



ISLAMIC EDUCATION STRATEGIES IN FORMING STUDENT CHARACTER IN THE ERA OF INDUSTRIAL REOLUTION 4.0

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Abstract:

In the 4.0 era, the formation of student character is very important because technological progress is unstoppable and information can spread quickly. This research aims to find out how Islamic education strategies shape student character in the era of revolution 4.0. The research method used is descriptive with a qualitative-phenomenological approach. Data analysis uses Miles and Huberman's interactive model through four stages, which include: data collection, data reduction, data presentation, and drawing conclusions. The research results show that student character formation can be integrated with learning, example, a good environment, and habituation which is closely related to character education. To build the character of his students, a teacher must be an example for his students. Apart from that, Islamic religious education contributes to the formation of students' character through the following activities: (1) Intracurricular activities: In these activities, teachers incorporate character into the lessons of each subject, such as the Qur'an, Hadith, Fiqh, Islamic Cultural History, Arabic Language, and Moral Creeds. In this activity, the teacher is directly connected to the material on morality or character. (2) Extracurricular activities: Tilawati Several traits are built through these two types of activities: religious, honest, likes to read, responsible, independent, appreciates achievements, cares socially, and works hard. The students are ready to face the industrial era 4.0 with character. Islamic character will be formed by good cooperation between schools, parents and the community.

Keywords: *Strategy, Islamic Education, Student Character, Industrial Revolution 4.0*

INTRODUCTION

Challenges and obstacles in Islamic education continue to develop and change as time passes. If a few decades ago a friendly conversation between a student and a teacher seemed absurd, today it is completely normal. That is very important, even from the perspective of modern educational theory. The success of the educational process is demonstrated by this type of interaction. Another educational paradigm shift is for example in the traditional Islamic education system, teachers play an important role in the learning process. (Doni, 2007, pp. 45-46). He is the main source of knowledge in the class, if not the only one. In contrast to the context of contemporary Islamic education, this is no longer relevant. The role of teachers today has shifted, to being someone who helps students. The fact that the Industrial Revolution 4.0 says that anyone who wants to survive in global competition must prepare their minds and abilities to

have a competitive advantage. Having good behavior (character), increasing personal competence, and having a passion for literacy are the main ways to prepare skills that are easiest to achieve. Educational pathways (long life education) and self-concept through collaboration across generations or scientific disciplines are two ways to gain self-preparation.

Education is a teacher's conscious and planned effort to utilize the learning process both inside and outside the classroom to increase the potential of their students. Education has the potential to develop the potential of society, foster will, and encourage the nation's generation to explore various potentials and develop them optimally for the benefit of development of society as a whole (Mulyasa, 2016). Education in Indonesia is a humanist education in accordance with Islamic teachings because education is used to develop students' religious, moral, character and talent potential. Education usually has different scopes, functions and goals. All of them work to enhance and maintain human dignity through their transmission, especially through the exchange of knowledge and principles. According to Arifuddin (2008), Islamic education is centered on Islamic principles, namely knowledge that comes from scientific and prophetic methods. (Arifuddin, 2008)

As a result of the moral decline of the nation's generation, there has been a lot of deviant behavior that has really disturbed parents and society recently. Examples of this deviant behavior include children who no longer respect their parents, dare to shout at and challenge their parents, report teachers to the authorities because of problems at school, mistreat teachers, speak impolitely, brawls between students, bullying, and deviant behavior. other. Children often spend time playing online games, watching pornography and other deviant displays because of the easily accessible flow of information. (Ningsih, 2019, pp. 220-231)

Currently, Islamic educational institutions such as madrasas, integrated Islamic schools, Islamic boarding schools, Islamic education foundations, and others have developed rapidly in Indonesia, because this country has a majority Muslim population. Nowadays, many parents choose to send their children to Islamic schools such as madrasas or integrated Islamic schools, and there are even parents who choose to leave their children at Islamic boarding schools (Suhermanto, 2023). The aim is to prevent children from engaging in deviant behavior which is increasing as a result of the development of information flows. Apart from that, to instill Islamic values and noble behavior and morals in children from a young age, so that they will be strong and strong in the future.

Thus, in dealing with all the problems that arise, an Islamic education strategy is needed to solve or deal with these problems. All forms of education must produce human morality. The Islamic Education Strategy concentrates more on Islamic educational institutions such as madrasas, Islamic boarding schools, integrated Islamic schools, and Islamic education foundations, where education is emphasized on Islamic principles originating from the Koran and Hadith . The management system of an educational institution greatly influences its success in achieving its stated goals. The process of utilizing all educational resources to achieve educational goals is known as a form of educational strategy. Both strategies in matters of madrasa curriculum development or existing programs in madrasas.

Islamic educational institutions face challenges and opportunities to produce quality students. In the midst of increasingly advanced developments

and increasing competition, Islamic educational institutions are expected to be able to meet the expectations of parents and society in the context of fostering and forming morals. The government has even provided large funds to teach professional teachers how to implement character education in schools. where the training is expected to improve the character of students who are easily influenced by developments over time. Therefore, the author wants to conduct additional research with the title "Strategies of Islamic educational institutions in shaping student character in the era of industrial revolution 4.0". The aim of this research is to find out what and what kind of strategies are prepared by the Al-Ihsan Baleendah Bandung Modern Islamic Boarding School in cultivating good and exemplary student character in the current era of industrial revolution 4.0.

The previous research used as a literature review was research conducted by Alya Cahyani, Siti Masyithoh with the title Contribution of Islamic Religious Education in Shaping the Character of Elementary School Students in the Era of the Industrial Revolution 4.0, where this journal aims to determine the contribution of Islamic religious education in shaping character. elementary school students in the era of Industrial Revolution 4.0. The results of his research show that Islamic religious education makes a significant contribution in shaping students' character, especially in moral and spiritual matters. The learning strategy used by Islamic religious education teachers in facing the challenges of the Industrial Revolution 4.0 era is to integrate technology in learning, such as the use of interactive learning media and Islamic religious education applications. Apart from that, teachers also use student-centered learning methods and provide space for students to actively participate in learning. Of course, this will be different from the research conducted by researchers, where research conducted by researchers focuses more on the strategies of educational institutions in instilling student character in the era of the industrial revolution 4.0. (Alya Cahyani, 2023, pp. 61-72)

Of course, in this research the researcher explains several solutions in cultivating student character in the era of the industrial revolution with various technological sophistications, where with the increasingly declining character of students or the nation's generation, there are several solutions that can be implemented by educational institutions, including by holding various programs and activities in schools that able to improve students' character in accordance with Islamic religious law. Integration of Islamic Values, Islamic education can integrate Islamic values in the learning process. This is done by teaching Islamic principles, such as honesty, justice, compassion and responsibility, and encouraging students to practice these values in everyday life. Character Based Learning, Islamic education can adopt a character based learning approach. In this approach, character education is the main focus, where students are taught to develop good attitudes, values and behavior in accordance with Islamic teachings. 21st Century Skills Development, Islamic education can also develop 21st century skills in students. Apart from studying religious teachings, students also need to be equipped with skills such as problem solving, creativity, collaboration and critical thinking so they can face the challenges of the Industrial Revolution 4.0 era. Use of Technology in Learning, Islamic Education can utilize technology in the learning process. By utilizing technology, students can access wider learning resources, participate in online discussions, and develop the digital skills needed in the Industrial Revolution 4.0 era.

RESEARCH METHODS

This research uses a qualitative descriptive methodology with a qualitative phenomenological approach (Ghony, 2012, pp. 121-131). This research involved teachers, students and the secretary of the al-Ihsan Baleendah Modern Islamic Boarding School. Determining research subjects using a purposive sampling method. This study focuses on the strategies used or applied at the Al-Ihsan Baleendah modern Islamic boarding school in instilling student character in the era of the Industrial Revolution 4.0. In-depth interviews, documentation, and observation were used to collect data. Using Miles and Huberman's interactive model, data analysis was carried out in four stages. These are data collection, data reduction, data presentation, and drawing conclusions (Cresswell, 2015).

RESULTS AND DISCUSSION

According to Amrizal (2022), the most important part of educational institutions is the principle of character development (morals). This principle is fundamental and comprehensive, and its aim is to make a person a person who has a balanced character between this world and the hereafter. Judging from the results of the author's interviews and observations, TPQ develops student character through habituation activities. This method is in line with Edward Lee Thorndike's theory of habituation. According to connectionism theory, learning can only occur if there is a stimulus and response. The human five senses will receive signals from this stimulus, and this response will encourage people to act (Nashihin, 2017, p. 146-171).

Education in Indonesia has been greatly influenced by the Industrial Revolution 4.0. New technologies such as machine learning, artificial intelligence (AI), and information and communications technology have changed the way we learn and teach. One of the main effects of the Industrial Revolution 4.0 on education is the transformation in learning approaches. Machine learning and artificial intelligence (AI) have made the personalization of learning possible. Information and communications technology (ICT) has also changed the way we learn and teach. Today, online learning platforms, online courses, and online learning content have increased access to information and educational resources, allowing teachers to more accurately identify the needs and abilities of each student, allowing learning to be tailored to each student's needs.

This new technology also has an impact on the formation of student character. In the era of Industrial Revolution 4.0, education concentrates on students' understanding of subject matter and developing their character. Artificial intelligence (AI) can be used to analyze student data and provide learning suggestions that suit each student's needs. AI can also help students learn critical thinking, communication, creativity, and collaboration skills. This skill is very important in the era of Industrial Revolution 4.0. However, keep in mind that the use of technology in education has several problems. There are a number of problems that must be resolved. These include lack of access to technology in remote areas or developing countries, the need to provide instruction on how to use technology properly, and the importance of maintaining the security and privacy of student data.

Overall, Industrial Revolution 4.0 has brought major changes to education in Indonesia. New technologies such as artificial intelligence,

machine learning, and information and communications technology have changed the way we learn and teach. In the context of student character formation, this technology can be used to develop skills and character that are relevant to the Industrial Revolution 4.0 era. However, challenges also need to be overcome to ensure that the benefits of technology can be felt by all individuals in society. (Priyanto, 2020, pp. 80-89)

In Islam, character education is education that aims to help students develop attitudes, beliefs, values and behavior that will help them become responsible people and benefit the community around them. Noble moral education, which is an important part of Islamic education, is also referred to as character education. This concept is very important because good character is one of the conditions for obtaining happiness both in this world and the hereafter. In addition, Islamic character education helps students cultivate ethical and moral values such as honesty, justice, politeness and concern for others. Islamic religious education, the use of interactive media, and student-centered learning approaches are some of the ways that can be used to implement Islamic character education strategies. Islamic character education is becoming increasingly important in the Industrial Revolution 4.0 era to help students face the challenges of an increasingly complex world. Character education in Islam is an important concept in forming students' morals and ethics. Character education in Islam prioritizes moral values and good morals, so that it can form a good and dignified person.

Islamic character education has been defined by several experts. Character education, according to T. Ramli, is a type of education that prioritizes the essence and meaning of morals and ethics to form good student personalities. As explained by Thomas Lickona, character education is a deliberate effort to help a person understand, observe, and apply the most important ethical principles. Character education is education that involves a direct approach to students to instill moral values and teach moral knowledge to prevent prohibited behavior, according to John W. Santrock. Elkind also believes that character education must start from an early age.

Islamic character education has a significant role and purpose in determining how and where character internalization will take place. The aim of character education is to produce human beings who have a noble position before Allah SWT. Character education is also a way to produce a faithful and devout society that always walks on the truth by upholding the values of justice, goodness, deliberation and noble humanist values. The Koran is an important source for Islamic character education for morality and ethics. The basic concept of the Islamic religion is the concept of Islamic character values, which encourage humans to have good morals or be civilized. Rasulullah saw also sent people to improve morals. In Islam, taqwa is a form of faith, which means fearing Allah and carrying out His commands.

Islamic character education requires strong practice and habituation, not just memorizing exam material. Even though characters don't grow instantly, they need to be trained periodically. As a result, Islamic character education requires a continuous learning process. Thus, the Al-Quran functions as an important moral and ethical source for Islamic character education, which prioritizes moral values and good morals and aims to create human beings who have noble character in the sight of Allah SWT. (Majid, 2011)

Islamic education has an important role in shaping student character. There are several strategies that can be used by Islamic education to shape

students' character in the era of the Industrial Revolution 4.0, including the Holistic Approach where Islamic education involves spiritual, moral, social and emotional aspects in forming students' character. This approach allows students to develop a balanced character. and integrated. Use of Technology in Education When the Industrial Revolution 4.0 is taking place, technology is very important for education. Machine learning, artificial intelligence, and information and communication technology are some examples of technology that can be used in Islamic education to improve the learning process and provide better access to students.

Then the next strategy is to use value-based learning to shape student character. Islamic education emphasizes learning based on Islamic values. This method teaches students to internalize and practice Islamic moral and ethical values in their daily lives. This can be achieved through the use of concrete examples, conversation, and reflection. And the final strategy that can be used is the Role of Family, School and Community where student character education is not only the school's responsibility; families and communities also need to work together to provide consistent and integrated character education. Families can provide good examples and values at home, while schools and communities can provide an environment that supports students' character development.

The teachings of the Koran and Hadith function as the main source of moral and ethical values taught in Islamic education. Islamic character education also emphasizes the importance of taqwa (piety), or devotion to Allah SWT, as a moral and ethical foundation. In the era of the Industrial Revolution 4.0, Islamic education can build student character through a holistic approach, the use of technology in education, value-based learning, and the role of family, school and society. The Al-Quran and Hadith are the basis for Islamic character education, which emphasizes the importance of piety as a moral and ethical foundation.

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In the current industrial era 4.0, moral degradation increases if we learn more about the chaos in everyday life mentioned previously. Character formation is basically an effort by many people, including parents, schools, the school environment and the wider community. However, parents are very important because they are madrasatul ula. According to Helmawati, five methods, ways and strategies can shape a child's personality in the following way: a little teaching or theory, a lot of example, a lot of habituation or practice, a lot of motivation, and a lot of monitoring and consistent enforcement of rules. (Helmawati, 2017, p. 56).

Al-Ihsan Modern Islamic Boarding School, like other Islamic educational institutions, is also faced with challenges in shaping student character in the era of the Industrial Revolution 4.0. Although there is no specific information regarding the strategies used by Al-Ihsan Modern Islamic Boarding School in this context, based on research, there is some information regarding Islamic

education strategies in facing the challenges of the Industrial Revolution 4.0 era, including:

Technology-Based Education, in the Industrial Revolution 4.0 era, the use of technology is inevitable. Where Al-Ihsan Modern Islamic Boarding School implements technology-based educational strategies to help students understand and apply Islamic values in contexts that are relevant to current technological developments. The use of technology in learning can facilitate access to a wider range of educational resources, enrich the learning experience, and increase student engagement. The implementation of this strategy at the modern Al-Ihsan Baleenda Islamic Boarding School holds a Computerization (IT) extracurricular program, as is known, developments in science support the creation of new technologies that mark the progress of the times. Until now, developing technology has entered the digital stage. Including in Indonesia, every field has started to utilize technology to make work easier, including in the education sector. (Lestari, 2018, pp. 94-95). This program is designed to provide skills to students, helping them anticipate the needs and demands of an ever-changing era. Unlike languages, computerization training is not mandatory. However, many students join because they realize that understanding technology in modern times is very important. This training is provided once a week outside of class. Therefore, many teachers take part in this training. Initially, students are taught the basics of computers. Then they are taught to make short films and use modern technology to create content. IT devices, such as hardware and software, are used in IT extracurriculars, and are supported by communication devices, such as internet networks. Therefore, almost all students have social media accounts. When students return home, they are sometimes asked to make videos or short films about their own routines. Thus, the use of technology in student learning will form creative and innovative characters, especially in the development of Islamic da'wah.

Holistic Approach, Al-Ihsan Modern Islamic Boarding School applies a holistic approach in shaping student character in the era of Industrial Revolution 4.0. This approach includes the development of students' spiritual, moral, social and emotional aspects. Apart from academic learning, students are also involved in extracurricular activities that support character development, such as social activities, entrepreneurship and leadership. Where Al-Ihsan Modern Islamic Boarding School always holds obligatory congregational prayer activities and the practice of dhuhā and tahajjud prayers with the aim of ensuring that the spiritual aspects of the students/students are well ingrained. Apart from activities that improve spiritual aspects, there are also activities such as LDK (basic leadership training) which later in this activity students are formed to become trustworthy and responsible leaders. There are also mutual cooperation activities and alms giving which will later instill a high social spirit.

Collaboration with Family and Community, Al-Ihsan Modern Islamic Boarding School of course collaborates closely with family and community in shaping student character in the era of the Industrial Revolution 4.0. This collaboration can involve parents, communities and other institutions to support the formation of student character that is in line with Islamic values. Because when students leave the Islamic Boarding School area and return home, the parents are fully responsible, for this reason one of the strategies implemented by the Al-Ihsan Baleendah Islamic Boarding School in instilling student character is to collaborate with the students' parents or the surrounding community. Because parents have an important role in supervising their

children, especially in digital use in the era of the industrial revolution like today, where outside life is easy to access either through watching or reading, in this way, to establish cooperation with parents of Al-Ihsan Baleendah Modern Islamic Boarding School students, they always hold meetings or Meetings with parents are usually held quarterly, namely once every three months.

Skills Development 4.0, Al-Ihsan Modern Islamic Boarding School certainly pays special attention to developing skills that are relevant to the Industrial Revolution 4.0 era, including skills such as problem solving, creativity, collaboration, communication and critical thinking. Students are taught to develop these skills through active learning approaches, technology-based projects, and teamwork. Where one of the programs held by Al-Ihsan Modern Islamic Boarding School to improve students' communication skills is by holding a language program where there are two languages that are used as communication tools at Al-Ihsan Islamic Boarding School, namely Arabic and English. With these two languages, it is hoped that students will have good communication. Well, these two languages can help students keep up with the times. Apart from language programs, there are also muhadhoroh and batsul masail or discussion programs where in this program of course students are trained to express their thoughts on a problem being discussed which will later form critical student characters, which of course in the current era of revolution, a critical spirit is really needed. to keep up with current developments and existing problems.

The final strategy implemented at the al-Ihsan Baleendah Modern Islamic Boarding School is to shape student character in the era of the industrial revolution 4.0. is an adjustment to the curriculum and teaching methods, where the curriculum at the Al-Ihsan Baleendah Modern Islamic Boarding School combines curricula from various institutions, including the curriculum of the Ministry of Religion, the Ministry of National Education, and Pondok Modern Gontor, as well as the traditional Islamic boarding school curriculum. The Ministry of National Education curriculum includes general subjects such as biology, mathematics, physics, chemistry, history, economics, and so on, while the Gontor and Ministry of Religion curricula include religious subjects such as Arabic, tafsir, hadith, aqidah, fiqh, Islamic date, nahwu, and sorof . The traditional Islamic boarding school curriculum is used for teaching the yellow book. Apart from official learning carried out during class hours, there are also various extracurricular activities originating from various topics, as illustrated in the table below:

No.	Type of Extracurricular
1.	Computerization
2.	Tahfidz Qur'an
3.	PMR and Paskibra
4.	OPPMAI/OP3MAI Organization
5.	Electrical Course
6.	Arts courses (marwis, nasyid, keyboard, vocals)
7.	The art of reading the Koran
8.	Sports (basketball, volleyball, table tennis, badminton)

9.	Cullinary art
10.	Fashion
11.	Sociability
12.	Agriculture
13.	Farming
14.	Leadership course

The KMI Al-Ihsan Baleendah Modern Islamic Boarding School curriculum covers all student activities, both in class, dormitory and at the mosque. all activities that can help Islamic boarding schools achieve the school's goals, vision and mission, including the school curriculum. Therefore, all activities that students participate in, see and hear are aimed at education and improving the quality of character of students throughout the world.

Then the next thing is that the education and teaching methods at the Al-Ihsan Baleendah Modern Islamic Boarding School are not much different from the methods at the Gontor Modern Islamic Boarding School. Where learning occurs in every aspect of students' lives, not just in class or formal lessons; it happens in all their activities in dormitories, mosques, libraries and sports fields. This method was chosen because it was thought to improve the quality of students when they started to enter society. According to the Islamic boarding school's motto, "Everything you see, everything you do, and everything you hear is for education." Several methods are applied in teaching and education at Al-Ihsan Baleendah Modern Islamic Boarding School, including:

The dormitory system applies to all students in the dormitory. Every student in the dormitory must comply with the discipline and sunnah of Al-Ihsan Baleendah Modern Islamic Boarding School. This system implements what it is taught to do. After that, Arabic and English were used as the official languages of the students, both when attending KBM and when interacting with other people at the Al-Ihsan Modern Islamic Boarding School. Learning by doing, this system is a system that applies everything that is taught and must be put into practice. Then, Arabic and English were used as the official languages of the students both when attending KBM and as a means of communication in socializing within the Al-Ihsan Modern Islamic Boarding School. Uswatu Hasanah, this method is used for caregivers and educators where caregivers and educators always provide a good role model or example in all things to the students.

And finally the spirit of sincerity, this method is applied so that students, kyai and caregivers apply a spirit of sincerity within themselves. Where the kyai and caregivers are sincere in educating and the students are sincere in being educated. In this way, they will remind each other when someone breaks the rules, either by reminding them, reprimanding them, or giving them sanctions. To support the improvement of students' abilities in science and technology, Islamic boarding schools provide audio-visual rooms that can be used in the online learning process via the internet. Apart from that, it is also equipped with various other laboratories, so that students are not technologically clueless when facing the world of technology in the era of industrial revolution 4.0.

All methods applied at the Al-Ihsan Baleendah Modern Islamic Boarding School aim to develop good student character (akhlakul karimah). Starting from the dormitory method, learning by doing method, Uswatun hasanah and finally the spirit of sincerity. The strategy above reflects the general approach used by the Al-Ihsan Modern Islamic Boarding School or other Islamic educational institutions in shaping student character in the era of the Industrial Revolution 4.0.

CONCLUSION

Al-Ihsan Modern Islamic Boarding School is an educational institution that provides teaching, especially in Islamic education. Like other Islamic boarding schools in general, Al-Ihsan Islamic Boarding School experiences several challenges in the current era of industrial revolution 4.0, especially challenges in the process of forming students' character in the era of industrial revolution 4.0. However, in facing the challenges of the decline in student character in the era of industrial revolution 4.0. There are several strategies implemented at Al-Ihsan Baleendah Modern Islamic Boarding School in shaping student character in the era of industrial revolution 4.0. These strategies include a technology-based approach where the Al Ihsan Islamic Boarding School holds IT extracurricular activities with the aim of making students more creative and innovative in using increasingly sophisticated technology, the Holistic Approach, this approach is related to the students' religious character which of course the Al-Ihsan Islamic Boarding School often holds. several activities and habits such as getting used to the dhuha and tahajud prayers as well as getting used to congregational prayers and tahsin, the aim of these activities is so that the students' religious character approaches the creator closer and the moral character is embedded in the students. Apart from religious-based activities, there are also activities that will foster social character, such as mutual cooperation and alms donations, which are always held once a week.

Apart from the activities and strategic programs used, it is curriculum-based which will support the formation of student character, where the curriculum used at the Al-Ihsan Baleendah Modern Islamic Boarding School is a combined curriculum between the Kemenak curriculum, the Ministry of Education and Culture, the traditional Islamic boarding school curriculum and the Gontor Islamic boarding school curriculum which of course is not only learning. religion is studied but general learning is also studied. The final strategy is based on teaching methods where there are several teaching methods applied at the Al-Ihsan Baleendah Modern Islamic Boarding School, including the Uswatun Hasanah method which is a model, the spirit of sincerity, learning by doing, and the dormitory method. All of these methods are applied to instill student character in the era of industrial revolution 4.0.

The researcher's suggestions for future research, with the various advances that exist, especially in the fields of technology and informatics, of course Islamic boarding schools must keep up with existing progress by updating programs or curricula but not abandoning the characteristics of old Islamic boarding schools. In shaping the character of students in the era of the industrial revolution, it will be different from before because the challenges faced are not ordinary challenges but challenges based on technology and speed of internet access. The strategy implemented at the Al-Ihsan Modern Islamic Boarding School is good in its aim of instilling excellent student character in the

era of the industrial revolution 4.0, where in its strategy the Islamic Boarding School uses technological media which is really needed in an era like today. And what is implemented at the Al-Ihsan Baleendah Islamic Boarding School can be applied or used as a reference for other Islamic Boarding Schools, as an effort to prevent the decline of the nation's generational character.

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