

## Character Education in *Lembaga Dakwah Kampus*

Ahmad Bustomi<sup>1)</sup>, Rafiud Ilmudinulloh<sup>2)</sup>, Farida Isroani<sup>3)</sup>

<sup>1)</sup>Institut Agama Islam Negeri Metro, Indonesia

<sup>2)</sup>Institut Agama Islam Negeri Manado, Indonesia

<sup>3)</sup>Universitas Nahdlatul Ulama Sunan Giri Bojonegoro, Indonesia

Email: [ahmadbustomi@metrouniv.ac.id](mailto:ahmadbustomi@metrouniv.ac.id)

**Abstract:** The aim of this research for describe the implementation and implication of Islamic student organization of extra University in the forming of student characters. The research using a qualitative approach and the subject of research are Leader and Ex-leader of LDK UIN Sunan Kalijaga. The methods of data collection used observation, interview and documentation. Data analysis in this research uses Milles Huberman model with data reduction technique, data presentation, and conclusion. The results of this research show that: Firstly, the implementation of cadre curriculum LDK is as the method which has Guide in TEKAD called MC Instructor whose duty give introduction before presenter, guides the learning process in class and Forum Group Discussion (FGD), while the speakers is called the instructor. The method of learning which consists of speech method, Interactive, FGD, panel, group dynamics and debate. Secondly, the implication of curriculum shows nine characters: religious, tolerance, discipline, hard work, creative, democratic, friendly/communicative, social care and responsible.

**Keywords:** Student Character, Recruitment Curriculum

### Introduction

This research base on the experience of researcher. It is about many students of university who think that democraton is product of kafir and Indonesia which majority muslim should can not agree and can not use democraton, pancasila and enactment. Kind of this student more support the Islamic basic in order to be basic nation of Indonesia. They believe that not only because majority of Indonesian people are muslim but also because Islam bring message *Rahmatal Lil'alamin*. it brings peace, prosperity and security to all of heterogeneous people of Indonesia. Kind of this student mostly join in specific organization, so that *transfer of knowledge* can run well intensely in that organization. Meanwhile in the other hand many mediums either mold medium or electronic medium which inform many students brawl each other, vandalism to collage facility or public facility which means there is absurdity between Islam yelling "*rahmatan lil 'alamiin*" and the practice of Islam student of university.

According of curriculum function in education process which become tool for reach education purpose,<sup>1</sup> therefore it is fundamental thing for researching deeply about cadre curriculum which so far researcher knows used in training process in that Islam student organization because base on it will appear clearly the purpose of organization, subjects of training, topics of training, spirit of organization as far as what the character which should members of Islamic student organization have. According that things, so that research character education in *Lembaga Dakwah Kampus* (LDK) as one of some the biggest Islamic student

<sup>1</sup> Idi, A. (2016). *Pengembangan Kurikulum, Teori dan Praktik*.

organization, specifically cadre curriculum of LDK as the way for shaping character of student. In the other hand there are many transformings as long as student join in cadre process and after it such as: student begin to more sensitive when they face environment occurrences specifically the policies around them, either policy from University, goverment or from small thing such as policy from their lecturer, transformation which never or seldom take a pray to be more diligent for praying in the mosque, student begin to like reading a books but in the other hand the transformation will be bad transformation such as do destructive thing for their self or their environment such as underestimate to their lecturer, they do not on time to go to class, skip class, wear impolite cloths, over reaction to policy of University example students do vandalisme to wall of University, break window of University and break public facility even boycott University. That things show there are transformations when training and post-training as implication of training which exactly start from curriculum of training self. UIN Sunan Kalijaga is choosen to be research place and especially UIN Sunan Kaljaga's LDK (*Lembaga Dakwah Kampus*) because in that University grow many student organizations either base on ethnic, religion, passion or base on leadership.

## Method

This research use qualitative method which focuses on field research. this field research content meaning that direct active in area which is researched and interpreted the way to speak, attitude and the way to life of object to be researched. This research is looked as research method who the users try to understand the meaning from varioust activities which is observed for people who relate in research.<sup>2</sup> Subject in this research is subject who will be focused on target to be researched and hopefully data in subject can be taken completely. In this research who will be subject are Leader and Ex-leader of LDK. Method which is used in collecting data are observation, interview and documentation studies.<sup>3</sup> Research use data analysis technique of Miles and Huberman type, namely *data reduction*, *data display* and *conclusion drawing/verification*.

## Result and Discussion

### A. Curriculum Concept

Curriculum not only about curriculum activity (intra curricular) and curriculum procurement activities (co curriculum), but also outside of curriculum activities (extra curricular). In consequence, according Maragustam curriculum is an education plan program consist of a number of courses and activity program which is used as requirment for finishing an education program which is packed in curriculum activities, curriculum procurement activities and outside of curriculum activities.<sup>4</sup> Curriculum has many meanings and definition base on how backround of lore and view of expert describe in description which the point is giving the best description in order to reader and practitioner of education understand well. According that definition, so

---

<sup>2</sup> Neuman, W. L. (1994). *Social Research Methods: Qualitative and Quantitative Approaches*; Sugiyono. (2012). Perspektif Metode Penelitian Kualitatif dan Kuantitatif Metode Penelitian: Pendekatan Kuantitatif, Kualitatif, dan R&D. In *Bandung: Alfabeta*.

<sup>3</sup> Tanzeh, A. (2011). *Metodologi Penelitian Praktis (Cet.1.)*. Yogyakarta: TERAS.

<sup>4</sup> Siregar, Maragustam. (2015). *Filsafat Pendidikan Islam: Menuju Pembentukan Karakter Menghadapi Arus Global*. *Kurnia Kalam Semesta, Yogyakarta*.

that either course institution or institution of student recruitment which grow massively exact have their own curriculum, because contain an education program which will be planned and implemented for reaching a number of specific purposes and will appear clearly the development of curriculum.

Therefore, researcher can say that recruitment curriculum is a number of recruitment courses, activities and all things who influence for shaping character of cadre base on the purpose of recruitment which was determined by organization. Meanwhile, in Saylor and Alexander's term if pulled into recruitment world so the meaning of recruitment curriculum is all activities and effort that are carried out by education institution (in that case is LDK) to reach organization purpose which is wanted. Therefore, researcher can interpretate that recruitment in LDK curriculum not only content topics who delivered in recruitment but also all things who relate with that organization, such as learning process which at least consist of training which in term of LDK is called TEKAD and assignment either in committee or structural positions in University.

Research about curriculum and character done by some researcher such as research which focus on problems of curriculum<sup>5</sup>, curriculum concept<sup>6</sup>, internalization of character<sup>7</sup>, implementation of emergency curriculum<sup>8</sup> and implementation of character<sup>9</sup> meanwhile research about curriculum of cadre is not found. On the other hands this research should be done in order to make clear how good the character in LDK after run the process in organization.

## B. Implementation and Implication of Curriculum

Curriculum is a program, so that learning is the implementation. Therefore, can be interpreted that implementation of recruitment curriculum is in training because in it the position of learning in LDK. In recruitment world, the learning is contained in training and can use many methods. In Hamdani's book learning method is the way which is used by teacher for explaining lesson to student.<sup>10</sup>

In order to learning become activities which active, creative, effective and enjoyable, we can be done by many ways. One of them is the accuracy of selecting learning method, in learning process teacher is one of determining components from success or not of learning. Because of that teacher is sued for having learning method which can increase student learning interest, so that purpose of education can be taken. According that definition, method can be interpreted as the procedure or the ways which is used in process of learning-teaching. Means: that the ways specifically which is used teacher for teaching is called Method. Whereas the specific ways are used by student in learning is called also method of learning. Both of them are called method in

<sup>5</sup> Ilyas, M., Addakhil, J., & Jadid, U. N. (2019). Problematika Pengembangan Kurikulum Di Lembaga Pendidikan Islam: Tinjauan Epistemologi. *Ta'Limuna: Jurnal Pendidikan Islam*, 8(2), 01–11. <https://e-journal.staima-alhikam.ac.id/talimuna/article/view/250>

<sup>6</sup> Adzim, A. K. (2021). Konsep Pendidikan Karakter Anak Berbasis Keluarga Islami Era Society 5.0. *Ta'limuna*, 10(1), 14–23. <https://e-journal.staima-alhikam.ac.id/index.php/talimuna/article/view/524>

<sup>7</sup> Kamalludin, W., & Ganeswara, G. M. (2020). Internalisasi Nilai Karakter Disiplin Siswa Melalui Kegiatan Menghafal Al-Qur'an. *Ta'Limuna: Jurnal ...*, 9(02), 101–114. <https://e-journal.staima-alhikam.ac.id/talimuna/article/view/462>

<sup>8</sup> Supriatna, U. (2021). Implementasi Kebijakan Kurikulum Darurat Madrasah. *Ta'Limuna*, 10(01), 42–54. <https://e-journal.staima-alhikam.ac.id/talimuna/article/view/594/352>

<sup>9</sup> Rahmatullah, R., & Said, A. (2019). Implementasi Pendidikan Karakter Islam Di Era Milenial Pada Pondok Pesantren Mahasiswa. *Journal TA'LIMUNA*, 8(2), 37. <https://doi.org/10.32478/talimuna.v8i2.269>

<sup>10</sup> Hamdani. (2011). *Strategi Belajar Mengajar*. Pustaka Setia.

education, so that method is procedure or the ways are used by teacher and student in process of education. The following are methods which have relation, strength and weakness, including:<sup>11</sup>

- a. Speech Method, it is the way of teaching with explain the explanation or information about point orally. This method has some strength and weakness, included:
  - 1) Strength: teacher can dominate class easily, able to be followed by countless students, teacher is able to describe lesson easily.
  - 2) Weakness: it causes student to be passive, if used for long term will be boring method.
- b. Interview method, activities which produce feedback, the strength and weakness are:
  - 1) Strength: stimulate student for training and developing power of thought, bravely, and student's skill for answering and giving statement.
  - 2) Weakness: student feel afraid, losing the time too much, can not give question to student.
- c. Exercise Method, it is repetition of topic was taught. However not only has Strength but also weakness:
  - 1) Strength: get skill of motor, cause habitations which symbolic, the shape is association, complex movement, pure and more automatic.
  - 2) Weakness: hampering talent and initiative of children, cause boring and make rigid habit.
- d. Method of Experiment, it is makes error and trial, the weakness and the strength:
  - 1) Strength: cause confident of child, cause creativity and innovation.
  - 2) Weakness: need complete facility, demand stamina and accuracy.
- e. Demonstration Method, for getting description clearer about things which relate effort to manage something, process, make something. And it also has Strength and weakness:
  - 1) Strength: learning clearer and concrete, easy to understand, learning more interesting, student is stimulated for active.
  - 2) Weakness: need specific skill of teacher specifically, the limitation of facilities, need more preparation and planning.
- f. Method of *Problem-Solving*, it is something which is used for looking for a way or solution into face a problem, this method also have Strength and weakness:
  - 1) Strength: education in school become more relevant, accustom student to face and break the problem adroitly, stimulate the development of thought ability.
  - 2) Weakness: for determining a problem need more time, need various learning resource so that will be hard for student.
- g. Field trip Method, look at objects which relate with learning by condition of nature, this method have Strength and weakness:
  - 1) Strength: utilize the real environment which stimulate the creativity of children, more relevant.
  - 2) Weakness: need more preparation and planning, facility and modal should be there, hard to manage many students.

Implication of recruitment curriculum is any impact to cadre after and as long as process of recruitment (training). Implication at least relate with attitude, conditions of test and standard (measurement).<sup>12</sup>

<sup>11</sup> Mahmud. (n.d.). *Pemikiran Pendidikan Islam (Bandung: CV Pustaka Setia, Cet.I.1991) hlm. 165*

<sup>12</sup> Hamalik, O. (2011). *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*. Bumi Aksara

### C. Character

#### 1. The Concept of Character Education

Character came from Greek language, it means to mark or marking with focus on implement good value in action or attitude in life.<sup>13</sup> Character is habit, personality, psychical nature, moral which differentiate person with another. Character is main nature which graven, either thought, attitude or behavioral which adhere and blend strongly in person, which differentiate him with another. However, character is a writing in soul so that character hard to be changed. Character is shaped by proses of teaching according Ki Hadjar Dewantara. We often describe the personalities of others by using only one prominent feature or property of their behavior.

Character can be looked by two ways, firstly as a number of conditions which have been given for granted, or already exist for granted. The Character like that considered as something which have existed for granted (given). Secondly, character also can be understood as level of person how handle his condition. That Character is called a process which wanted (willed). Character of person must be sharpened continuously by education, experience, habbituation and sacrifice, because if just rely on character or personality which has been there since born is still weak and can shake because the changing of situation. For example: character of curiosity, according Paulo Freire, mostly all children feel curious, then it will be useless and blunt if it not be sharpened.<sup>14</sup> So, character should be developed and be build, so that someone can dominate their self in various situation and can develop potency in their self and religion spirituality without there are obstacles. If which is sharpened is good character so that will be formed good character also. According Kemendiknas, the noble values as a basic of nation character which is had by every tribes in Indonesia, if it is abridged those are:<sup>15</sup>

	Value	Description
1	Religious	Attitude and behavior which obey to religion rules, tolerance to practice of other religion and life in harmony with the followers of other religion.
2	Honest	Behavior which base on effort to be person self as person who always be trusted person in speech, action and job.
3	Tolerance	Attitude and action which are respect to the differentiation of religion, tribe, ethnic, opinion, attitude, and action of other people who difference with him.
4	Discipline	Action which show behavior orderly and obey to various rules.

<sup>13</sup> Salahudin, A., & Alkrienciehie, I. (2013). *Pendidikan Karakter: Pendidikan Berbasis Agama & Budaya Bangsa*. Pustaka Setia; Amri, S. (2011). *Implementasi pendidikan karakter dalam Pembelajaran*. Prestasi Pustaka.

<sup>14</sup> Freire, P. (2020). *Pedagogy of the oppressed*. In *Toward a Sociology of Education* (pp. 374–386). Routledge.

<sup>15</sup> Wibowo, A. (2012). *Pendidikan Karakter Strategi Membangun Karakter Bangsa Berperadaban*. Pustaka Pelajar.; Zubaedi, M. A. (2015). *Desain Pendidikan Karakter*. Prenada Media

5	Hard work	Behavior which show effort totally when face various obstacles of learning and assignment, also complete assignment well.
6	Creative	Think and do something for produce the new way or the new result from something.
7	Indipendent	Attitude and behavior which is not easy for addicting to other when finish assignment.
8	Democratic	The Way of think, berfikir, attitude, and behaviour that right and responsibility to their own self annd another.
9	Curiosity	Attitude and action which always effort to know deeper and extensive from something is learned, looked and listened.
10	National spirit	Way of thought, act and have conception which prioritise nation rather than the interest of his self and his faction.
11	Love of homeland	Way of thought, act, and do which show loyalty, caring, and high appreciation to language, environment, social, culture, economic, and politics of country
12	Respect to achievement	Attitude and action which encourage his self for resulting something usefull for people, admit and respect fruitfulness of other.
13	Friendly/ communicative	Action which show happy feeling for talking, socialize and teamwork.
14	Peace	Attitude, word and action which cause another feel happy and secure.
15	Fond of Reading	Habbit for spending time for reading various readings which give wisdom for himself.
16	Environment caring	Attitude and action which prvent the damage of environment around him and develope efforts for recondition nature.
17	Social caring	Attitude and action which always want to give a hand to another and people which are need.
18	Responsibility	Attitude and behavior of people for doing the duty and the responsibility, which is done to his self, people, environment (nature, social and culture), country and God.

## 2. Curriculum Recruitment Process in *Lembaga Dakwah Kampus*

According to the research, so that is found that recruitment curriculum in LDK, those are:

### a. Objective

Purpose of TEKAD is to introduce LDK to participants, so that later participant able to actualize them self in dakwah domain without have to forget values of LDK, because participant firstly understand how the way of *dakwah* well.

### b. Content

Content of LDK Recruitment Curriculum are *ma'rifatul maydan*, *ma'rifatullah*, *mubasabah*, *ma'rifatur rasul*, *ma'rifatul insan* and *ke-LDK-an*.

### c. Implementation

Implementation consist of training and assignment. Training in LDK is called TEKAD. Whereas assignment in LDK consist of assignment in committee and assignment as functionary in University.

#### 1) TEKAD (Training).

Guide in TEKAD is called MOT consist of 3 persons, the duty is remind consumption division for taking snack for trainer, give introduction before trainer train the new members, guide the role and run the class, remind responsables committee for picking trainer up, looking for trainer, as far as responsible the follow up new members as far as six months after recruitment, whereas fgd/panel is imposed to guide of FGD is taken from committee. Learning method in training (in class) consist of speech, outbond, interview, group dynamics, FGD, panel and debate.

#### 2) Assignment

Assignment which is a part of foollow up in TEKAD is efforts in order to cadre not only understand organization world in cognitive view but also able to implement in field directly. LDK at least assign new cadres in territory practice so that they more capable to blend with LDK, such as in a committee or as delegacy of structural in University (competitive and semi-competitive).

### d. Evaluation

Evaluation consists of daily evaluation and complete evaluation.

## 2. Character Values in *Lembaga Dakwah Kampus*

According analysis which is done by researcher, so that is found somme charaters which were be implication from training, those are:

### a. Character of Religious

Religious values always are developped in LDK in order to enter and soak in every cadre. Therefore, it is not surprisingly if since cadre join in LDK (start from Training "TEKAD"), the main topics encourage in order that cadre constantly run the religion teaching such as *ma'rifatullah*, *ma'rifatur rasul* and *medan dakwah*. Sinior cadre (committee and functionaries) encourage cadre in order to constantly on time to run their responsible as moslem by provide schedulle freetime when time to pray, either dzuhur, asar, maghrib, isya and subuh base on Akhyar statement (Akhyar, Interview on 19 Oktober 2017 at 17:00 PM) that:

“That afternoon we arrived in location after ashar, then prepared place, fixed place, then took a bath etcetera to magrib, maghrib we took a pray and then readed a holy Al-Qur’an, afer that we ate and took a pray isya. After took a pray isya there was first a half past eight PM to a half past nine PM usually lesson of *marifatullah*, afterwards a half past nine PM to ten O’clock PM was a second lesson usually *ma’rifatur rasul*.”

LDK as a *dakwah* container can not loose from religious contain, so that that cultivation very clearly when activities schedulle very encourage cadre for praying punctually base on those statement and also encourage to read Al-Qur’an which absolutelly this thing is given senior cadres example at a time guidance to new cadres. Even further before enter subuh time Akhyar said that participant of TEKAD has woken to prepare for praying subuh. Even for keeping purity of LDK in order to keep on the track when student election coming, LDK never join in student election in University is caused for keeping in order to *dakwah* will not be a part of politics interests. Those thing base on akhyar statement that:

“we keep the institution still secure and can develope institution continued. It not look for politics interest and full of practice interest” (Akhyar, Interview on 19 Oktober 2017 at 17:00 PM).

When politics entered in Dakwah territory according LDK Experience in the past, so that politics interests had dyed, it means Dakwah is not pure anymore.

b. Character of Tolerance

Appreciation to differenciation about attitude, action, religion, ethnic and tribe are meaning of tolerance which has described before. LDK base on the name is really clear that consentrate in Dakwah territory which this thing underline cadre for constantly has dinamic attitude in order to can enter in every part of University which the fact has various tribe, etnic, local language and the various way of thought so that one of main lesson in LDK are *ma’rifatul maidan* in order to cadre know their field of dakwah.

The policy of LDK cadres when make a number of lessons or topics in recruitment curriculum is matched with collage need according statement of Akhyar that:

“for lesson in TEKAD there is no rule for similarity lesson in every LDK. So just depend on University situation. So depend on University need”. (Akhyar, Interview at 12 Oktober 2017, 16:00 PM)

The differenciation field of dakwah give spesific colour to lessons which are delivered in the class (TEKAD). Further the differenciation of lesson give good impact not only about how to respect to differenciation but also how to discuss in evaluation forums or sharing.

c. Character of Discipline

Researcher has called about discipline, which is behavior to obey the rule. The discipline has planted by LDK to his cadres start from schedule which full schedule, schedule for eating and taking a rest are managed even schedule for taking a pray, this things mean in order to cadre is used to has disciple life so that one day when they will become committee, they will able to guide their junior in order to follow the flow (rule) recruitment base on schedule orderly.

d. Character of hard work

Efforts to finish the duty and the obligation also effort to pass the obstacles with spirit and well can be interpreted as hard work. At the same time when many student organizations in the outside of University have many obstacles in money as model for activities, LDK already has power to prevent it as a seller, eventhought whom become consument are cadres of LDK self, nevertheless that thing able to cover activities which are done by LDK, that thing show that there is seriousness of cadre for running their duty and face problems which are faced by organization of extra-University which the fact is they do not have support (money) from University completely, base on statement of Akhyar that:

“So like this, first we rely 35 thousand rupiah from every cadres, and then together we will become seller, we never think that condition as obstacle because we accustomed to handle it. It means if we there were activities for selling, so there was no problem from fund (Akhyar, Interview on 19 Oktober 2017 at 17:00 PM).

e. Character of creative

Efforts for finding the new way, the new occasions, the new results are meaning of creative. Cadre of LDK has good creativity clearly and well if it is looked from various schedule or various agenda such as FGD which is delivered Akhyar that:

“So, every member was given HPS paper, blank paper, opaque paper, and the members are asked also for writing what they got from training, then discuss together with guide (Akhyar, Interview on 19 Oktober 2017 at 17:00 PM).

The further we also can be looked in outbond which is runned LDK iin the last schedule of TEKAD according statement of Akhyar that TEKAD runned as long as 3 days two night. And the ending was outbond. Outbond is the series of TEKAD I activities which usually done in the morning to in the noon at day 3 of TEKAD I'st. Outbond consist of 5 post, those are:

- Pos I : Departure
- Pos II : Game of role model nd attitude
- Pos III : Game of Islamic insight
- Pos IV : Game of *Makrifatul Maidan* (insight of Indonesia or University)
- Pos V : Memorizing (Team of Sunan Kalijaga LDK, *Track of Recruitment Kaderisasi LDK Sunan Kalijaga Yogyakarta*).

The Various ways of teaching in TEKAD show LDK cadre not only use common teaching method or traditional method or called system decant water or speech.

f. Character of Demokratio

Evaluation of equation either obligation or right with other either the way manner, the way of thought or the way of talking are deffinition of democracy. Awarness of equation in obligation and right, so the method of lesson delivery in TEKAD not only decan water from trainer to participant of TEKAD and careless participant skill, therefore interactive is used in teching method as one of container the admitting of existence of participant of TEKAD (new cadre). New cadre has freedom for pour their thought by verbal directly as shape of admitting that new cadre equal in senior eyes either from trainer or committe. Even role of new cadre is calculated spesifically for ideas to continuity of TEKAD for the future, according of Akhyar statement that:

“So, after finish the lesson, in the night usually there is extra lesson, similar like *sharings* (Akhyar, Interview on 19 Oktober 2017 at 17:00 PM).

Ideas new cadre is very important to make TEKAD better in the future, therefore sharings according statement of Akhyar, it can be interpreted as one of some important forms of idea from inside (new member). Difference when sharing or evaluation just from committe which as a organizer.

g. Character of friendly/Communicative

Action which reflects feeling to like team work, socialize and talk with another is the meaning of friendly/communicative. LDK as an institution exactly very need good communication atmosphere, added Dakwah clearly is interpreted as one of some activities which hard to be done without efforts which full of friendly/communicative efforts.

Since in TEKAD, cadre has used to like talking, interacting and showing *gotong royong* spirit/team work with another such as interactive method which is used when delivered the lesson, forum group discussion (FGD) which encourage new cadre do communication activities with their partner also give a hand each other. It makes senior cadre as FGD guidance handle, which this makes them (senior) as direct model for new cadre for keeping communicative/friendly. This thing according of Akhyar statement that:

“after lesson will be continued with FGD is guided by they own guide, the last training aproximatelly 5, 7 to 9 people (Akhyar, Interview on 19 Oktober 2017 at 17:00 PM).”

Confucion and stagnation will happen in forum of FGD, if FGD guide does not communicative, so FGD is done because senior in this case is guide of FGD has ready or has used to communicative/friendly. Even further about this character is looked from the helping of modal from members of LDK for making that agenda (TEKAD) successfully which those activities will not run well if there is no good communication and good relation between cadre of LDK and excadre of LDK.

h. Character of social care

Character of social care is reflected from behavior which give a hand when there are people around them need helping. This behavior is done by cadre of LDK is like when cadre become *guide* in forum of FGD which they give the guidance, clue for making life more alive. The sharing forum if take another example which directly grow new cadre for everlastingly care with other. So, it is not astonish if ex cadre which has graduated from University still want to subscription money, because since first time join in LDK they have used to help each another even though in small case.

i. Character of responsibility

This Character are attitude and behavior which everlastingly run the duty and trusted which he has and should be done either to his self, society, country or good, which is reflected by cadre such as take a pray on time as a proof do the obligation to God. Which is reflected by spend spesific time in activities of LDK according statement of Akhyar about schedule in TEKAD which give spesific time for taking a pray even together (*Jama'ah*). This habbit is used to new cadre. When do the obligation and responsible to organization, for example is looked from evaluation because from that case (evaluation) is looked what the problems which is faced, positif factors from the run of agenda included progress which is passed.

## Conclusion

Character education in LDK is carried out using the TEKAD model which includes 4 processes, namely objectives, content, implementation and evaluation. The responsibility of guide give introduction before trainer give lesson, guide guides schedule in the class and become assistant panel. Method of learning in training (TEKAD) use method of debate, dynamic group, interactive, speech, panel and FGD. Whereas implication of recruitment curriculum are form nine characters, included: religious, tolerance, discipline, hard work, creative, democratic, friendly/communicative, social care and responsible.

## References

- Adzim, A. K. (2021). Konsep Pendidikan Karakter Anak Berbasis Keluarga Islami Era Society 5.0. *Ta'limuna*, 10(1), 14–23. <https://e-journal.staima-alhikam.ac.id/index.php/talimuna/article/view/524>
- Amri, S. (2011). *Implementasi pendidikan karakter dalam Pembelajaran*. Prestasi Pustaka.
- Freire, P. (2020). Pedagogy of the oppressed. In *Toward a Sociology of Education* (pp. 374–386). Routledge.
- Hamalik, O. (2011). *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*. Bumi Aksara.
- Hamdani. (2011). *Strategi Belajar Mengajar*. Pustaka Setia.
- Idi, A. (2016). *Pengembangan Kurikulum, Teori dan Praktik*.
- Ilyas, M., Addakhil, J., & Jadid, U. N. (2019). Problematika Pengembangan Kurikulum Di Lembaga Pendidikan Islam : Tinjauan Epistemologi. *Ta'Limuna: Jurnal Pendidikan Islam*, 8(2), 01–11. <https://e-journal.staima-alhikam.ac.id/talimuna/article/view/250>
- Kamalludin, W., & Ganeswara, G. M. (2020). Internalisasi Nilai Karakter Disiplin Siswa Melalui Kegiatan Menghafal Al-Qur'an. *TaLimuna: Jurnal ...*, 9(02), 101–114. <https://e-journal.staima-alhikam.ac.id/talimuna/article/view/462>
- Mahmud. (n.d.). *Pemikiran Pendidikan Islam (Bandung: CV Pustaka Setia, Cet.I.1991) blm. 165*.
- Neuman, W. L. (1994). *Social research methods : qualitative and quantitative approaches*.
- Rahmatullah, R., & Said, A. (2019). Implementasi Pendidikan Karakter Islam Di Era Milenial Pada Pondok Pesantren Mahasiswa. *Journal TA'LIMUNA*, 8(2), 37. <https://doi.org/10.32478/talimuna.v8i2.269>
- Salahudin, A., & Alkrienciehie, I. (2013). *Pendidikan karakter: pendidikan berbasis agama & budaya bangsa*. Pustaka Setia.
- Siregar, Maragustam. (2015). Filsafat Pendidikan Islam: Menuju Pembentukan Karakter Menghadapi Arus Global. *Kurnia Kalam Semesta, Yogyakarta*.
- Soleh, H. (2013). *No Title*.
- Sugiyono, (2013). Metode Penelitian Kuantitatif Kualitatif dan R&D. In *Journal of Chemical Information and Modeling*.
- Sugiyono. (2012). Perspektif Metode Penelitian Kualitatif dan Kuantitatif Metode Penelitian: Pendekatan Kuantitatif, Kualitatif, dan R&D. In *Bandung: Alfabeta*.
- Sukiman. (2013). *No Title*.

- Supriatna, U. (2021). Implementasi Kebijakan Kurikulum Darurat Madrasah. *Ta'Limuna*, 10(01), 42–54. <https://e-journal.staima-alhikam.ac.id/talimuna/article/view/594/352>
- Tanzeh, A. (2011). *Metodologi Penelitian Praktis (Cet.1.)*. Yogyakarta: TERAS.
- Wibowo, A. (2012). *Pendidikan Karakter Strategi Membangun Karakter Bangsa Berperadaban*. Pustaka Pelajar.
- Zubaedi, M. A. (2015). *Desain Pendidikan Karakter*. Prenada Media.