



THE DEVELOPMENT MODEL OF STUDENTS' GUIDANCE MANAGEMENT BASED ON ISLAMIC ACADEMIC CULTURE IN UNISSULA

Nuridin 

Educational Management of Postgraduate Program of Semarang State University

Info Artikel

Sejarah Artikel:

Diterima April 2014

Disetujui Mei 2014

Dipublikasikan Juni 2014


Keywords:

management, students'choaching, Islamic Academic Culture

Abstract

Sultan Agung Islamic University (UNISSULA) has formulated a vision to be the leading Islamic University in building the best generation (khaira ummah), developed science and technology on the basis of Islamic values and Islamic civilization toward a prosperous community blessed by Allah (Statute UNISSULA, 2011). Therefore, UNISSULA has applied Islamic Academic Culture as the implementation to students'choaching which creates the best generation. This study is aimed to develop the model students'guidence management based on Islamic Academic Culture. This study was designed using the research approach an development (R and D). The data collection was done by; firts, a qualitative phase approach that includes interviews, observations, documentation and questionnaires. Second, the literature review was done by assessing the stage of grand theory. Third, the stage of development of hypothetical models in which the data collection used Focus Group Discussion (FGD). The fourth was the model evaluation phase, empirically the researcher conducted field trials. After perfecting the conceptual model which has been validated by expert, the conceltual models were tested. For the data analysis, the researcher used qualitative data analysis, and data validity checking techniques. Products developed and validated in the research of developing the model of students'guidance based on Islamic Academic Culture is the guidelines of students'choaching management which include: (1) Guidelines for students'choaching planning, (2) Guidelines for organizing student development, (3) Guidelines for the implementation of students'choaching, and (4) Guidelines for monitoring students'choaching.

© 2014 Universitas Negeri Semarang

 Alamat korespondensi:

Kampus Unnes Bendan Ngisor, Semarang, 50233

E-mail: pps@unnes.ac.id

ISSN 2085-4943

INTRODUCTION

Process Education is supposed to bring the meaningfulness by optimize the entire human's potentiality. Therefore, it is truly right if the functions and objectives of the National Education in the Act No. 20 of 2003 dealing with National Education System states that the function of education is to develop the ability to form the character and the dignity of nation civilization in terms of educating the nation which aims to develop the potentiality of learners in order to become people whose faith and are pious to the God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens who are democratic and responsible (National Education in the Act No. 20 of 2003, pasal 3).

Nevertheless, as a matter of fact, it is not easy to conduct the objectives of education as mandated in the Act of National Education System. The students's delinquency both coming from adolescence and adult students shows an increasing number from year to year. Thus, the emergence of the idea for Character Education Program in Indonesia is understandable. It is because during the process of Education it is felt that it has not succeeded to build Indonesian people whose great characters (Hidayat, 2012:8).

Based on the grand design developed by the Ministry of Education (2010), psychologically and socially culture, the character formation in the individual is a function of the overall individual human potential (cognitive, affective, conative, and psychomotor) in the context of socially culture Interaction (in family, schools and communities) and lasts during the life. The character configuration in the context of the psychologically processed totality and socially culture can be grouped in Four fields; they are heart exercise, sports and kinesthetic as well as cultivating sense and intention.

The Grand design requires ongoing integrated education process which is able to develop the whole human potentiality. So when the education challenge is getting more difficult caused by the emergence of the phenomenon of

moral decline, education which is based on religious values becomes important, because education is the process of learning to live with the conditioned system with the values which are believed to be truth (Rofiq, 2010: 1). Therefore, education which relies on a vision based on religious values become the answer in the middle of an increasingly complex educational challenges (Nuridin, 2011:21).

Sultan Agung Islamic University (UNISSULA) is a religion-based university. As a religion-based university, UNISSULA has formulated a vision to be the leading Islamic university in building the best generation (*khaira ummah*), developed science and technology on the basis of Islamic values and Islamic civilization toward a prosperous community that is blessed by Allah in the framework *rahmatan lil alamin* (Statute UNISSULA, 2011). In realizing this vision, Islamic Academic Culture has been applied as an implementation to guide students which will create the best generation (Supadie, 2008:26).

The process of guiding students which is based on Islamic Academic Culture has experienced various obstacles (Choeroni, 2000:1). Based on those problems, it is essential that Unissula have a good management to the students' guidance. To reveal more about it, the focus of this research is the development model of the students' guidance management based on BUDAI.

THEORITICAL STUDY

Management

Management is the process of coordinating work activities so that they can be completed efficiently and effectively with and through other people (Robbins and Coulter, 2007:8). According to Fremont E. Kast, there are two basic elements of management, namely man and materials. Meanwhile, O.F. Peterson says that there are three basic elements of management, namely man, money, and materials.

George R. Terry proposed that the basic elements which serves as available resources that

to achieve the goal of management are man , machine, methods, and materials . In addition to the above five elements are the six elements of management that is "market".

While the functions of management, as Robbins and Coulter stated (2007:9) are to plan, organize, lead, and control. In line with them, Mahdi bin Ibrahim (1997:61) states that the function of management or leadership role in the implementation covers a wide range of issues, namely: planning, organizing, directing and monitoring.

Student Development

Coaching is efforts and activities carried out efficiently to obtain better results (Dictionary Compiler Team of Language Development Center , 1996:134). Director General of Higher Education in Rakornas of Student Affairs in 2011 emphasizing that students' guidances are prioritized on:

- a. The development of intellectual abilities , emotional balance , and the students' spiritual appreciation, in order to become responsible citizens and contribute to the nation's competitiveness.
- b. The development of the student as a moral force in creating a democratic civil society , fair, and based on public participation.
- c. The improvement to the quality of facilities and infrastructure to support student development and self-actualization ; cognition , personal, social.

The targets of students guidance are directed at:

- a. The formation of students' attitudes and identity as academicians who understand the ethics , communication procedures , using reasoning, and understand their rights as well as obligations as both students at university and citizens of Indonesia.
- b. The development of student activities towards the improvement of morals, reasoning, creativity, foster competitiveness and entrepreneurship, improving fitness, sportivity and social care.
- c. The development of student organizations which are democratic and effective.

Developmental Program

Institutional Directorate General of Higher Education Ministry of Education (2005) classifies the student developmental program becomes:

- a. Reasoning and science
- b. Talent, interests, and abilities
- c. Welfare
- d. Social Concerns

The Implementation of character building for students is conducted integratedly in curricular activities (through lectures under the coordination of the academic department), and co-curricular and extracurricular activities (under the coordination of student affairs department). Implementation of character education refers to the guidelines of implementation to the character education and development of culture in 2010, that character education is a comprehensive, systemic, and is supported by a positive culture and adequate facilities.

Target values which are integrated in the lectures include: (1) obedient worship, (2) honesty, (3) responsibility, (4) discipline, (5) integrity, (6) independence, (7) synergy, (8) critical, (9) creativity and innovation, (10) visionary, (11) compassion and care, (12) sincerity, (13) fair, (14) simplicity, (15) nationalism, and (16) internationalism. The strategy of integrating character education in the lecture is done in varied ways, adjusted to the characteristic of the course.

The student guidance through a variety of activities is expected to create a figure of students whose (1) a smart comprehensiveness (spiritual intelligence, emotional/social, intellectual, and kinesthetic), (2) the willingness and ability to compete, (3) the ability to pour creativity, (4) ability to capture the ideas of lecturers and environmental development, (5) response and sensitivity to the reality of life in the community , and (6) and get a chance to use facilities and develop network both inside and outside the campus.

The Islamic Academic Culture (BUDAI)

Education was culturalization. Education on the campus of Islam is the application of Islamic values in the overall life of the campus and is exercised by all citizens of the campus. The atmosphere of the campus should also support the Islamic scientific tradition by building Islamic Learning Society.

Islamic Academic Culture includes two things, namely the strengthening of ruhiyah (the spiritual values of Islam) and the strengthening of science. Aspects of the strengthening of the ruhiyah done with getting used to daily congregation, Islamic dress, clean environment, example, movements and other Islamic morality. Strengthening the science conducted through the spirit of iqra' (reading, researching, discussing), reconstruction of science on the basis of Islamic values, and appreciation of science (Supadie, 2008:29).

Model of Islamic Academic Culture is made of integral education, physical education, spiritual, cognitive, affective, and psychomotor can be done well. With alignment (integration) is expected the formation of a strong unity.

Development Model Student of UNISSULA

In fostering development planning students formulated policy guideline four being drafting and implementation of the program. Four policy guidance student was:

- a. student of UNISSULA having attitude based on personality of *muslim* faith and *ketaqwaan* to allah swt, berakhlakul karimah through tutorial program that is required for all students unissula.
- b. student of UNISSULA having love for science student activities sadducaic vigorously iqra' grow reading, with vigor researching, discuss so growing academic culture based on islamic values.
- c. Student of UNISSULA having ability in creation and expressing interest and talent according to *islamic* values.
- d. Students of UNISSULA have the entrepreneurial spirit to improving the welfare of students (scholarships and supporting health), particularly for those in need.

Four constructions above are explained into student development programs as follows:

Taaruf Week

Taaruf week means an introduction phase held in a week. This program is an annual program in the beginning of the academic year. It is held for fresh students of Unissula to know new environment that will be used for their study.

The introduction is intended as a place to know among new students, Unissula profile, Islamic academic culture, academic activities, faculty activities, students activities, congregation prayers, cleaning culture, Islamic dress, etc.

The planning of taaruf week program is meant that new students have known since the beginning of Unissula with its vision and mission as well as the Islamic Cultural Academic which is its special characteristic. Further explanation about taaruf week program will be described in the following discussion.

Tutorial

Tutorial is a program that aims to establish a good attitude and personality for students of Unissula. Attitude and personality here mean Islamic values which are derived from the Qur'an and hadith. The planning of tutorial program is organized as a continuation of the program conducted in taaruf week in the beginning of the academic year for fresh students. Similarly tutorial program is provided for students in semester one.

Tutorial program is a compulsory program that must be followed by all students in semester one. Further explanation of the tutorial program will be described in the following discussion.

Intellectual Activity

The planning of Intellectual activity is intended to establish an academic culture among students in Unissula. Intellectual activity focuses on some regular programs such as Student Creativity Program (PKM), Indonesian Robot Contest, journalism, and other activities such as scientific forums discussions, seminars, etc.

Development program for reasoning field consists of several activities that will be described in further discussion.

a. Leadership

The planning of student leadership program is intended to allow students to develop their leadership potential in Unissula. Student leadership program becomes a priority program, at least it can be seen from the inclusion of the material in the leadership courses in any program of study.

Students leadership program belongs not only in the intra-curricular but also a program that is implemented at each faculty through the Student Executive Board through the Student Leadership and Management Training (LKMM). Further explanation about student leadership development program will be described in further discussion.

b. Entrepreneurship

The planning of student entrepreneurship development programs is done in order to bear on Unissula students to have an entrepreneurial spirit. It is important as a preparation for students after graduation because not all graduates are absorbed in working area. Other benefits that can be obtained is this entrepreneurial spirit is complementary to graduates of Unissula despite having a particular profession. Implementation of the entrepreneurship program complete explanation will be discussed later.

c. Interests

The planning of coaching talents and interest of Unissula students have specific characteristics that should remain within the corridor of Islamic values, especially in the aspect of interest in the arts talent. So that arts and sports activities are planned to stick to the norms and values of Islam such as not opening the genitalia, expressing art that does not result in mischief, indulgence in lust causes a bad effect on students in terms of morals.

d. Debriefing at the End of the Students' Study

The planning of debriefing at the end of the students' study program is given to students who will face graduation. This briefing is

intended to allow students when leaving the university remains to be kept in adhering to Islamic values embodied in the concept of Islamic Academic Culture.

Debriefing at the end of the students' study program is also intended in order to graduate candidates have enough power before entering the workforce. The materials for debriefing such as values of Islamic Academic Culture, entrepreneurship, and in particular the success stories of alumni leaders who can inspire Unissula graduate candidates.

Weaknesses and Obstacles of Development Program Based on BUDAI

The weakness taken from interview with student activists and lectures are as follows:

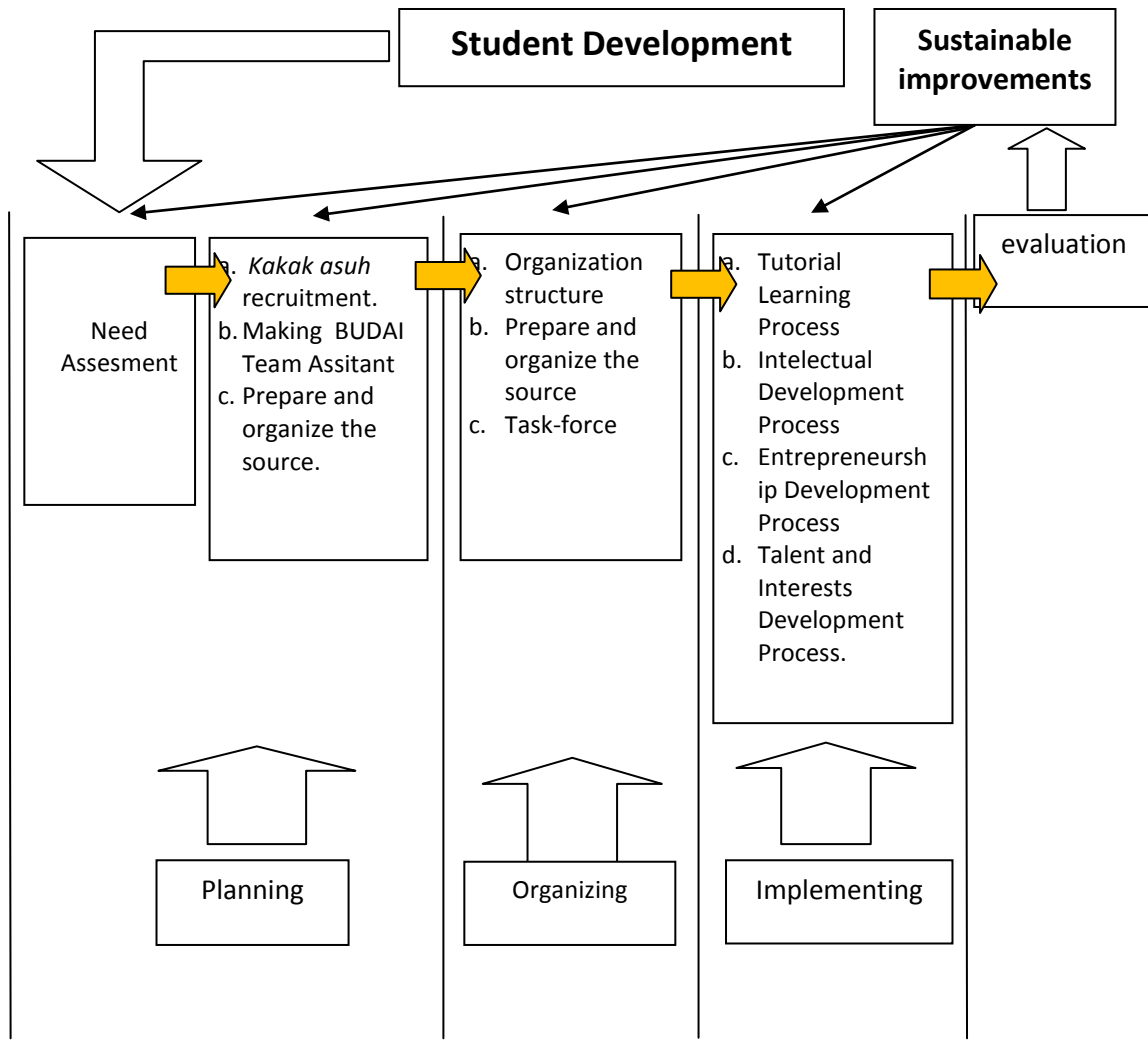
- a. Lack of co-operation in the enforcement of Budai. Cooperation among the the rector to faculty and departments seems still far from satisfaction. These conditions led to lax enforcement of violations Budai do not handle properly.
- b. Budai practice doesn't influence students' daily life. Development paradigm that needs to be done Budai is intended to not only enforce the congregation prayers and Islamic dress, but also build Islamic Learning Society with the progress of civilization and moral.

Improvement of Student Development Model

Student development program based on Islamic academic culture is applied in Unissula. The approach used in model development is a collaborative approach in which the leadership of the university, faculty and student affairs leaders does activity planning, organizing, implementing, and evaluating performance.

The involved parties have roles and functions of each, but they work together synergistically in implementing quality management coaching students in Unissula. The elements of the scope of the quality management model of student development include, (1) planning, (2) organizing, (3) implementation, (4) evaluation and follow up.

Systemically, student development quality management based Islamic academic culture in the form of the model is described as follows:



From the picture above shows that the model of student development based on Islamic academic culture to fit the vision, mission and goals of Unissula reached by applying seven basic elements. The seven key elements are, (1) needs analysis, (2) preparation of curriculum development program, (3) develop strategies and methods of development, (4) recruitment of *kaka asuh* and assessment team of BUDAI as well as its organization, (5) the implementation of development programs (6) evaluation of the development, (7) sustainable quality improvement.

The seven basic elements above then are incorporated into management elements as follows:

- a) Planning. The planning begins with an assessment of needs, and then proceed with the formulation of the program, the preparation of curriculum development, program development and development methods
- b) Organizing. Organizing activities carry out by preparing the human element (man) that is implementing organizations, *kaka asuh*, motivator, money, the preparation of the source of funds and their management, and materials (materials) infrastructure that is needed.
- c) Implementation. This activity is a form of the technical aspects, man, money, and materials to achieve its intended purpose, ie the student's ability *seperangka* debriefing.

- d) Improvement of development quality. This activity includes controlling since the beginning of the process of planning, organizing and implementation as well as making improvements on an ongoing basis for all aspects of running effectively and efficiently.

Student development process as described above shows the process of quality management, process management indicates that the interaction needs of the field, BUDAI standards-based education and sustainable improvement.

CONCLUSION

Student development character is an important aspect that should be managed seriously. Students as a potential generation have the opportunity to be leading this nation. Thus strengthening the moral aspects of the students become part of a sustainable development focus. As a conclusion of this paper can be written as follows:

- a. Islamic Academic Culture (BUDAI) is a civilizing movement in academic and student development process based on Islamic values and has shown good results .
- b. Academic student development based Islamic Culture (BUDAI) prevailing in Unissula needs to be managed with the involvement BUDAI Assistance Team will provide constructive input in order to avoid contradictions in implementation
- c. Academic development student –based on Islamic Cultural seniors need assistance that will guide the student to remain in the corridors of Islamic Academic Culture
- d. Senior student mentor figure who is faithful, devoted, good attitude, academic achievement, having leadership competence and good soft skills .

REFERENCE

Choeroni, 2008, Tuntunan Prakterk Ibadah untuk Mahasiswa UNISSULA, UNISSULA Press, Semarang

- Departemen Pendidikan dan Kebudayaan (Depdikbud) Republik Indonesia, 1990, Kamus Bahasa Indonesia, Jakarta
- Departemen Pendidikan Nasionak, 2003, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Sistem Pendidikan Nasional, Jakarta,
- Direktorat Kelembagaan, Ditjen Dikti Depdiknas, 2006 POLBANGMAWA (Pola Pengembangan Kemahasiswaan). Jakarta.
- Hidayat, Asep Saepul, Manajemen Sekolah Berbasis Karater, Jurnal Inovasi dan Kewirausahaan, Vol. 1, No. 1 Januari 2012
- Kemendiknas, 2010, Direktorat Kelembagaan, Ditjen Dikti Depdiknas, POLBANGMAWA (Pola Pengembangan Kemahasiswaan), Jakarta
- Made Pidarta, 2004, Manajemen Pendidikan Indonesia, Rineka Cipta,
- Matta, Anis, 2002, Membentuk Karakter Cara Islam, Jakarta: Al-I'tishom.
- Mahdi bin Ibrahim, 1997, Amanah dalam Manajemen, Pustaka Al Kautsar, Jakarta,
- Monk, F. J., Knoers, A. M. P., Haditono, S. R. 2001, Psikologi Perkembangan: Pengantar dalam Berbagai Bagiannya. Yogyakarta: Gadjah Mada University Press.
- Mulyono, 2010, Manajemen Administrasi dan Organisasi Pendidikan, Ar-Ruzz Media, Yogyakarta
- Nuridin, 2011, Cita dan Problematika Pendidikan di Indonesia, UNISSULA Press, Semarang
- Robbin dan Coulter, 2007, Manajemen (edisi kedelapan), PT Indeks, Jakarta
- Rofiq, Anwar, 2010, Risalah Bismillah Membangun Generasi Khaira Ummah, Unissula Press, Semarang
- Shihab, Quraish, <http://media.isnet.org/islam/Quraish/Wawasan/Masyarakat.html> retrieved on Nopember 13, 2012.
- Sondang P Siagian, 1990, Filsafah Administrasi, CV Masaagung, Jakarta
- Supadie, Didiek Achmad and BUDAI Team, 2008, Budaya Akademik Islami, Unissula Press, Semarang
- Terry George R, 2006, Prinsip-prinsip Manajemen, Bumi Aksara, Jakarta
- Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. 1996. Kamus Besar Bahasa Indonesia. Jakarta : Balai Pustaka.
- Tim Penyusun Renstra Yayasan Badan Wakaf Sultan Agung (YBWSA), 2012, Statuta Unissula 2012, Semarang, Unissula Press