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**Variation Model Integration Of Educational Value Based *Ulul
Albab***

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Abstract

This study aims to find a conceptual framework for variations in the integration model of character education values based on "ulul albab". This study uses a library research approach. Character-based education is an Islamic education concept that delivers its graduates through a process of growth with the character of "Mukmin Ulul-Albab." This character growth can be done through the integration of character values in the educational process, both in the educational process at school/madrasah, at home and in the community. The process of integrating knowledge that is sourced from the knowledge of kauniah and qauliyah science. This framework reveals a process and steps to promote moral and right behavior. This study finds out that variations in the integration model of character education values that vary from various points of view. The variation of the model was analyzed based on the philosophy of a flower model.

Keywords : Values, characters, ulul albab

**Variasi Model Integrasi Nilai-Nilai Pendidikan Karakter Berbasis
*Ulul Albab***

Abstrak

Penelitian ini adalah untuk mencari kerangka konsep variasi model integrasi nilai pendidikan karakter berdasarkan "ulul albab". Penelitian ini menggunakan pendekatan penelitian perpustakaan (*library research*). Pendidikan berteraskan karakter merupakan konsep pendidikan Islam yang melahirkan graduan melalui proses pertumbuhan yang berkarakter "Mukmin Ulul-Albab". Pertumbuhan karakter ini dapat dilakukan melalui pengintegrasian nilai-nilai karakter dalam proses pendidikan, baik dalam proses pendidikan di sekolah/madrasah, di rumah maupun di masyarakat. Proses mengintegrasikan ilmu yang bersumberkan ilmu kauniah dan ilmu qauliyah. Rangka kerja ini mendedahkan proses dan langkah untuk menggalakkan tingkah laku moral dan betul. Penelitian ini mendapati variasi model integrasi nilai pendidikan karakter yang berbeda dari berbagai sudut pandangan. Variasi model dianalisis berdasarkan falsafah model bunga.

Kata Kunci: Nilai, karakter, ulul albab

INTRODUCTION

In today's global era, character building efforts are very important, especially in character creation. Character formation can be achieved through three methods: (1) a formal approach, (2) a school culture approach, (3) a paradigm approach. The formal approach is to integrate character building into the introduction curriculum. The School Culture Approach is the management of teachers which is developed through the Management of School Culture. Paradigm shifting is a paradigm shift rather than the main element that is directly related to the formation of student character. Good Mustakin (2011: 98) states that three main elements of the state development system are directly related to institutional character building: (1) the creation of religion, (2) the creation of knowledge, and (3) the creation of citizenship. Maya Bialik (2015:3) says that character building is goodness (quality) and value (ideal and concept). Living in a developing country is about having and strengthening the ability to make wise choices. Character development is addressed to Maya Character development is addressed to Maya Bialik et al. et al., (2015: 3) the effort to make informed life choices in developing countries. Character building is addressed to Maya Bialik et al. except, 3) the ability to make informed life choices in developing countries. Character building is addressed to Maya Bialik et al. except, 3) the ability to make informed life choices in developing countries.

All three configurations have attribute values. In other words, these values can be fully integrated into character building. One strategy to follow is to incorporate these values into the theme. A subject teacher strategy that integrates teacher values into core competencies (KD). In this regard, every subject teacher in schools needs to frame competency standards (SK) that contain teacher values. KD is also designed with a curriculum and teaching design that is integrated with pedagogical values.

In contrast to Zubardi (2011: 200), in the topic of religious development and citizenship formation, value/character formation needs to be the main focus/way of value creation, because the real mission is to develop values and attitudes. used. different strategies. Both of these subjects produce certain values in the form of learning impressions and murturant impressions. Character building programs reflect character-driven moral attitudes (good versus evil), and the aim of this development is to develop certain qualities in students that can have a major impact on agricultural practices (GN Petting, 1977: 170).

RESEARCH METHOD

This study used a qualitative approach to the type of literature research. This assessment was carried out by collecting information/data from various sources. The data were taken from the Koran, the Koran, various journals related to the construction of the sahsiah, and the included books. Data collection

techniques were those obtained through records from various sources. Data analysis was done by simplifying the data for easy reading and understanding. Sources related to character building are descriptive, that is, they are explained or explained and analyzed.

RESULT AND DISCUSSION

Variations of the Integration Model of Character Formation Values Sourced from Religion, Pancasila, Culture, and National Formation Goals

As discussed below, attribute values can be entered in different models.

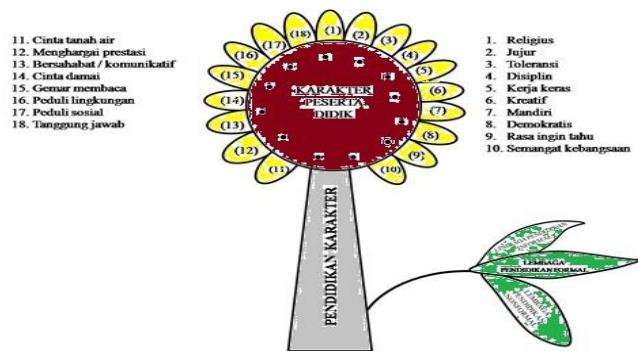


Figure 1. Types of integrated model of personality development values sourced

The model can be analyzed according to the incomplete/complete philosophy of flower biology, because there are no petals that reflect the basic value or basic value (CV) of the developing character. Sample resume; Memories, thoughts, good deeds. Another difference is that the model has no basis and the resulting character has a value of 18.

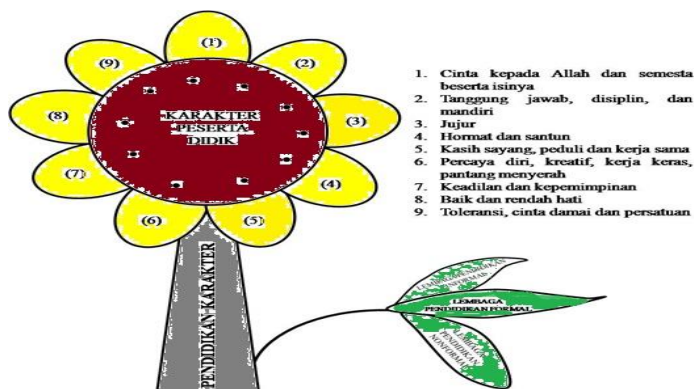


Figure 2 Variations of the Integration Model of Character Formation Values From the Heritage Foundation

In general, the decision analysis model as shown in the analysis in Fig. 4, and there is a difference in the number of resulting character values. The development of human values based on science. The model can be analyzed according to the incomplete/complete philosophy of flower biology, because there are no petals that reflect the basic value or basic value (CV) of the developing character. Sample resume; Memories, thoughts, good deeds. Another difference is the basic principle model (HF) has no basis.

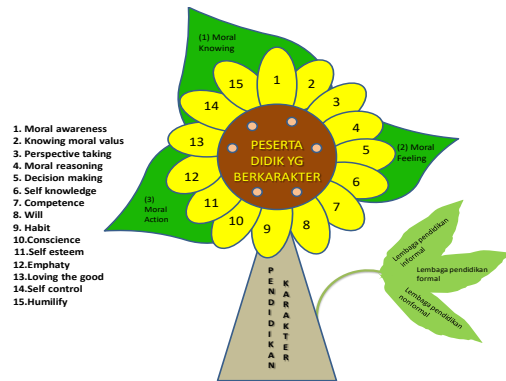


Figure 3. The decision analysis model

The analysis decision of the model is shown in Figure 3. The difference is the number of character values produced. The value of the character that is produced is rather than a source of knowledge. This model can be analyzed based on a holistic philosophy/holistic biology of flowers. That is, because it consists of petals or CVs (baseline values) that indicate developmental characteristics. Moral knowledge (thoughts), moral feelings (memory), and ethical actions (behavior). Another difference is that there is no basis for depending on the model.

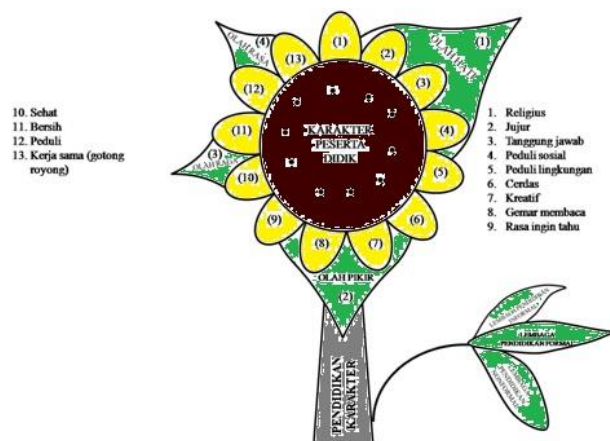


Figure 4. Model Decisions

The model decisions are similar to the analytical decisions in Figures 3 and 6, except that 13 character values have been generated and the model has not been grounded. The resume model, that is, if it is thinking, it moves when it thinks, and when it is felt, it moves. The resulting character values are from the source of Kunier's knowledge. This model can be analyzed based on a holistic philosophy/holistic biology of flowers. This is because the petals seem to reflect the core value or CV of a developing personality. Sample resume; Memories, thoughts, good deeds.

CONCLUSION AND SUGGESTION

From the explanation of the results of the study, it can be concluded that the value of character creation based on Ulul albab can be found in four alternative integration efforts for legitimate development. The combination of values in the characters shows that, in one of the four types of models, the flower petals contain the basic value of tarbiya muqmeen ulul albab, or dhikr, the personality that is built on the basic value. think. and good deeds. In the first, second, and third models, there is no basic subject if the analysis is carried out according to the philosophy of interest. In the fourth type of model, the main value of the character whose petals are nurtured, especially from the heart, from the mind.

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