primary data sources for this research include Peer-Reviewed Journals, Books and Monographs, Government Reports, and Gray Literature.

The data analysis method used in this study is Interpretive analysis. Interpretive analysis involves interpreting research findings in the context of existing theoretical frameworks and conceptual models. By using interpretive analysis, this research will provide a deeper understanding of the factors that influence the implementation of Islamic-based character education in the independent university curriculum and contribute to the development of theory and practice in this field.

Overall, the qualitative research methodology used in this study allows a comprehensive exploration of the challenges and opportunities for implementing character education based on Islamic values in the higher education curriculum. By synthesizing findings from multiple sources, this research aims to provide valuable insights to inform future efforts to improve character education programs in higher education institutions.

RESULTS AND DISCUSSIONS

Independent Campus Learning Curriculum (MBKM)

Independent Campus Learning Curriculum, or MBKM, is a higher education initiative introduced in Indonesia to expand access, improve quality, and follow global trends in learning. MBKM aims to provide greater flexibility for students in determining their educational path, allowing them to explore their interests and talents in greater depth. This concept emphasizes that every student has different learning needs; therefore, MBKM provides greater space for students to tailor their learning experiences according to their needs (Imran, n.d.).

At MBKM, students can choose their courses, study programs, and learning paths. This includes allowing students to take cross-disciplinary courses, intern in various industries, take online courses, or even engage in research projects relevant to their interests (Mujib et al., 2023). Thus, MBKM promotes learning based on students' interests and needs, enabling them to develop competencies and skills relevant to their future careers.

One of the important features of MBKM is competency recognition, where students can earn academic credit for the knowledge and skills they acquire outside the formal academic environment (Zainuri, 2022). This can include professional certifications, work experience, or relevant extracurricular activities. Recognizing these competencies, students can accelerate their progress towards a bachelor's degree or increase their competitiveness in the job market.

Student mentoring is also a focus in MBKM. Supervisors will assist students in planning their learning path, evaluating their academic progress, and supporting their academic and career goals (Zubair & Amir, 2023). Assessment in MBKM is also holistic, focusing on academic achievement and recognizing the development of skills and personality values that are important for success in the world of work. With a holistic and student-oriented approach, MBKM is expected to bring positive changes in the Indonesian higher education system, improve the quality of graduates, and strengthen the connection between education and the world of work.

Table 1. Character Education Based on Islamic Values in the Independent Campus Learning Curriculum (MBKM)

No.	Courses	Description	Character Education Objectives
1	Ethics Prof	This course discusses ethical principles in professional practice	Develop student integrity and moral responsibility
2	Islamic Attitude	Introducing moral values in Islam and their application	Encourage students to internalize Islamic teachings in everyday life
3	Islamic Leadership	Learn the concept of leadership in Islam and its practice	Develop leadership skills based on Islamic values
4	Islamic Economics	Analyze economic principles in Islam and their application	Forming an understanding of economic justice based on Islamic principles

Table 2. Challenges in Implementing Character Education Based on Islamic Values in the Independent Campus Learning Curriculum (MBKM)

No.	Challenge	Description
1	Resistance to faith-based approaches	Some may reject or doubt the relevance of Islamic values in a curriculum oriented towards academic freedom and pluralism of ideas.
2	Provision of Adequate Resources	The unavailability of lecturers and quality learning materials in Islamic-based character education can be an obstacle to implementing MBKM.
3	Integration with Existing Curriculum	Integrating Islamic-based character education into existing curricula may require a thorough and time-consuming restructuring.
4	Holistic Assessment	Develop an assessment system that can accommodate aspects of student character and morals and encourage comprehensive personal development.

No.	Challenge	Description
5	Support and Involvement of Academic and Administrative Staff	Gaining full support from academic and administrative staff in implementing Islamic-based character education can be a significant challenge.

These tables can provide a clearer understanding of how Islamic values-based character education is integrated into the MBKM curriculum and the challenges faced in its implementation. Here's a more detailed explanation.

Challenges in Implementing Character Education Based on Islamic Values

Several challenges were found at this stage in implementing character education based on Islamic values in the higher education curriculum. The main challenges faced include resistance to change by educational institutions, a lack of understanding of Islamic values among teaching staff, and a mismatch between Islamic values and secular curriculum approaches (Hermawan et al., 2021).

The challenges in implementing character education based on Islamic values are an integral part of the educational process, which requires a deep understanding of the social, cultural, and institutional context in which the education is implemented (Walid, 2011). Here are several points that explain in more detail about these challenges:

Resistance to Change: Implementing character education based on Islamic values often faces resistance from teachers and education providers to change. Some people may feel uncomfortable or resistant to changing existing curriculum approaches, especially if the curriculum is already established in a secular education system.

Lack of Understanding of Islamic Values: Another challenge is the lack of understanding of Islamic values among teaching staff and educators. This can hinder efforts to integrate Islamic values into the higher education curriculum effectively and holistically.

Incompatibility with a Secular Curriculum Approach: Historically, most higher education in many countries was based on a secular curriculum approach (Sari et al., 2023). Challenges arise when integrating Islamic values into existing curricula, as these values may conflict or be incompatible with existing approaches.

Negative Perception from External Parties: Another challenge is the negative perception from external parties, such as the general public or the government, regarding character education based on Islamic values. Stigma or negative views towards Islam can influence support and acceptance of efforts to integrate Islamic values into higher education (Dian et al., 2023).

Limited Resources: Limited resources in finance and infrastructure are also a big challenge in implementing character education based on Islamic values. Lack of funds for developing character education programs, limited facilities to support extracurricular activities oriented towards Islamic values, and a lack of qualified teaching staff can hinder this effort.

These challenges require a holistic and sustainable approach to overcome them, which involves collaboration between education providers, teaching staff, communities, and other external parties (Mujrimin, 2021). With a deep understanding of these challenges, universities can develop effective strategies to integrate character education based on Islamic values into their curriculum and increase its contribution to forming students with character and integrity.

Limited Resources

The analysis also shows limited financial and infrastructure resources, which influence character education implementation based on Islamic values. The lack of funding for developing character education programs, limited facilities to support extracurricular activities oriented towards Islamic values, and the lack of qualified teaching staff further emphasize these challenges (Aminuddin, 2019).

Limited resources are one of the main challenges in implementing character education based on Islamic values in higher education. It covers financial aspects, infrastructure, and teaching staff. In particular, limited funds can hinder the development of Islamic-based character education programs, including procurement of teaching materials, training of teaching staff, and provision of facilities that support extracurricular activities (Kosim, 2020). The lack of adequate infrastructure, such as a special room for religious activities or other supporting facilities, can also hinder the implementation of character education programs. The lack of qualified teaching staff in Islamic character education can also be a serious obstacle because competent human resources are needed to deliver the material effectively.

Community Perceptions and Attitudes

The public's perception and attitude towards Islamic education are also important. Even though there has been an increase in awareness of the importance of character education based on Islamic values, there is still a negative stigma towards Islamic education, which can influence the acceptance and implementation of character education programs in higher education environments (Astuti, 2023).

Community perceptions and attitudes towards character education based on Islamic values play an important role in program implementation success. Even though awareness of the importance of

Islamic-based character education is increasing, there is still a negative stigma towards Islam in society (Chandra, 2020). This can create obstacles in accepting and supporting efforts to integrate Islamic values into higher education. Some people may have stereotypical or prejudiced views of Islam, which may reduce their support for Islamic character education programs.

Opportunities for Implementing Character Education Based on Islamic Values

Despite facing several challenges, the analysis results also identify various opportunities that can be utilized in implementing character education based on Islamic values in the higher education curriculum. These opportunities include increasing awareness of the importance of Islamic-based character education, support from Islamic educational institutions, and the important role of universities in shaping students' personalities and morals (Prasetia, 2020).

Despite facing several challenges, various opportunities can be utilized to implement character education based on Islamic values in higher education. One of the main opportunities is to increase awareness of the importance of Islamic-based character education among the general public (Ginanjari, 2017). Society is increasingly aware of the importance of education, which includes moral and spiritual aspects in shaping students' personalities. Support from Islamic educational institutions is also a great opportunity because they can become strategic partners in supporting and developing Islamic-based character education programs in universities.

Role of Higher Education

Universities are key in overcoming challenges and seizing opportunities to implement character education based on Islamic values. By developing a holistic approach strategy, supporting increased understanding and awareness of Islamic values among staff and students, and strengthening collaboration with Islamic education institutions and communities, universities can become effective agents of change in increasing the formation of Islamic-based character among students.

Universities have an important role in overcoming challenges and exploiting opportunities to implement character education based on Islamic values. They are responsible for developing and implementing educational programs prioritizing Islamic values and shaping student character. Higher education institutions are also responsible for ensuring that teaching staff understand Islamic values well and can deliver material effectively. It can also act as an agent of change in society by producing graduates with strong personalities and noble morals to positively contribute to social and cultural development.

Discussion

The contemporary landscape of higher education is witnessing a growing emphasis on character education, particularly when rooted in Islamic values. This study delves into the challenges encountered when implementing character education based on Islamic values within the Independent Campus Learning Curriculum (MBKM). The objective is to provide a nuanced understanding of this integration's complexities, considering the diverse academic environment and the need for inclusivity and academic freedom. By examining the context of MBKM and its objectives, the research aims to identify the main obstacles and opportunities in implementing character education based on Islamic values in higher education.

Thematic analysis of the data highlights several significant challenges in the implementation process. Resistance towards religious-based approaches is a prominent issue, reflecting concerns about the compatibility of Islamic values with academic freedom and pluralism principles. Additionally, the scarcity of resources and the need for comprehensive teacher training pose significant hurdles. However, amidst these challenges lie opportunities, such as the potential to instill moral integrity and leadership skills among students through the teachings of Islam. The interpretation of these findings underscores the importance of navigating these challenges effectively to realize the full potential of character education based on Islamic values within MBKM.

Comparative analysis with prior studies reveals similarities and differences in the identified challenges and opportunities. Similar to previous research, this study recognizes resistance to religious-based approaches and the significance of adequate resources for successful implementation. However, it contributes new insights by examining these challenges within the context of MBKM, which emphasizes flexibility and inclusivity in higher education. Additionally, the findings align with previous research in emphasizing the potential of character education based on Islamic values to cultivate ethical behavior and leadership qualities among students. This comparative analysis underscores the unique contributions of this study to the existing body of knowledge on character education in higher education settings.

This study sheds light on the multifaceted challenges of implementing character education based on Islamic values in the MBKM framework. By comprehensively exploring these challenges, the research contributes to a deeper understanding of the intricacies of integrating Islamic values into higher education curricula. Furthermore, it underscores the importance of effectively addressing these challenges to harness character education's transformative potential for students' personal and professional development. Overall, this study contributes significantly to the ongoing discourse on

character education and its role in shaping ethical and responsible individuals within higher education.

CONCLUSION

Overall, the results of the analysis show that implementing character education based on Islamic values in the higher education curriculum faces various challenges but also offers significant opportunities. By understanding the challenges and taking advantage of existing opportunities, universities can increase the effectiveness of Islamic-based character education programs and contribute to forming the next generation with noble character and integrity.

In conclusion, implementing character education based on Islamic values in the university curriculum faces various challenges but also offers significant opportunities. By understanding the challenges and taking advantage of existing opportunities, universities can increase the effectiveness of Islamic-based character education programs and their contribution to the formation of the nation's next generation with noble character and integrity.

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