

The Role of the Kepong Guidance Center in Shaping the Character of Students and Fostering a Noble Islamic Generation

Meitania Affandi¹, Ikhwan Fauzi Nasution², Ardhana Januar Mahardhani³, Hadi Cahyono⁴

¹ Universitas Muhammadiyah Ponorogo, Indonesia; meitania200215@gmail.com

² Universitas Islam Internasional, Malaysia; ikhwanfauzi0121@gmail.com

³ Universitas Muhammadiyah Ponorogo, Indonesia; ardhana@umpo.ac.id

⁴ Universitas Muhammadiyah Ponorogo, Indonesia; hadicahyono0@gmail.com

ARTICLE INFO

Keywords:

Character;
Islamic generation;
Kepong guidance;
Noble character;
Tutoring students

Article history:

Received 2023-02-10

Revised 2023-05-08

Accepted 2023-11-27

ABSTRACT

Noble character is very important for students, and this research will see how each student's character develops. Kepong Guidance Center is a place of study for undocumented Indonesian students living in Malaysia. This consultancy studio supports the teaching of Indonesian students in Malaysia. This article is structured as follows: 1) Religious education is very important to develop students' morally upright character. However, because everyone's temperament varied greatly, it was common for students to get along badly, 2) The aim of this study is to investigate the role of the Kepong Guidance Center in shaping the character of students. 3) This study used qualitative approach and the method of the data collection was using observations and interviews. 4) engage in activities that help children develop their character and adopt noble attitudes, such as placing them in groups to plan lessons and encourage sharing. 5) Based on the findings above, it can be concluded that the teachers at Kepong Guidance Center play a crucial role in shaping the character of students and fostering a noble Islamic generation. The study showed that the students' character improved swiftly and that they found it easy to understand and practice what had been taught and guided. However, many students still require additional instruction to further develop their admirable character traits, and many pupils at the Kepong Guidance Center face challenges in their homes.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Meitania Affandi

Universitas Muhammadiyah Ponorogo; meitania200215@gmail.com

1. INTRODUCTION

Understanding the relationships that individuals experience is crucial in determining how their personality develops. Each association's outcome contributes to the child's comprehension, which later transforms into values and beliefs (Rostikawati et al., 2020). It is essential for everyone to adopt and practice a character-based mindset, and the significance of character education cannot be ignored in our daily lives. Moreover, character education helps individuals to develop positive attitudes and behaviours towards themselves and others, leading to a better society (Agustin, 2022). By inculcating moral values,

such as honesty, responsibility, and compassion, individuals can learn to be good citizens and contribute positively to their community (Insani et al., 2021). This education helps to develop a sense of self-awareness and self-esteem, promoting individuals to be confident in their abilities and make informed decisions. In conclusion, character education is an essential aspect of an individual's growth and development. It helps individuals to shape their personality and contribute positively to society. It is, therefore, necessary to include character education as a core component of the school curriculum to ensure that individuals receive a holistic education that prepares them for life beyond the classroom (Munif et al., 2021).

Building the character of students is crucial in the education system. According to Marhayani (2016), the development of students' character is essential in creating a society that upholds values such as integrity, honesty, and responsibility. Moreover, a student with good character can improve their academic performance, work more efficiently in teams, and contribute to a better community (Jailani et al., 2019). Therefore, building students' character should be a priority in the education system. Moreover, building a student's character can have a positive impact on their academic performance. According to Nurhasanah and Nida (2016), students who participate in character education programs tend to have higher academic achievement and better attendance rates. Additionally, character education can help students develop social and emotional skills, such as problem-solving, communication, and teamwork, which can benefit them in their personal and professional lives. Therefore, investing in building students' character is essential for their overall well-being and success.

Character education is particularly important for the Islamic generation because it helps to instill Islamic values and principles, such as compassion, respect, and fairness, into the minds of young Muslims (Supriyono, 2016). Character education is an essential aspect of Islamic education because it helps to develop a strong and righteous Muslim community (Ningsih, 2019). By emphasizing the importance of good character, Islamic education can promote the development of morally sound and virtuous individuals who can make positive contributions to society. Moreover, the concept of character education is deeply embedded in Islamic teachings, and it has been emphasized by Islamic scholars throughout history. For example, Imam Al-Ghazali, one of the most prominent Muslim scholars, wrote extensively on the importance of character development in his book "Ihya Ulum al-Din." He believed that good character was the foundation of a righteous and successful life, and he outlined various practices and virtues that Muslims should strive to embody.

Furthermore, research has shown that character education can have a significant impact on the behaviour and attitudes of young people. For instance, a study by Kulkarni and Karim (2022) had a result that quality Human Resources (HR) are not only the result of one's intelligence, but also require consideration of spiritual and religious factors. Therefore, it is crucial that religiously-based character education be implemented in both the school setting and the home setting. Habituation to simple things, such as being a good role model for students or children and performing activities related to religious values continuously or continuously, can be used to initiate its application.

The Kepong Guidance Center is a student guidance center located in Malaysia that aims to develop the character and academic potential of students through a variety of programs and activities. The center provides a safe and nurturing environment for students to learn and grow, and it offers guidance and support to help them overcome any challenges they may face. The center is staffed by a team of dedicated educators and counselors who work together to promote the holistic development of students (Munif, 2017).

Several previous studies have explored the importance of character education in the education system. For instance, (Ferrara K., 2019) conducted a study on the effectiveness of character education on student behavior. Similarly, (Sutarna 2019) examined the importance of strengthening character education for millennial generation. Furthermore, (Mohd Yusoff & Abdullah, 2021) investigated the effectiveness of the guidance and counselling programme to manage student discipline in secondary schools in Malaysia. However, none of these studies have specifically focused on the role of Kepong Guidance Center in shaping the character of students and fostering a noble Islamic generation.

This study aims to investigate the role of Kepong Guidance Center in shaping the character of students and fostering a noble Islamic generation. The research question is "What is the role of the teachers of the Kepong Guidance Center in building the students' character?" The significance of the study lies in the importance of character development in students and the crucial role that teachers play in shaping their character. The Kepong Guidance Center is a potential site for the study, where teachers can be observed and their strategies in character building can be identified. Understanding the role of teachers in character development can contribute to the development of effective teacher training programs and curriculum for character education. It can also aid in improving the overall quality of education and the students' ability to become responsible citizens, equipped with values and skills necessary for success in their personal and professional lives.

2. METHODS

The research design was qualitative in nature, utilizing observation, interviews, and document analysis as data collection techniques. According to Creswell (2013), a qualitative research design is appropriate when exploring a phenomenon in-depth, gaining an understanding of the participants' perspectives, and studying a specific setting or population. The participants in this study were students, teachers, the head of the guidance center, and the management team of the Kepong Guidance Center in Malaysia. The researcher chose this setting because the center has a strong reputation for its efforts in fostering students' character and promoting Islamic values. Selecting participants in qualitative research involves purposive sampling, which means selecting individuals who are knowledgeable about the phenomenon being studied. In this study, the researcher chose the participants based on their expertise and involvement in the Kepong Guidance Center.

To collect the data, the researcher used observation, interviews, and document analysis. The observation method allowed the researcher to directly observe the students' activities at the Kepong Guidance Center. Interviews will be conducted with the head of the guidance center, teachers, and students to gain their perspectives on the center's role in shaping students' character. The researcher also analyzed relevant documents, such as the center's curriculum and policies, to gain a comprehensive understanding of the center's philosophy and approach. The researcher developed interview guides and observation checklists to ensure that the data collected is relevant to the research questions. The data collected from the Kepong Guidance Center was analyzed using various techniques, including description, documentation, and narrative texts. The analysis of qualitative data can be achieved through different methods, depending on the nature of the data and the research objectives. In this case, the researcher used descriptive analysis to summarize the data and provide an overview of the Kepong Guidance Center's activities and the role of its teachers and headmaster in shaping the character of students. The researcher also utilized documentation analysis to examine photographs and records of student activities, which provided additional insights into their behavior and attitudes. Finally, the researcher used narrative texts to describe the experiences and perspectives of the participants, including the teachers, students, and headmaster of the Kepong Guidance Center. Overall, these methods allowed the researcher to provide a comprehensive and nuanced analysis of the data they collected.

3. FINDINGS AND DISCUSSION

The Indonesian Embassy in this case the Education Facilitator continues to fight for the rights of Indonesian citizens' children to education services, even if only through non-formal education. The mission of the Kepong Guidance Center is to eliminate illiteracy, instill character education in children, and prepare students for higher education. Because with the Kepong Guidance Center it can help Indonesian children who need access to education services in the Kepong area of Malaysia, especially those close to the Kepong Guidance Studio location, thereby minimizing the number of children who

do not get the right to education. The Student Literacy Movement is an activity designed to enable readers to go beyond reading and writing. However, students can also understand the contents of the reading. Students at the Kepong guidance center are expected to be able to read and understand the contents of textbooks so that they can more easily accept material from the teacher (Mahardhani et al., 2021).

Character formation of students through riddles, morning exercise, singing and storytelling. By playing puzzles, students can think critically and hone their thinking quickly (Oleh et al., 2011). In addition to storytelling or storytelling by students, it can also develop children's character. In addition, the most important factor in raising children is the family environment. Family education is very important for children. Every child is born with character. By nature, children have the opportunity to be educated and cared for, and have a good opportunity to develop and improve their skills in terms of knowledge, attitudes and skills so that they become human beings with good morals (Anisah, 2017). According to Islamic beliefs, children are a mandate from Allah to their parents. Therefore, parents have an obligation to protect and educate their children so that they are safe in this world and the hereafter. The safety of family life is also the responsibility of parents. By optimizing the role of parents in the formation of children's character, it is hoped that they will be able to personalize noble values and morals so that they are manifested in good behavior in everyday life. Kepong Counseling Guidance there are still many students who look gloomy in class, some even like to come to class (Ginanjar, 2017).

Every Friday, the teachers at the Kepong Bimbingan Studio further integrate the character values of students through materials and practices of Islamic religious education. When the teacher gives material such as examples of ablution before midday prayers, students take turns practicing ablution (Zulaikah & Id, 2019). Character values are integrated in Islamic religious education, this integration is carried out through planning and learning. In planning the teacher adds character values from the initial activity to the final activity, while in learning character values are integrated directly into learning activities (Noor et al., 2022).

The aim of this study was to explore the role of teachers at Kepong Guidance Center in shaping the character of students and fostering a noble Islamic generation. Through the researcher's observations of various student behaviors, it was found that the teachers' attitudes towards the students were generally positive, especially in teaching attitudes that promote noble character. These attitudes include showing respect for others, assisting others in realizing their potential, being disciplined in upholding the law of worship, being tolerant, and having compassion for others (Feriyanayah, 2018). As a volunteer, the researcher assisted the Kepong Guidance Studio teachers in developing the pupils' noble character through various activities aimed at molding the students into honorable individuals. The majority of the pupils at the Kepong Guidance Studio displayed high character traits, such as being outgoing, frequently smiling, and greeting people they know or who are older than them. To impart admirable conduct to them, the kids were taught to pray *dhuha* in congregation (Muhammad et al., 2019).

The study revealed that the students' character at Kepong Guidance Studio improved swiftly, and they found it easy to understand and practice what had been taught and guided (Arifin & Arifin, 2018). However, many students still require additional instruction to further develop these admirable character traits. It was also found that many pupils at the Kepong Guidance Center face challenges in their homes. Therefore, teachers at the Kepong Guidance Studio must impart knowledge and improve students' character to help them become students with high morals and succeed in life. Furthermore, the researcher taught the Mars Muhammadiyah song to the pupils, explaining its meaning and the significance of the battle it represents.

Interview results with guidance department head Kepong, why do many Indonesian students in Malaysia not go to school like Malaysian students? According to interview results, because they do not have official data like Indonesian citizens in general, they leave the country illegally. Their parents do not transmit official data because they do not renew their visas. This is the reason why many Indonesian citizens in Malaysia do not go to school. With a guidance room established by the Indonesian Embassy

in Kuala Lumpur, Malaysia, it is helpful for students who do not have official data. After graduation, the Indonesian Embassy will help them return to Indonesia and study as Indonesian students.

The findings of this study highlight the crucial role that teachers play in shaping the character of students and fostering a noble Islamic generation (Arifin & Arifin, 2018). The positive attitude of teachers towards their students and their effective teaching methods can have a significant impact on students' behavior and attitudes. The study also emphasizes the need for additional guidance and instruction to help students develop desirable character traits. This is particularly important given the challenges that many students face in their homes, which can affect their behavior and attitudes. Overall, this study underscores the importance of effective teaching methods, guidance, and support in helping students develop noble character and become successful individuals. The findings can be useful to educators and policymakers in developing strategies to promote positive character development among students.

The data I can conclude is that the presence of the consulting studio helps Indonesian students in Malaysia develop personalities with high morals. Not limited to general learning materials, teachers help students develop a humble attitude, and character development education is a form of education. An education can nurture ethical, moral and responsible attitudes and instil love in students by demonstrating and teaching good character. Character education can influence the moral nobility of students if implemented in an integrated manner, simultaneously at home, in the classroom, in the school environment, and in the community. Most importantly, in this case, parents in the family environment play the role of instilling personality values in children, helping them get used to behaving well according to religious standards and guiding behavior and respect yourself and others.

4. CONCLUSION

Based on the findings above, it can be concluded that the teachers at Kepong Guidance Center play a crucial role in shaping the character of students and fostering a noble Islamic generation. Through positive attitudes, such as respect, assistance, discipline, tolerance, and compassion, the teachers were successful in moulding the students into honorable individuals. The study showed that the students' character improved swiftly and that they found it easy to understand and practice what had been taught and guided. However, many students still require additional instruction to further develop their admirable character traits, and many pupils at the Kepong Guidance Center face challenges in their homes. Therefore, the teachers at the Kepong Guidance Studio must continue to impart knowledge and improve students' character to help them become students with high morals and succeed in life. Overall, the study supports the goal of developing morally upright character in Kepong Guidance Studio students, which can be achieved through the efforts of dedicated and positive teachers.

REFERENCES

- Anisah, A. S. (2017). Pola Asuh Orang Tua Dan Implikasinya Terhadap Pembentukan Karakter Anak. *Jurnal Pendidikan UNIGA*, 5(1), 70–84. <https://doi.org/10.52434/JP.V5I1.43>
- Arifin, Z., & Arifin, Z. (2018). Pengaruh Latihan Senam Kebugaran Jasmani (Skj) Terhadap Tingkat Kebugaran Siswa Kelas V Di MIN Donomulyo Kabupaten Malang. *Al-Mudarris: Journal Of Education*, 1(1), 22–29. <https://doi.org/10.32478/al-mudarris.v1i1.96>
- Digital, R., Rowan, W., Works, D., & Ferrara, K. M. (2019). *The effectiveness of character education on student behavior The effectiveness of character education on student behavior Part of the Social and Philosophical Foundations of Education Commons, and the Special Education and Teaching Commons*. <https://rdw.rowan.edu/etd>
- Feriyansyah, F. (2018). Pembentukan Karakter Warga Negara Digital Sebagai Instrumen Untuk Meningkatkan Partisipasi Warga Negara Di Era Digital. *HUMANITAS: Jurnal Kajian Dan Pendidikan HAM*, 6(1), 96–115. <https://doi.org/10.24114/HPU.V6I1.10414>

- GINANJAR, M. H. (2017). Keseimbangan Peran Orang Tua Dalam Pembentukan Karakter Anak. *Edukasi Islami: Jurnal Pendidikan Islam*, 2(03). <https://doi.org/10.30868/EI.V2I03.27>
- INSANI, G. N., DEWI, D., & FURNAMASARI, Y. F. (2021). Integrasi Pendidikan Karakter dalam Pembelajaran Pendidikan Kewarganegaraan untuk Mengembangkan Karakter Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 5(3), 8153–8160. <https://www.jptam.org/index.php/jptam/article/view/2313>
- JAILANI, A., ROCHMAN, C., NURMILA, N., ISLAM, U., SUNAN, N., & DJATI BANDUNG, G. (2019). PERAN PENDIDIKAN AGAMA ISLAM DALAM MEMBENTUK KARAKTER JUJUR PADA SISWA. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 10(2), 257–264. <https://doi.org/10.24042/ATJPI.V10I2.4781>
- MAHARDHANI, A. J., PRAYITNO, H. J., HUDA, M., FAUZIATI, E., AISAH, N., & PRASETIYO, A. D. (2021). Pemberdayaan Siswa SD dalam Literasi Membaca melalui Media Bergambar di Magetan. *Buletin KKN Pendidikan*, 3(1), 11–22. <https://doi.org/10.23917/BKKNEDIK.V3I1.14664>
- MOHD YUSOFF, Y., & ABDULLAH, N. R. W. (2021). Assessing the Effectiveness of Guidance and Counselling Programme in Managing Student's Discipline in Secondary Schools in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 11(4). <https://doi.org/10.6007/IJARBS/V11-I4/9717>
- MUHAMMAD, H., ALADDIIN, F., BAGUS, A. M., PS, K., TINGGI, S., & SURABAYA, I. K. (2019). Peran Materi Pendidikan Agama Islam di Sekolah dalam Membentuk Karakter Kebangsaan. *Jurnal Penelitian Medan Agama*, 10(2). <http://jurnal.uinsu.ac.id/index.php/medag/article/view/6417>
- MUNIF, M. (2017). STRATEGI INTERNALISASI NILAI-NILAI PAI DALAM MEMBENTUK KARAKTER SISWA. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 1(1), 1–12. <https://doi.org/10.33650/EDURELIGIA.V1I2.49>
- MUNIF, M., ROZI, F., & YUSROHLANA, S. (2021). Strategi Guru dalam Membentuk Karakter Siswa melalui Nilai-nilai Kejujuran. *FONDATIA*, 5(2), 163–179. <https://doi.org/10.36088/FONDATIA.V5I2.1409>
- NINGSIH, T. (2019). PERAN PENDIDIKAN ISLAM DALAM MEMBENTUK KARAKTER SISWA DI ERA REVOLOSI INDUSTRI 4.0 DI MADRASAH TSANAWIYAH NEGERI 1 BANYUMAS. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 24(2), 220–231. <https://doi.org/10.24090/INSANIA.V24I2.3049>
- NOOR, H., STUDI PENDIDIKAN AGAMA ISLAM, P., & ANTASARI BANJARMASIN, U. (2022). INTEGRASI CHARACTER VALUE MELALUI PENDIDIKAN AGAMA ISLAM DI SEKOLAH DASAR. *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 7(2), 21–30. <https://ojs.uniska-bjm.ac.id/index.php/jurnalmuallimuna/article/view/5469>
- OLEH, D., JURUSAN, :, OLAHRAGA, P., & UTAMA, A. M. B. (2011). PEMBENTUKAN KARAKTER ANAK MELALUI AKTIVITAS BERMAINDALAM PENDIDIKAN JASMANI. *Jurnal Pendidikan Jasmani Indonesia*, 8(1). <https://doi.org/10.21831/JPJI.V8I1.3477>
- ROSTIKAWATI, Y., SYARIFAH AENI, E., & WURYANI, W. (2020). PERAN GURU DALAM MEMBENTUK KARAKTER SISWA MELALUI PEMBELAJARAN KESANTUNAN BERBAHASA DI MEDIA SOSIAL. *Abdimas Siliwangi*, 3(2), 361–370. <https://doi.org/10.22460/AS.V3I2P>
- STRENGTHENING CHARACTER EDUCATION BASED ON ISLAM FOR MILLENNIAL GENERATION IN DIGITAL ERA | Sutarna | PROCEEDING IAIN BATUSANGKAR. (n.d.). Retrieved April 5, 2023, from <https://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/1311>
- SUPRIYONO, S. (2016). DEVELOPING CHARACTER EDUCATION WITH REFERENCE TO ISLAMIC PERSPECTIVE: A CONCEPTUAL REVIEW. *JARES (Journal of Academic Research and Sciences)*, 1(1), 1–32. <https://doi.org/10.35457/JARES.V1I1.36>
- WENNY HULUKATI, W. H. (2015). Peran Lingkungan Keluarga Terhadap Perkembangan Anak. *Jurnal Musawa IAIN Palu*, 7(2), 265–282. <https://www.neliti.com/publications/114008/>

Zulaikah, S., & Id, S. A. (2019). PENGUATAN PENDIDIKAN KARAKTER MELALUI PENDIDIKAN AGAMA ISLAM DI SMPN 3 BANDAR LAMPUNG. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 10(1), 83–93. <https://doi.org/10.24042/ATJPI.V10I1.3558>