

## DRIVE ORGANISATION DEVELOPMENT MODEL IN ISLAMIC CHARACTER EDUCATION IN PRIMARY SCHOOLS IN KOPO SUB-DISTRICT

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**Abstract:** The purpose of this study was to determine the implementation of the development model of the Movement Organisation of the Institute for Education and Human Resources Development (LPPSDM) Bina Putera Utama in strengthening Islamic character education of elementary schools in Kopo District and its impact. The research method used is a qualitative approach, allowing researchers to explore in-depth descriptive data about the implementation of the model and its impact on strengthening Islamic character education in elementary schools in Kopo District. The results showed that the implementation of the model succeeded in increasing students' awareness and understanding of Islamic values in daily life. This is reflected in changes in students' attitudes and behaviours, such as being responsible, tolerant and caring for the environment, in accordance with Islamic teachings. With a focus on awareness, understanding and application of Islamic values, this model has brought significant changes in school culture, student behaviour and learning quality, all of which are crucial aspects in the formation of a solid Islamic character in students. In addition, the impact is felt in the visible changes in student behaviour, quality of learning, as well as parental involvement in the education process.

**Keywords:** Activist Organisation; Islamic Character; Organisational Development Model.

### INTRODUCTION

The term character is often referred to and studied by many people, but many of us actually ignore it. Character must be created, moulded, strengthened and improved deliberately to achieve development. Character development is strongly influenced by natural conditions, both in the small environment in the country and in the community environment, then penetrates into the life of society, state, and in global life (Ikhwansyah et al., 2023).

What is often talked about these days is the fading character of the country's children. Standards of living such as trustworthiness, attentiveness, discipline, obligation and hard work seem to be missing in everyday life. Where are the behaviours of living with character? From one point of view, Indonesia has social deficiencies caused by expansionism (Suliantoro et al., 2024). We have been unaware of these shortcomings for a long time, including mental leaps forward, not paying attention to time, underestimating quality, lack of

self-confidence, and many more. Indonesian people's insight is not inferior to other countries. They are not concerned with their level of intelligence or mind, the problem really relates to their soul which reflects their personality and character (Budiarto, 2020).

On the other hand, the world of education, which most people consider natural for strengthening character culture, is perceived to be at odds in complementing its capabilities. The instructive cycle seems to focus on the dominance of information alone, rather than the habituation of acceptable behaviour. Despite the fact that schools carry out a range of similar activities, these are often done independently of the general educational experience. In general, character strengthening is a long-term speculation that aims to improve a country (Kaimuddin, 2014). What educators actually do today will determine the progress of the country in the future. The hope of realising this lies with individual educators who are truly aware of the importance of how to behave with character for the society of the future, through their own models, and learning processes that can be effective and consistent.

Islam's view on character is very important because character is a fundamental aspect of a Muslim's life. In Islam, good character is highly emphasised and considered an essential part of proper religious practice. By applying good character in accordance with Islamic teachings, a Muslim is expected to live a meaningful life, benefitting oneself, others, and the environment, as well as earning the pleasure of Allah. In Islam, good character is also considered a strong

foundation for building a just, peaceful, and harmonious society (Firmansyah et al., 2024).

Kopo sub-district is one of the sub-districts within the Serang Regency area of Banten Province, which is said to be known as an area where the majority of its citizens have received religious education at boarding schools and have a polite culture, however, this character seems to be a distant memory, now reversing direction, this situation should be a common reflection to find out the causes of this condition. One of the objectives of national education as summarised in the SISDIKNAS Law is to develop skills, shape character, and enrich the civilisation of a respectable, religious, and God-fearing nation, with noble ethics, health, knowledge, skills, creativity, independence, and to become a democratic and responsible citizen. Therefore, character education should refer to the principles in the law.

There are many explorations of character education, and they are all very helpful in the preparation of this research. Most of the research tends to be on different parts of character education, citizenship education, and character enhancement. Its confusing quality makes it a difficult idea to implement in schools. Each viewpoint emphasises different things about what is important and what is worth educating (Nasution et al., 2023).

This research focuses more on the institutional development model that will restore the education unit as a locomotive of character behaviour for the long term, with the hope of strengthening the understanding of the principles and implementation of character education in education units as indicated by the ability

to develop a character map that is in accordance with the conditions in each school; strengthened understanding of the implementation of character in learning and other activities at school as shown by the ability to develop a School Action Plan; strengthened confidence of educators as expressed in the educators' self-commitment to implement character strengthening in themselves and students; readiness of educators and schools to implement character education consistently using instruments of process indicators and indicators of achievement of learning outcomes.

Bina Putera Utama Education and Human Resources Development Institute (LPPSDM), which is located at Bina Putera Education Complex, Sebe Karamat, Rancasumur Village, Kopo, Serang, Banten Province, is a community social institution that has received a government mandate to be part of the Movement Organisation Program since 2020. In carrying out the mandate, this institution concentrates on the character education development model for elementary schools in Kopo District, Serang Regency with the aim of strengthening the competence of educators in strengthening character education in elementary schools and building awareness of the world of education to encourage generations with Islamic character in Serang Regency, especially in Kopo District.

Reasons that may have been taken into consideration for the researcher in choosing the research site for this thesis. Some of these include: The research location was chosen based on the existence of LPPSDM Bina Putera Utama which is a driving organisation engaged in strengthening character education. Primary

schools in Kopo sub-district may have special characteristics that make it a suitable environment for implementing Islamic character education. There may be communities or institutions that have an awareness of the importance of Islamic character education, making it easier to conduct research. In addition, the accessibility and affordability of Kopo Sub-district was chosen because it is easily accessible to researchers, making it easier to collect data and direct observation of the implementation of the LPPSDM Bina Putera Utama driving organisation development model. By considering the above factors, researchers can believe that Kopo Sub-district is the right location to develop and test the LPPSDM Bina Putera Utama driving organisation development model in the context of Islamic character education at the elementary school level.

## **METHODS**

This research is to find out how the development model of the driving organisation of LPPSDM Bina Putera Utama in strengthening elementary school character education in Kopo District, Serang Regency. Observation data obtained from this driving organisation will be processed into qualitative research data.

The approach taken in this research is qualitative method. To reveal descriptive data from information about the development model of the driving organisation of LPPSDM Bina Putera Utama in strengthening elementary school character education in Kopo District, Serang Regency, including management and strategies carried out to strengthen Islamic character education in elementary schools in Serang Regency.

When viewed in terms of exploration, this examination includes case study research, which is research that is carried out in earnest, top to bottom, detailed and deeply connected with cases in two destinations / places. The purpose of case research is to provide a definitive description of the foundation and quality of a case (Yin, 2018) . Meanwhile, in this study, the case is the implementation of the LPPSDM Bina Putera Utama Movement Organisation development model in strengthening elementary school character education in Kopo District, Serang Regency. This multi-site research is expected to find a different pattern in the development of organisations in Islamic character development.

### **Description of Research Objects**

The research location that the researchers took was the research location at LPPSDM Bina Putera Utama. Which is located at Jl. Raya Kopo - Asem Kp. Sebe Karamat Ds. Rancasumur Kopo District Serang Regency, Banten, and 10 elementary schools which are the target of the LPPSDM Bina Putera Utama driving organisation which includes: UPT SD Negeri Carenang Udik; UPT SD Negeri Cidahu 1; UPT SD Negeri Gabus 1; UPT SD Negeri Garut 2; UPT SD Negeri Kopo 1; SD Negeri Nanggung 1; UPT SD Negeri Nyompok 1; UPT SD Negeri Panunggulan; UPT SD Negeri Rancondo and UPT SD Negeri Rukem.

The reasons for determining the research location in this place are as follows:

- a. There is an interesting problem to research, namely that LPPSDM Bina Putera Utama is a small institution in

the village but has the opportunity to become a Movement Organisation;

- b. LPPSDM Bina Putera Utama as a driving organisation chose strengthening character education as its activity concentration;
- c. The research locations of LPPSDM Bina Putera Utama and 10 primary schools in Kopo Sub-district are easily accessible, making it easier for researchers in research activities.

The implementation of this research lasted for 6 months, starting in the period from September 2023 to February 2024. In September 2023, the research location permit was requested. Furthermore, the preparation of the instrument was carried out in October 2023. The research itself lasted for two months, namely in November and December 2023. After that, the preparation of the research results was carried out for two months, in January and February 2024. Finalisation of the thesis draft was carried out over two months, in February and March 2024. Finally, preparation for the thesis trial was carried out in June 2024.

### **Data Collection**

Looking at the problems in this study, the researcher compiled an instrument in the form of an interview guideline, namely conducting a question and answer process with informants who are considered important to provide information about the problems to be discussed in this thesis. This research is descriptive qualitative. Based on this type of research method, the main instrument is the researcher himself, with several other supporting instruments, including:

### 1. Interview

Interviews must be conducted effectively, so that in a short time maximum information can be obtained. Clear and directed language should be used, and the interview atmosphere should remain relaxed so that the data obtained can be objective and reliable (Sugiyono, 2014).

Interviews were conducted with the aim of obtaining more in-depth information about the model of strengthening Islamic character education in 10 primary schools in Kopo sub-district. First of all, an interview was conducted with the Head of LPPSDM Bina Putera Utama to understand the perspective and policy direction of the driving organisation development model in strengthening Islamic character education used by the institution.

Furthermore, the interview process was expanded by involving principals from ten primary schools located in Kopo Sub-district, Serang Regency. The purpose of the interview with the school principals was to evaluate how the development model of the LPPSDM Bina Putera Utama driving organisation in strengthening Islamic character education and the role of the school principal in implementing the model.

In addition, interviews with Grade 1 to 5 teachers in the ten primary schools were also conducted. This was done to gain direct perspectives from educators who are at the forefront of implementing the organisational development model driving LPPSDM Bina Putera Utama in strengthening Islamic character education. In-depth interviews were conducted with them to explore how strengthening Islamic character education and the organisational

development model are integrated in the daily learning process.

### 2. Observation

Observation is a structured observation and recording of phenomena that appear on the object of research (Margono, 2019). In this study, observation was carried out to see the process of implementing strengthening character education integrated in the learning process, such as supporting facilities for strengthening Islamic character education, symbols of character strengthening and habituation carried out by schools in an effort to strengthen Islamic character education, so that data were found in accordance with research needs. Actually, in qualitative research, the number of respondents is not the main criterion, but rather the source that can provide information in accordance with the research objectives. In carrying out this observation, the researcher used observation with data collection stating honestly to the data source, that he was doing research.

### 3. Documentation

The documentation method is basically as important as other methods, because this method seeks information about things or factors such as notes, records, books, papers, magazines, engravings, meeting minutes, notes, plans, and others (Yin, 2018). In collecting data for this research, documentation is also very necessary because documentation is a record of events that have occurred. Documents that can be used as research data such as the profile of LPPSDM Bina Putera Utama, Government Policy Documents on driving organisations.

While documents from schools in the form of school rules, school culture, symbols of strengthening Islamic character education displayed in the school environment and photos of learning activities that reflect strengthening character education.

### **Data Analysis**

Technical data analysis, an important process in breaking down and interpreting the information contained in the data to gain valuable insights. Examination of information in subjective exploration is done at the time of information collection and after information collection has been completed over a period of time. At the time of the interview, the researcher has checked the interviewee's responses. If the interviewee's response after checking is not appropriate, the researcher will continue to ask questions at a later date, until at some stage information is obtained that is considered defensible (Sugiyono, 2014).

Activities in qualitative data analysis are carried out interactively and continuously. Activities in data analysis include data reduction, data presentation, and conclusion drawing/verification. Sugiyono explained the activities in data analysis as follows:

1. Data were collected from observations, interviews, and documents from reliable and relevant sources. The data was then collected, reviewed, and recorded by the researcher to be processed at the next stage.
2. Data were presented and reduced according to their need and importance.
3. Conclusions about management functions in library management are drawn based on the data collected

during the research, to provide a more complete picture. If there are additional statements needed after this process, researchers will return to the field to obtain additional data (Sugiyono, 2014)

### **RESULTS**

After completing the research, researchers summarised data from various sources, including the results of interviews, observations, and documentation. The next stage was to analyse the data to gain a deeper understanding of the research results. In this process, the researcher chose a qualitative descriptive analysis method, in which the data collected from various sources will be analysed in detail. The purpose of this analysis is to describe and explain the findings that emerge from the data that has been collected, thus allowing researchers to compile a more comprehensive picture of the phenomenon under study.

The data analysis process is an important step in research because it provides a deeper understanding of the results that have been collected. By using the qualitative descriptive analysis method, researchers can dissect interview, observation, and documentation data in detail. Through this analysis, researchers can identify patterns, significant findings, and interpretations that describe the essence of the phenomenon under study. Thus, data analysis becomes the foundation for drawing strong conclusions and supporting the findings in the research.

The data obtained and presented by the researcher will be examined in accordance with the problem formulation set out in the study. The results of this analysis will be used as a basis for

formulating conclusions that are accurate and in accordance with the research objectives. By applying the qualitative descriptive analysis method, the researcher aims to provide a deeper understanding of the phenomenon being investigated, as well as explain its implications and relevance to the context of the problem being studied.

### **Implementation of the LPPSDM Bina Putera Utama Movement Organisation Development Model in Strengthening Islamic Character Education for Elementary Schools in Kopo District**

The implementation of the Promoter Organisation Development Model of LPPSDM Bina Putera Utama has become important in efforts to strengthen Islamic character education in primary schools in Kopo sub-district. This model is the foundation for education units to incorporate Islamic values into the daily learning process. With a focus on awareness, understanding, and application of Islamic values, this model has brought significant changes in school culture, student behaviour, and learning quality, all of which are crucial aspects in the formation of a strong Islamic character in students.

Since 2020, LPPSDM Bina Putera Utama has been selected as a driving organisation, with the main focus on strengthening character education in elementary schools, especially in the Kopo District area. The model applied by LPPSDM Bina Putera Utama in seeking to strengthen character education in elementary schools is the inside out model, known as PSAD (Pahamkan, Sadarkan, and Yakinkan; Amalkan; Deklarasikan). The targets of this model are principals

and teachers, but the measurement of success is done through changes in student character. The approach begins with strengthening the understanding of Islamic values among teachers, followed by increasing awareness and belief in these values, and encouraging practice and declaration in students' daily lives.

In implementing this model, research was conducted on 10 primary schools in Kopo Sub-district through interviews, observations and documentation. The results of this study can be summarised based on information obtained from the respondents that: The principal plays an important role in driving the implementation of the LPPSDM Bina Putera Utama driving organisation development model in Islamic Character Education in schools. As the main leader, his responsibilities are not limited to the implementation of the model, but also include fostering all pendidik and education personnel to understand, accept, and apply the principles underlying Islamic character education. With his success in ensuring that the institution's vision and mission are aligned with the goals of Islamic character education, the principal becomes the backbone in realising a learning climate conducive to student growth and development.

Not only that, the role also involves coordination and collaboration with teachers and other relevant parties. This is important to ensure that every part of the school understands the model well and is actively involved in its implementation. Through effective communication and close co-operation, the principal can form a solid team in implementing a holistic approach to Islamic character education in the school environment. As stated by the

principal of SDN Carenang Udik, Kopo sub-district, the principal's seriousness in carrying out his duties is reflected in his efforts to ensure that every step taken is relevant to the principles underlying Islamic character education. Recognising the importance of building a strong foundation for character education, the principal makes Islamic values the primary basis for every decision and action she takes, creating an environment that promotes integrity, honesty and faithfulness to religious teachings in the daily life of the school.

The principal also plays a role in facilitating collaboration between LPPSDM Bina Putera Utama and teachers at school. His tasks include efforts to unite the vision and goals between educational institutions and teachers, so that this model can be effectively implemented and integrated into the learning process. By organising learning group or community of practice meetings, discussions and workshops, the principal ensures that teachers are actively involved in learning activities that lead to strengthening Islamic character education. Through this collaboration, teachers have the opportunity to provide their input and creative ideas, so that the model implemented can be better suited to the specific needs and context of the school. Thus, the principal not only acts as a liaison between the educational institution and teachers, but also as a facilitator to create a strong synergy in the effort to improve character education in schools.

In addition, the principal is responsible for ensuring that the human resources in the school receive the necessary training and mentoring to effectively implement the model. By

paying attention to individual needs and ensuring that each teacher is adequately psychomorally and cognitively equipped, the principal paves the way for the overall success of the programme. In addition to providing training, he also provides mentoring and guidance to educators in implementing the programme. Through an inclusive and proactive approach, the principal creates a supportive environment for professional growth and development, so that each teacher feels supported and motivated to contribute maximally in realising the goals of Islamic character education in the school. Thus, his role is not only limited to setting and organising, but also to empowering human resources in the school to achieve excellence in the implementation of the applied model.

The principal also plays an important role in inspiring and guiding teachers to be actively involved in the implementation of the model, in accordance with the action plan developed with LPPSDM Bina Putera Utama. By providing strong encouragement and motivation, the principal ensures that teachers understand the importance of their role in implementing the model in the school environment. In addition, he also provides the necessary guidance and direction to help teachers resolve obstacles that may arise during the implementation process. By paying attention to the action plan that has been mutually agreed upon, the principal ensures that all steps taken by the teachers are in accordance with the vision and goals that have been set, thus creating an effective synergy between all parties involved in the effort to strengthen Islamic character education at school. Thus, his role is not only as a leader, but also as a mentor and guide who helps

create a dynamic and progressive learning environment for all school members.

Principals are responsible for evaluating and monitoring the implementation of the model, with the aim of ensuring that the objectives of Islamic character education are achieved as set out. Through a systematic evaluation process and continuous monitoring, the principal can identify the successes and challenges faced in implementing the model. Thus, corrective measures can be taken in a timely manner to increase the effectiveness of the programme. In addition, evaluation and monitoring also provide opportunities for principals to interact with teaching staff and students, listen to their feedback, and gain insights into their experiences in the learning process. By taking into account the results of this evaluation and monitoring, the principal can direct the necessary improvement efforts, so that the implementation of the model can become more effective and have a positive impact on strengthening Islamic character education in schools. Thus, the principal's role in conducting evaluation and monitoring is a crucial step in ensuring the success and sustainability of the programme. This is in accordance with what the head of SDN Rukem said, who said:

We continue to evaluate and monitor the implementation of the LPPSDM Bina Putera Utama driving organisation development model in strengthening Islamic character education. By making continuous improvements, we ensure that our Islamic character education goals are achieved as expected.

The teacher is one of the prime movers in implementing the model of strengthening Islamic character education

in schools. With active involvement, he/she ensures that the principles taught in the model are reflected in the daily learning practices in the classroom. In addition, the Teacher also has an important role in integrating Islamic values into the learning process making it an integral part of the students' learning experience. Not only that, he also conducts supervision outside of school, such as in students' family and play environments, to ensure that Islamic values are also applied in students' daily lives outside the school environment. Thus, the role is not only limited to the classroom setting, but also extends its influence to ensure that Islamic character education takes place in all aspects of students' lives.

Teachers actively utilise the training and mentoring provided by LPPSDM Bina Putera Utama. By participating in the training, he aims to improve his teaching skills to be more effective in implementing the Islamic character education model. In addition to that, the Teacher is also committed to being a role model for students in applying Islamic character values in everyday life. Thus, the Teacher's role is not only focused on improving teaching skills, but also on building character and attitudes that are in accordance with Islamic teachings. Through this effort, Teachers play an important role in strengthening the implementation of the driving organisation development model and ensuring its success in shaping students' Islamic character.

Teachers actively participate in the development of Islamic character education programmes that are in line with the LPPSDM Bina Putera Utama model of development in character education. By

being involved in the programme development process, teachers play a role in ensuring that the programme can effectively integrate the principles taught in the model. In addition, his participation also ensures that the programme is in accordance with the needs and context of the school, so that it can have a maximum impact on Islamic character education in the school environment. Thus, the teacher's role is not only limited to programme implementation, but also extends his/her influence in the development of relevant and effective programmes for students.

Teachers pay special attention to students' individual needs and development in achieving Islamic character competencies. By applying the differentiation approach, the teacher ensures that each student gets the appropriate attention according to their ability level and needs.... Through this approach, teachers endeavour to ensure that each student can develop their Islamic character according to their individual potential. By understanding individual differences in the classroom, the teacher builds a comprehensive and strong learning climate, where each student feels valued and upheld in his/her way of learning. Thus, the Teacher's role is not only limited to the delivery of material, but also to the nurturing and development of students' Islamic character through an individual needs-centred approach.

Teachers are actively involved in the evaluation and reflection process of the Islamic character education programme. Through participation in the evaluation, teachers play a role in evaluating the effectiveness of the programme and identifying areas that require

improvement. In addition, teachers also endeavour to improve the learning process to make it more responsive to students' needs. By listening to students' feedback and identifying their individual needs, the teacher ensures that students' learning experiences can be optimised in accordance with the objectives of Islamic character education. Thus, the educator's task is not only limited to delivering material, but also to train and create learning programmes that suit students' needs and assumptions. Through these efforts teachers contribute to increasing the effectiveness and relevance of Islamic character education programmes in schools.

The summary of the research data analysis above can be presented by researchers there are several points that are considered relevant to this study, namely that:

a. Principal Responsibility

Some important aspects of the implementation of the organisational development model that are the responsibility of the school principal include: Firstly, as the main leader in the school, the principal has direct responsibility for implementing the model. This involves coordinating, supervising and mobilising all school staff to ensure that the model is implemented effectively and consistently.

Furthermore, the principal is also responsible for ensuring that the vision and mission of the educational institution are aligned with the objectives of Islamic character education. This includes ensuring that every step taken in the school, whether in policies, programmes or extracurricular activities, supports and

reinforces the Islamic values to be instilled in students.

By taking on this responsibility, the principal is at the forefront of creating an educational environment centred on Islamic values. By integrating the institution's vision and mission with the goals of Islamic character education, principals help create an atmosphere conducive to students' spiritual, moral and social development in accordance with Islamic teachings.

**b. Collaboration between LPPSDM Bina Putera Utama and Teachers:**

Collaboration between Bina Putera Utama LPPSDM and teachers is one of the key aspects in the implementation of the drive organisation development model. As part of his/her responsibility, the principal is in charge of facilitating this collaboration. This includes organising meetings, workshops, or trainings where teachers can interact directly with representatives of LPPSDM Bina Putera Utama.

In this collaboration, teachers are given the opportunity to adopt and integrate the driving organisation development model into their curriculum. They can learn in-depth about the principles of the model and how to apply it in the context of classroom learning. In addition, this collaboration also allows teachers to exchange experiences and best practices with fellow teachers from other schools who have implemented the model.

With good facilitation from school principals, collaboration between LPPSDM Bina Putera Utama and teachers can be an effective means to strengthen the implementation of the model of developing a driving organisation in

strengthening Islamic character education in schools. Through this collaboration, teachers can feel supported and guided in implementing the model, while LPPSDM Bina Putera Utama can ensure that the model is applied consistently and effectively in various schools.

**c. Training and Mentoring:**

The principal also has the responsibility to ensure that human resources in the school receive effective training and mentoring from LPPSDM Bina Putera Utama. This means arranging and facilitating appropriate training for teachers and other school administrative personnel, so that they can understand and implement the drive organisation development model properly. In addition, the school principal should always ensure that the mentoring provided by LPPSDM Bina Putera Utama is appropriate to the needs of the school and effective.

In addition, the principal is responsible for providing support and guidance to teachers for the success of the programme. This includes providing the necessary resources and means for teachers to implement the model well, as well as providing ongoing guidance and direction to ensure that the programme runs smoothly. The guidance and support provided by the principal will help motivate teachers to implement the model and increase the likelihood of the programme's overall success.

**d. Teacher Leadership and Mentoring:**

Teacher leadership and mentoring are important aspects that principals must undertake in implementing the driving organisation development model. Principals are responsible for inspiring and

guiding teachers to be actively involved in the implementation of the model. This involves motivating teachers to adopt the model in their daily practice in the classroom and outside the classroom.

In addition, principals must also provide appropriate guidance to teachers in implementing the model. This can be done by giving clear directions, providing constructive feedback, and providing the support needed to enable teachers to overcome obstacles or challenges that may arise during the implementation process. With assistance from LPPSDM Bina Putera Utama, principals can strengthen their role in leading and guiding teachers in the implementation of the model, thus ensuring that the implementation runs appropriately and achieves the expected results.

e. Evaluation and Monitoring:

The school principal, in addition, also has an important role in evaluating and monitoring the implementation of the driving organisation development model. This evaluation and monitoring aims to ensure that the Islamic character education goals set can be achieved properly.

In conducting the evaluation, principals need to collect data on various aspects of the model implementation, such as teacher and student participation, changes in student behaviour and attitudes, and the impact felt by other school stakeholders. This data is then analysed to evaluate the effectiveness of the model, identify areas that need improvement, and determine the next steps to improve the implementation.

In addition, monitoring is also carried out regularly to ensure that the model continues to be implemented

istiqomah and in accordance with the established plan. The principal needs to be actively involved in this evaluation and monitoring process, working closely with the team or committee appointed to manage the implementation of the model. Thus, the principal can ensure that the efforts to strengthen Islamic character education in the school run as expected and produce positive results.

In addition to the above, several things that have been collected and need to be presented in the results of this study are the Teacher's Role in Implementing this Model, among others

- 1) Integration of Islamic Values: Teachers integrate Islamic values into daily learning and monitor students' behaviour outside of school.
- 2) Teaching Skills Development: Teachers utilise training and mentoring to develop their teaching skills and become role models for students.
- 3) Participation in Programme Development: Teachers participate in the development of an Islamic character education programme that is in line with the development model of the driving organisation.
- 4) Attention to Students' Individual Needs: Teachers pay attention to students' individual needs and development in achieving Islamic character competencies.
- 5) Evaluation and Improvement of the Learning Process: Teachers engage in evaluation and reflection on the Islamic character education programme, and improve the learning process to be responsive to students' needs.

From the data analysis of the data above, it can be concluded that the implementation of the LPPSDM Bina

Putera Utama driving organisation development model in strengthening Islamic character education in elementary schools in Kopo District involves the active role of school principals and teachers. The principal is directly responsible for implementing the model, ensuring that the vision and mission of the institution are aligned with the goals of Islamic character education. Facilitating collaboration between LPPSDM Bina Putera Utama and teachers, providing training, mentoring, support and guidance for programme success. Evaluating and monitoring the implementation of the model to realise the objectives of Islamic character education.

Teachers play a role in integrating Islamic values into daily learning, developing teaching skills, and being role models for students. Participate in the development of Islamic character education programmes in accordance with the development model of the LPPSDM Bina Putera Utama driving organisation. Pay attention to the individual needs and development of students in achieving Islamic character competencies, and engage in evaluation and reflection on the programme. Thus, the implementation of this model succeeded in strengthening Islamic character education in elementary schools in Kopo Sub-district through cooperation between principals and teachers, as well as the implementation of a well-structured and monitored programme.

### **The Impact of the Implementation of the Organisation Development Model of LPPSDM Bina Putera Utama in Strengthening Islamic Character Education in Elementary Schools in Kopo District**

Through the implementation of this model, principals have observed a significant impact on students' awareness and understanding of the values contained in Islamic teachings in their daily lives. They identified a consistent improvement in students' understanding of Islamic principles, which is reflected in their behaviour and attitude in the school environment as well as outside the classroom. In addition, the principals also emphasised that the school's reputation has improved in the eyes of the community, mainly due to the recognition of the strong Islamic character education instilled in the educational environment. This shows that the implementation of the driving organisation development model has successfully brought about a tangible positive impact on students and the school's reputation in its community.

The principal has observed significant changes in students' behaviour and attitudes as a result of the implementation of this model. He noted that students have shown marked improvement in various aspects, including responsible behaviour, tolerance and social skills. The students not only demonstrated adherence to the Islamic values taught through this model, but were also able to apply them in their daily interactions in the school and community environment. This indicates that LPPSDM Bina Putera Utama's model of developing a driving organisation in Character Education has successfully stimulated positive changes in

students' behaviour and attitudes, realising a more inclusive and harmonious learning environment in schools.

The principal witnessed a significant improvement in the quality of learning in the classroom as a result of the implementation of the driving organisation development model. He observed that teachers have improved in their skills in integrating Islamic values into the daily learning process. This phenomenon is able to create a more dynamic and Islamic values-centred learning environment where students can respond better and more meaningfully to the learning materials. This improvement in the quality of learning has a positive impact on students' understanding of Islamic teachings and their ability to apply them in their daily lives, as well as strengthening the school's efforts in improving Islamic character education.

The principal observed significant changes in the overall school culture as a result of the implementation of the driving organisation development model. He noted that values such as integrity, honesty and co-operation have become an integral part of daily life in the school environment. This shows that the model was successful in changing the dynamics of the school culture, where students and teaching staff actively apply Islamic principles in their interactions at school. This change not only creates a more positive and harmonious atmosphere, but also provides a strong foundation for sustainable Islamic character development.

Based on the results of the interviews, the implementation of the LPPSDM Bina Putera Utama drive organisation development model in Islamic character education in our school

has brought a positive impact on the school's reputation in the community. Parents stated that they feel more confident that their children are not only receiving a good academic education, but also solid moral values in accordance with Islamic teachings. This shows that the efforts to strengthen Islamic character education in the school have been recognised and appreciated by the school stakeholders and the surrounding community.

As a teacher, I have directly witnessed how LPPSDM Bina Putera Utama's model of developing a driving organisation has changed the dynamics in the classroom. The classroom is not only a place of learning, but also a livelier place where interactions between students are well underway. Students seem more open, more caring, and more respectful of each other. These changes reflect the positive impact of the Islamic character education efforts implemented, which not only affects students' attitudes and behaviour, but also creates a more inclusive and harmonious learning environment.

The implementation of this model has helped us present meaningful and relevant learning. They not only gain knowledge about Islamic values from textbooks, but also through direct experience and practice in the school environment. Of course, this achievement would not have been realised without the cooperation between teachers in the effort to realise this Islamic character education. Cooperation among teachers plays an important role in strengthening the implementation of Islamic character education, making it easier to create a learning environment that is more

immersive and has a positive impact on student development.

One of the most memorable impacts for me is the change in students' learning motivation. Now, they show greater enthusiasm and high motivation to learn because they realise the direct connection between the education they receive and the values they espouse in their lives. For example, students can understand the importance of honesty in their lives, and this phenomenon is reflected in their attitudes and behaviour inside and outside the school environment. This shows that Islamic character education not only affects students' knowledge, but also changes their attitudes and actions, creating a positive impact in personality formation.

We have also noted an increase in parents' involvement in their own children's education since the implementation of this model. Parents have become more active in supporting school activities and participate more in their children's Islamic character learning process at home. This parental support and involvement strengthens the co-operation between school and family in shaping children's character and morality, thus creating a favourable learning environment climate for their overall growth and development.

Teachers realise the importance of their contribution in the process of implementing the model of developing a driving organisation in Islamic character education. Honoured to be part of such positive change, Teacher 5 acknowledges that the role and efforts made by teachers have a significant impact in shaping students' character. His belief that the impact of the model's implementation will

be felt in the long term shows a strong commitment to continue participating and supporting the students' character building efforts. It also confirms the importance of teachers' role as agents of change in creating a learning environment that promotes Islamic values and shapes a better generation in the future.

The implementation of the LPPSDM Bina Putera Utama driving organisation development model in strengthening Islamic character education in elementary schools in Kopo sub-district has a significant positive impact. This can be seen from increased student awareness and understanding, changes in student behaviour and attitudes, improved learning quality, changes in school culture, and more active parental involvement. In addition, students' learning motivation has also increased, supported by collaboration and co-operation between teachers in Islamic character education.

From the summary of the research data analysis, it can be presented in several ways, namely:

a. Student Awareness and Understanding

The principal observed a significant improvement in students' awareness and understanding of Islamic values as a result of the implementation of the drive organisation development model. This shows that the efforts made in integrating Islamic values into the school environment have had a positive impact on students' understanding of religious teachings. Meanwhile, the head of SDN Rukem, Aliyudin, added that "the school's reputation has also improved in the eyes of the community as a result of strong Islamic character education". This shows that the implementation of the model not only has an impact on the individual level, but also

on the reputation and image of the school as a whole.

#### b. Student Behaviour and Attitude

The principal of SDN Gabus 1, noted a marked improvement in student behaviour and attitudes as a result of the implementation of the drive organisation development model. "Students in the school showed improvement in responsible, tolerant behaviour and better social skills". This shows that Islamic character education reinforced through the model has been successful in shaping positive attitudes and behaviours in students. This improvement reflects the effectiveness of the school's efforts in integrating Islamic values into students' daily lives, thus creating a more harmonious and inclusive environment. Thus, the positive changes in students' behaviour and attitudes are clear evidence of the successful implementation of the model in shaping students' character holistically.

#### c. Quality of Learning

The improvement in the quality of learning in the classroom as a result of the implementation of the development model of the driving organisation changed the teachers' paradigm in the learning process. The head of SDN Garut 2, Mulyati, revealed "Teachers at the school have become more trained in integrating Islamic values into the daily learning process". This improvement shows that the implemented model has helped improve the competence and skills of educators in delivering subject matter with an Islamic values-oriented approach. Along with that, improving the quality of learning also creates a more positive and supportive

learning environment for students. Thus, improving the quality of learning is one indicator of the success of the model's implementation in strengthening Islamic character education in the school.

#### d. School Culture Change

The principal highlighted the changes in the overall school culture as a result of the implementation of the driving organisation development model. Within the school environment, the head of SDN Nyompok 1, Titin Haryatati, said that "Values such as integrity, honesty and co-operation have become an integral part of daily life". This shows that efforts to strengthen Islamic character education have succeeded in changing the cultural dynamics in the school, creating a more positive and harmonious atmosphere. This change also reflects the school's commitment in building an environment that supports the holistic growth and development of students' characters. Thus, changes in school culture become an important indicator of the successful implementation of the model in shaping students' character and creating a conducive learning environment.

#### e. Parental Involvement

The increased involvement of parents in their children's Islamic character education process since the implementation of this model, as noted by Teachers, demonstrates the positive impact of the programme beyond the school environment. Dida Hilpiyah, Grade II Teacher at SDN Panunggulan said; "With the more active involvement of parents, the collaboration between school and family becomes closer". This allows parents to support and reinforce the

Islamic character learning that is being done at school, both through participation in school activities and through education at home. Parental involvement is a key factor in strengthening Islamic character education holistically, as parents play a crucial role in shaping children's values and attitudes outside the school environment. Thus, increased parental involvement is a positive indicator of the effectiveness of the model's implementation in strengthening Islamic character education in primary schools.

#### f. Student Learning Motivation

The increase in students' learning motivation, as witnessed by Teachers shows the positive impact of implementing the model of developing a driving organisation in Islamic character education in primary schools. Soeprapto, one of the class teachers at SDN Nanggung 1 said "With the direct connection between the education they receive at school and the principles they espouse in their daily lives, students feel more motivated to learn". They realise the relevance of what they learn at school to their daily lives, which directly increases their interest and enthusiasm in the learning process. High learning motivation is an important factor in creating a productive and effective learning environment, and can contribute to the achievement of better and more purposeful learning outcomes. Therefore, the increase in students' learning motivation is a positive indicator of the successful implementation of the model in enhancing Islamic character education and motivating students to achieve better.

#### g. Teacher Collaboration and Co-operation:

Cooperation among teachers, as emphasised by Guru, is a key success factor in implementing the model of developing a driving organisation in Islamic character education in primary schools. In this context, collaboration between teachers plays an important role in ensuring alignment and consistency in integrating Islamic values into the curriculum and daily teaching practices. Soeprapto, SDN Nanggung 1 Teacher also explained "Through good cooperation, teachers can support each other, exchange ideas and share experiences to create a more meaningful and relevant learning environment for students". This collaboration also enables more effective adoption of the development model of the driving organisation into classroom practice. Thus, co-operation among teachers not only strengthens the implementation of the model, but also creates a harmonious and productive working climate among the teaching staff. Solid cooperation among teachers also reflects a shared commitment to advancing Islamic character education, which ultimately has a positive impact on student development and the success of the school's education programme.

#### h. Classroom Interaction and Dynamics:

The changes in classroom dynamics, as observed by teachers, show the positive effects of implementing the model of developing a mobilising organisation in Islamic character education. The principal of SDN Cidahu 1, Mersih, said: "Students have become more open and caring, reflecting a fuller

understanding of the Islamic values taught through this model".

This change is also reflected in the interaction between students, where they show respect for each other. With these changes, the classroom atmosphere becomes more harmonious and inclusive, enabling a more effective learning process. The positive interactions between students also embody the aspired learning environment, where they feel comfortable to share their opinions, learn from each other, and develop positive relationships among classmates. This is important in shaping an inclusive and welcoming school culture, which in turn improves the quality of learning and the overall student learning experience.

i. Teacher Contribution:

The contribution made by teachers in implementing this model of developing a driving organisation is very meaningful. It is an honour to be part of the positive changes in Islamic character education in primary schools in Kopo sub-district. Rahmat Sudjana, a teacher at SDN Rangcondo said: "His belief that the impact of the implementation of this model will be felt in the long run emphasises the importance of hard work and dedication in the education process". Teachers may feel a deep sense of satisfaction in seeing students' development and the positive changes in school culture that come with the implementation of the model. The contribution of teachers like Guru provides a great impetus in creating a supportive learning environment and shaping students' character positively, as well as bringing significant changes in Islamic

character education in the school environment.

From the presentation of this data, it can be seen that the implementation of the model has a significant impact in strengthening Islamic character education in primary schools in Kopo sub-district, including aspects of student awareness, changes in behaviour and attitudes, improved learning quality, changes in school culture, parental involvement, student learning motivation, collaboration between teachers, and teacher interaction and contribution in the education process.

From the presentation of the results of the analysis of the impact of the implementation of the LPPSDM Bina Putera Utama driving organisation development model in strengthening Islamic character education in elementary schools in Kopo District, it can be concluded that the implementation of this model has had a significant impact, as expressed by the Head of SDN Careng, Udik Diding Sunardi, in increasing student awareness and understanding he said: "This model has succeeded in increasing students' understanding and awareness of Islamic values, along with improving the school's reputation in the eyes of the community". Positive Changes in Student Behaviour and Attitudes: There has been a marked improvement in students' behaviour and attitudes, such as being responsible, tolerant, and caring for the environment in accordance with Islamic teachings. Improved Quality of Learning: The implementation of this model has improved the quality of learning in the classroom, with teachers better trained in integrating Islamic values. Positive Changes in School Culture: There has been a change in the overall school

culture, where values such as integrity, honesty, and co-operation have become an integral part of daily life at school. More Active Parent Involvement: The model also encourages parental involvement in their children's Islamic character education.

The increase in students' motivation to learn is also another impact that is in line with the opinion of one of the teachers of SDN Nanggung 1, Soeprapto, who said: "Students are more motivated to learn because they see a direct connection between the education they receive and Islamic values". The Importance of Teacher Collaboration and Co-operation: Collaboration between teachers is key to the successful implementation of this model, which has a positive impact on classroom dynamics and student interactions. Teachers' Contribution to Change: Teachers feel honoured to be part of the positive change in Islamic character education, confident that the impact will be felt in the long run.

Thus, the implementation of this model has brought significant changes in strengthening Islamic character education in primary schools in Kopo sub-district, creating a more positive, harmonious and supportive learning environment for students' growth and development.

## **DISCUSSION**

The implementation of the LPPSDM Bina Putera Utama driving organisation development model in strengthening Islamic character education in elementary schools in Kopo sub-district has successfully achieved several main objectives such as increasing students' awareness and understanding. Based on answers from school principals, it appears

that this model has succeeded in increasing students' awareness and understanding of the values contained in Islamic teachings in real life. This is reflected in changes in students' attitudes and behaviour, such as being responsible, tolerant and caring for the environment, in accordance with the Islamic teachings taught.

Successfully achieved Islamic character education shows that Islamic teachings have been effectively translated into educational practices. Values such as responsibility, tolerance, and care for the environment are part of the concept of *akhlakul karimah* which is at the core of Islamic teachings. This implementation is relevant to shape students into individuals who are not only religious but also contribute positively to society (Liriwati & Al-Shreifeen, 2024; Mashuri, 2021).

The implementation of this model also brought about changes in the overall school culture. Now, values such as integrity, honesty and co-operation have become an integral part of daily life in the school. This creates a more harmonious and productive atmosphere for students and staff.

The change in school culture described in this paragraph shows that the education model implemented has the potential to create long-term impact. If this model is adopted by other schools, the impact could extend to improving the quality of education nationwide. In addition, the internalisation of universal values like this can equip students with relevant life skills in facing global challenges (Hazegh & Hazegh, 2023; Mansir & Karim, 2020).

To support this model, collaboration between teachers in the process of implementing this model is very

important. This is also reflected in the teachers' responses that emphasise collaboration in Islamic character education. This collaboration is the key to success in creating a pleasant learning environment. Collaboration is not only a supporting part but also a core element of the success of this model. This is evidenced through several points, namely: first, teachers' support. Teachers' responses emphasising the importance of collaboration show that collaboration has been recognised as a crucial factor by implementers in the field.

Second, a pleasant learning environment. With collaboration, teachers can create a conducive classroom atmosphere, support students to learn more enthusiastically, and internalise Islamic values naturally. A pleasant learning environment is an important factor in supporting the success of the learning process. Through collaboration, teachers can create a conducive classroom atmosphere, focusing not only on academic achievement, but also on student character development. In a conducive atmosphere, students feel more comfortable, safe, and motivated to actively participate in every learning activity.

Collaboration between teachers allows for more varied learning, with creative and relevant methods. This supports students to learn more enthusiastically, as learning becomes more interesting and interactive. In addition, teachers can design a more personalised approach, accommodating students' individual needs, so that they feel valued and supported in their learning process (Warsah et al., 2021).

Furthermore, this collaboration helps to internalise Islamic values naturally. Values such as honesty, responsibility and cooperation can be applied in every learning activity, whether through in-class interactions or group activities. Thus, students not only understand the concept of Islamic values, but also practice them directly in their daily lives in the school environment. This positive learning environment serves as an effective means to shape the character of students who are religious as well as have integrity (Utomo, 2017).

The impact of the implementation of the LPPSDM Bina Putera Utama driving organisation development model in strengthening Islamic character education in elementary schools in Kopo sub-district can be seen from positive changes in student behaviour and attitudes. Where there is a significant increase in student behaviour and attitudes, such as being responsible, tolerant, and having better social skills. This confirms that this model has been successful in shaping students' strong Islamic character.

The implementation of this model not only impacts on changes in school culture, but also directly improves the quality of learning in the classroom. Teachers became more trained and competent in integrating Islamic values into every aspect of daily learning practices. The training and collaboration provided them with a deeper understanding of how to effectively implement these values through subject matter, teaching methods and interactions with students.

This increased competence has a positive impact on students' learning experience. Teachers can design learning

that is more relevant and meaningful, where Islamic values, such as honesty, responsibility, cooperation, and tolerance, are not only conveyed in theory but also applied in the context of real life. For example, students are taught to work together in groups when completing assignments, or to apply the value of honesty in completing exams without cheating.

In addition, the integration of these Islamic values creates a more positive learning environment, where students feel morally and emotionally supported. The classroom atmosphere becomes more harmonious, with better interaction between teachers and students, as well as among fellow students. This supports the creation of an atmosphere conducive to learning, where students are more enthusiastic to participate and feel motivated to develop their full potential (Wang, 2023).

Furthermore, this improvement in learning quality also contributes to the achievement of more holistic educational goals. It not only focuses on the cognitive aspect, but also moulds students' characters in accordance with the Islamic values taught. Thus, the implementation of this model not only impacts students' learning outcomes in the short term, but also provides a strong foundation for the formation of their personality in the future.

The model also encourages their involvement in their children's Islamic character education. This is important to create synergy between the school environment and the home environment in student character building. Through these two questions, it can be concluded that the implementation of the LPPSDM Bina

Putera Utama driving organisation development model has had a positive impact on strengthening the Islamic character education of primary schools in Kopo sub-district, with visible changes in student behaviour, learning quality, and parental involvement in the learning process.

## CONCLUSIONS

The implementation of the LPPSDM Bina Putera Utama driving organisation development model has a significant positive impact on strengthening Islamic character education in primary schools, which is reflected in increased student awareness and understanding of Islamic values, changes in student behaviour and attitudes, improved learning quality, changes in school culture, and parental involvement in character education. The principal plays a central role in implementing the model, including ensuring the alignment of the institution's vision and mission with the goals of Islamic character education, as well as providing support and guidance to teaching staff for the success of the programme. Teachers play a key role in the implementation process, such as integrating Islamic values in daily learning, paying attention to students' individual needs and development, and engaging in evaluation and monitoring of the model's implementation. The successful implementation of the model is also supported by the cooperation and collaboration between LPPSDM Bina Putera Utama, principals, and teachers in adopting and integrating the model into the curriculum, as well as in the development of appropriate Islamic character education programmes.

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