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Learning Management of Islamic Religious Education in Strengthening Moral and Integrity of Immigration Polytechnic Cadets of the Ministry of Law and Human Rights

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Abstract

Islamic Education Learning Management can be interpreted as a management process including planning, organizing, controlling, and evaluating activities related to the learning process by involving various factors in order to achieve goals. The formulation of the problem in this study is: How is Islamic Learning Management in Strengthening Morals and Integrity in Immigration Polytechnic Cadets? And what are the strategies used in Strengthening Morale and Integrity in Immigration Polytechnic Cadets? This research uses a qualitative descriptive approach. Data collection techniques are carried out in three ways, namely: Observation, interviews, and documentation. The participants in this study were the director of the Immigration Polytechnic, Head of Subdivision of Cadets and Learners at the Immigration Polytechnic, Lecturers of Islamic Education Courses at the Immigration Polytechnic and Cadets of the Immigration Polytechnic, as well as resource persons in

Islamic Education. The results of this study indicate that Islamic Religious Education Learning Management in strengthening the morals and integrity of the Immigration Polytechnic cadets has been running quite well, the preparation of comprehensive and diverse material so that students can obtain a broad scientific treasure, as well as the use of lecture methods and question and answer methods, using learning media, discussion groups, ability classification, ice breaking, and quiz. The suggestion from this research is that the Immigration Polytechnic needs to consider developing continuous programs, such as mentoring, to support the formation of morals and integrity. In addition, it is important to continuously evaluate the effectiveness of learning methods and involve all parties in education at the Immigration Polytechnic who provide exemplary worship practices and good morals and integrity.

Introduction

Cadets as students are the main element in higher education institutions that have an important role in achieving educational goals. The purpose of education has been mandsated in Article 3 of Law Number 20/2003 concerning the National Education System which explains that the function of national education is to develop the abilities and shape the character of students with the aim that their potential can develop and grow into people who are faithful and pious, noble, healthy, knowledgeable, capable, creative, independent and responsible. Education does not exist solely to achieve pragmatic goals such as test scores or a diploma, but education aims to create people with morals and integrity.

Integrity is one of the attitudes that everyone must have. Integrity in English is often interpreted as a synonym for honesty (Macfarlane, Zhang, & Pun, 2012) [43]. Learners with integrity are individuals who are honest and behave well by not carrying out activities that deviate from academic regulations, on the other hand, learners who are dishonest and carry out activities that deviate from academic regulations are individuals who do not have integrity or should doubt their integrity. Immigration Polytechnic (Poltekim) is a university within the Ministry of Law and Human Rights which is under and responsible to the Head of the Law and Human Rights Human Resources Development Agency, which is stipulated based on Presidential Regulation No. 91 of 2006 concerning Organizational Units and Duties of the Ministry of Law and Human Rights and Regulation of the Minister of Law and Human Rights of the Republic of Indonesia Number 28 of 2020 concerning the Statute of the Immigration Polytechnic.

In line with the stipulation of the Ministry's vision, the Immigration Polytechnic within the Ministry of Law and Human Rights

will play a role and carry out its duties and functions in an effort to achieve the Ministry's vision, especially in terms of preparing ready-to-use human resources for students. The Immigration Polytechnic has a very strategic role in organizing vocational education in carrying out the duties of the Tri Dharma of Higher Education, namely education, training, and community service. The human resources of the Ministry of Law and Human Rights are required to be reliable and professional employees and have good knowledge and skills so that the employees on duty can provide optimal services both internal services to students and external services to the general public.

In order to improve the quality of the apparatus of the Ministry of Law and Human Rights, especially in the field of immigration and in providing information technology-based legal and human rights services in the field of immigration, it is deemed necessary to improve the quality of official education in the field of immigration. Improving the quality of this education is intended so that graduates can take part in accordance with the education that has been carried out and the competencies possessed by the graduates.

Immigration Polytechnic is an official immigration education institution that will produce immigration officials as the guardians of the country's gates, by implementing PAI courses with an education system through learning, training, and care (Jarlatsuh) and a boarding school system. The vision of the Immigration Polytechnic is an official higher education institution in Indonesia that produces State Civil Servants in the field of Immigration who have international standard competencies. In line with its vision, the mission of the Immigration Polytechnic is to organize high-quality learning programs in the context of mastering knowledge and expertise in the field of Immigration with international standards, organizing high-quality applied research in the context of developing and applying knowledge and expertise in the field of Immigration with international standards, organizing high-quality community service in the context of applying knowledge and expertise in the field of Immigration with international standards, organizing the value of struggle so as to form an attitude of habituation to worship, have a noble character, learn continuously, work, be the useful, unpretentious and clean heart, carry out training programs in order to foster and improve professional abilities and carry out nurturing programs in order to shape the identity of students who are responsive, tough, treggings and compassionate.

However, some of the problems faced by the world of education today are moral degradation and multidimensional crisis problems, so character education is considered to be a powerful alternative solution to deal with the nation's worsening moral problems (Mentari, 2017) [50]. This study aims to describe the management of Islamic religious learning in strengthening the morals and integrity of Immigration Polytechnic cadets of the Ministry of Law and Human Rights, as well as analyzing the strategies used in Strengthening Morals and Integrity in Immigration Polytechnic Cadets.

Research Methods
This research method includes qualitative *field* research (*field research*). The research conducted by this author is based on social problems and attitudes and social activities that occur at the Immigration Polytechnic, the author uses qualitative research. Qualitative research is a study intended to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and personally (Sukmadinata, 2011) [76]. Qualitative research begins with assumptions and the use of theoretical interpretive frameworks that shape or influence the study of research problems related to the meanings imposed by individuals or groups on social or human problems.

The approach used in this research is a phenomenological approach because this research discusses moral strengthening and integrity, therefore the approach in this study uses a phenomenological approach. Referring to (Abdullah, 2002) [1] states that the phenomenon of human religiosity needs to be approached, researched, understood, criticized, and even enjoyed. Because to gain a solid understanding of the religion that we embrace each at the same time can appreciate, communicate, dialogue, and meet in a warm and respectful encounter with adherents of other religions.

With this approach, the author intends to understand the phenomena of the Learning Management of Islamic religious education in strengthening the morals and integrity of the cadets of the Immigration Polytechnic by describing through words using certain methods.

Results and Discussion
Islamic Religious Education Learning Planning at the Immigration Polytechnic of the Ministry of Law and Human Rights
Based on the Semester Learning Plan or Syllabus Document, the Islamic Religious Education course at the Immigration Polytechnic is intended to provide comprehensive knowledge, understanding and appreciation, and practice of Islamic teachings for students (learners) in scientific development, profession, and daily life in the midst of society. Through this course, students are expected to improve the quality of understanding and faith in the teachings of Islam, as well as foster a spirit of piety and noble character based on Islamic teachings. The objectives of the Islamic Religious Education lecture at the Immigration Polytechnic are as follows:

a. Providing knowledge and understanding to cadets about the values and framework of Islamic teachings so that students are expected to be able to make it a source/inspiration of values, guidelines, and basis for thinking and behavior in applying their knowledge and profession.

b. Increase cadets' knowledge of the values of Islamic teachings concerning various aspects of the field of life.

c. Helping cadets to strengthen their personalities so that they are consistently able to realize basic religious and cultural values, a sense of nationality, and a lifelong love of the country in mastering, applying, and developing science, technology, and art that they have with a sense of responsibility in accordance with Islamic guidance and teachings in everyday life.

d. Increase the spirit of faith and piety and noble character based on the values of Islamic teachings.

In the interview with the lecturer of the Islamic Religious Education Course at the Immigration Polytechnic, Mr. Gustian Nur, there are aspects of learning planning for the Islamic Religious Education Course that are related to the theory of Islamic religious education learning management.

Some of these aspects are:

a. Preparation of Learning Materials: Lecturers in interviews stated that the course planning process involves preparing a variety of materials from various books and books of turrets. This shows the importance of preparing comprehensive and diverse materials so that students can obtain a broad scientific treasure in the field of Islamic Religious Education.

b. Objectives of Islamic Religious Education: In lesson planning, the objectives to be achieved are also an important factor. In this case, the goal expressed in the interview is for students to have a broad scientific treasure and be able to assess various scientific views. This shows that lesson planning is aimed at developing learners' understanding and insight in understanding Islam from various perspectives and views of science.

c. Use of Diverse Learning Resources: In lesson planning, lecturers prioritize the use of a wide variety of books and tablets as learning resources. This shows the diversity of learning resources prepared to give learners access to various perspectives, theories, and thoughts in Islamic Religious Education.

d. Use of Relevant Learning Methods: Lesson planning also involves selecting learning methods that are appropriate to the objectives and materials presented. It is important to ensure that the learning methods chosen can encourage learners to develop a deep and critical understanding of the Islamic Religious Education learning materials.

Organizing Islamic Religious Education Learning at the Immigration Polytechnic of the Ministry of Law and Human Rights

In the results of interviews with the Islamic Religious Education Lecturer of the Immigration Polytechnic, Mr. Gustian Nur, there are two methods used in the organizing process in Islamic Religious Education Course Learning, namely the lecture method and the question and answer method:

1. Lecture Method: In the organizing process, lecturers use the lecture method as a way to convey learning materials to learners. This method shows an effort to convey information and knowledge verbally to students. In learning management theory, the lecture method is often used as an expository teaching method, where lecturers act as speakers who deliver material systematically and thoroughly to learners. In this case, the lecturer's goal is to provide learners with a good understanding of the material presented.

2. Question and Answer Method: In addition to the lecture method, the lecturer also uses the question and answer method in teaching. This method involves direct interaction between the lecturer and learners through questions and responses. Lecturers ask learners questions to ascertain whether they are paying attention to the material being presented. The purpose of using the question-and-answer method in the organizing process is to encourage learners to think actively, ask questions, and provide responses to the material presented. In learning management theory, this method can facilitate interactive learning and increase learners' participation in the learning process.

In the context of Islamic religious education, the use of lecture and question-and-answer methods in the process of organizing the teaching of Islamic Religious Education courses has the aim of ensuring that students pay attention to and understand the material presented. By using these methods, lecturers can provide relevant knowledge, values, and understanding in the field of Islamic religion to students.

In the results of interviews with Islamic Religious Education Course Lecturers at the Immigration Polytechnic, Mr. Usman Domiri, there are several activities related to the organizing process in Teaching Islamic Religious Education Courses. The following is an analysis based on the theory of Islamic religious education learning management:

1. Creating Learning Media: In the organizing process, creating learning media is one of the important steps. Learning media can be in the form of PowerPoint, video, audio, or other learning resources used to convey learning materials to students. The use of learning media in teaching Islamic Religious Education can enrich learners' learning experience and help them understand the material better.

2. Creating a cadet discussion group: The formation of cadet discussion groups aims to facilitate interaction between learners in discussing topics related to Islamic Religious Education. In learning management theory, the formation of discussion groups can increase learners' engagement, strengthen their understanding, and encourage the exchange of ideas and thoughts between learners.

3. Classification of cadets' ability to read and write the Qur'an: Classification of the ability of cadets to read and write the Qur'an is a step taken to determine the level of ability of students in understanding and applying the Qur'an. In learning management theory, the classification of students' abilities helps lecturers in developing teaching strategies that are in accordance with the level of understanding and ability of students.

4. Ice Breaking: Ice breaking is an activity done to restore learners' concentration in learning. Ice breaking can be in the form of a game, physical activity, or short discussion done at the beginning of a learning session. The aim is to create a fun atmosphere, build relationships between learners, and help learners focus their attention on the learning to be done.

5. Making a Quiz at the Beginning of Learning: Making a quiz at the beginning of learning aims to test learners' initial understanding of the material to be presented. By giving a quiz, lecturers can evaluate learners' understanding and adjust the learning approach according to their needs. This is in line with learning management theory which emphasizes the importance of evaluation in designing effective learning.

Implementation of Islamic Religious Education Learning at the Immigration Polytechnic

The results of interviews with Islamic Religious Education Lecturer, Mr. Usman Domiri, said that the learning conditions for Islamic Religious Education courses in the classroom were considered very conducive when conducted face-to-face (offline). Under these conditions, lecturers can see the potential and abilities of the Immigration Polytechnic cadets and understand the psychological and social situation of students. However, the situation changed in 2019, 2020, and 2021 due to the COVID-19 pandemic, which required learning to be done online. This change also

has an impact on the situation and conditions of learning in the classroom.

In online learning, lecturers face obstacles in knowing the condition and situation of the learners thoroughly because the interaction is only done virtually. Nevertheless, learning still uses a discussion method where learners can express their opinions and discuss in small groups. This allows for feedback between learners so that learners can ask and answer each other's questions. This learning also has an impact on learners' ability to analyze religious issues socially and universally.

In the results of interviews with the Islamic Religious Education Lecturer at the Immigration Polytechnic, Mr. Syakir Sumali, there are several aspects related to the learning management theory of Islamic religious education. Some of these aspects are:

1. Learning atmosphere management: The lecturer in the interview explained that the learning atmosphere is very important. Lecturers provide material and cadets respond by paying attention to what is delivered. This shows the importance of managing the learning atmosphere in order to create a lively environment and motivate cadets to pay attention and respond to the material presented.
2. Cadet Engagement Management: The lecturer in the interview tried to involve the cadets in the learning process. When there are cadets who are sleepy, lecturers ask questions related to the material presented to reactivate the attention and participation of cadets. Lecturers also encourage cadets to interact with learning materials through reading the Al-Quran and Hadith related to the lecture material.
3. Use of Relevant Learning Resources: The lecturer in the interview used the Quran, Hadith, and special publisher books related to Islamic Religious Education in higher education as references for learning materials. The use of relevant learning resources, such as the Quran and Hadith, can provide a strong foundation in Islamic learning and help cadets understand the material better.
4. Clear and Clear Delivery of Material: The lecturer in the interview explained that if there are cadets who are confused by the material presented, the lecturer will explain again more clearly and clearly. This shows the importance of effective delivery and ensuring that cadets understand well.

Islamic religious education learning management theory focuses on managing effective and quality learning in the context of Islamic religious education. The aspects seen in the interview results, such as the management of a lively atmosphere, the involvement of cadets, the use of relevant learning resources, and the delivery of clear and clear material, are important components in learning management that can improve the effectiveness and quality of Islamic religious education learning.

Evaluation of Islamic Religious Education Learning at the Immigration Polytechnic

In the results of interviews with Islamic Religious Education Lecturers at the Immigration Polytechnic, Mr. Gustian Nur, there are several activities related to evaluation in Islamic Religious Education learning management. The following is an analysis based on the theory of evaluation in Islamic education learning management:

1. Question and Answer Method: The use of direct

question and answer method is one of the forms of evaluation in learning management. Lecturers use this method to find out the extent to which learners understand the material presented. By asking learners questions, lecturers can gauge their understanding, identify difficulties encountered, and provide relevant feedback.

2. Emailing Quiz Answers: Emailing quiz answers is an evaluation method used to collect learners' responses to evaluation questions. In learning evaluation theory, using quizzes as an evaluation tool helps lecturers to measure learners' understanding in writing. By sending answers via email, lecturers can evaluate learners' understanding individually and provide appropriate feedback.
3. Personal Talks with Learners: Personal talk with learners is a form of evaluation that involves direct interaction between lecturers and learners. Through personal conversations, lecturers can explore learners' individual characteristics and needs. This personal evaluation allows lecturers to better understand individual learners, provide specific guidance, and adjust learning strategies to make them more effective.

In the results of the interview with the Islamic Religious Education Lecturer at the Immigration Polytechnic, Mr. Usman Domiri, there are several evaluation activities carried out in Islamic Religious Education learning management. The following is an analysis based on the theory of evaluation in Islamic education learning management:

1. Evaluation of Qur'an Reading Ability: Evaluation is done by testing learners' ability to read the Qur'an. In learning evaluation theory, testing the ability to recite the Qur'an is a form of evaluation to evaluate learners' proficiency in reading and interpreting religious texts. It provides an overview of the learners' level of ability in reciting the Qur'ān and can be used to identify areas for improvement.
2. Discussion Evaluation: Evaluation is done through observation of learners' engagement during the discussion, their understanding of the material, and the manner of presentation. In evaluation theory, observation is an effective method to collect data on learners' participation, understanding, and communication skills. This evaluation helps the lecturer evaluate the learners' level of understanding, and their ability to communicate, as well as providing relevant feedback.
3. Evaluation of the Midterm Examination (UTS) and Final Semester Examination (UAS): Evaluation is carried out through exams with essay questions that allow learners to express their understanding and opinions in writing. In evaluation theory, the use of essay questions provides an opportunity for learners to apply their knowledge and understanding in more depth. It allows lecturers to evaluate learners' understanding in more detail and thoroughly, and provide specific feedback.

In the context of Islamic Religious Education, evaluations carried out through testing the ability to read the Qur'an, evaluating discussions, and evaluating exams with essay questions help lecturers evaluate students' understanding of Islamic Religious Education material. The evaluation provides an overview of the learners' abilities, their activeness in discussions, and their understanding

individually. Lecturers can use these evaluation results to provide appropriate feedback, identify areas for improvement, and develop more effective learning strategies.

Strategies used in Strengthening the Morale and Integrity of Immigration Polytechnic Cadets

From the interview with the Director of the Immigration Polytechnic, Mr. Wisnu Widayat, it was conveyed that the Immigration Polytechnic has a strong concern for the moral and integrity development of the cadets. The following is an analysis based on the theory of Islamic religious education learning management in strengthening morals and integrity:

1. Environment as an Influential Factor in Moral and Integrity: Islamic religious education learning management theory recognizes the importance of the environment in influencing a person's moral development and integrity. In this case, the Immigration Polytechnic recognizes that the internal and external environment has a significant influence on the moral and integrity development of cadets. Therefore, efforts are made to supervise and improve the cadets' surrounding environment in order to promote better moral quality and integrity. Religious Training: In Islamic religious education learning management theory, religious training has an important role in strengthening morals and integrity. The Immigration Polytechnic provides religious training to cadets and residents as one of the policies aimed at shaping attitudes of integrity and morals. This religious training involves academic education in the classroom, religious activities in the mosque, and Friday prayers together. Thus, it is expected that the quality of faith and obedience of cadets to religion will have an impact on their moral development and integrity.

2. Islamic Religious Education Courses and Islamic Spiritual Activities: Islamic Religious Education courses are an important part of strengthening morals and integrity at the Immigration Polytechnic. Lecturers provide this course to cadets to provide a deeper understanding of religion and the moral values contained therein. In addition, the Immigration Polytechnic also organizes Islamic Spirituality activities every Friday involving Taruni. This activity is designed to improve religious morals and maintain cohesiveness among Taruni.

In the results of interviews with Level III Immigration Polytechnic cadets of the Immigration Law Study Program, respondents highlighted the importance of making Islamic Religious Studies a compulsory course every semester for Immigration Polytechnic cadets. Respondents argue that learning the Islamic religion is a very useful provision for every Muslim, especially cadets, because this is related to the values of taqwa and worship which are part of the Panca Bakti and Sapta Prasetya of the Immigration Polytechnic cadets. Analysis based on the theory of Islamic religious education learning management in strengthening morals and integrity can include the following:

1. The Role of Religion in Strengthening Morale and Integrity: According to Islamic religious education learning management theory, religious learning has an important role in strengthening individual morals and integrity. Teaching religious values and deepening the understanding of Islam can help cadets build good

character and maintain integrity in daily life.

2. Religious Understanding as a Foundation: Strengthening the understanding of Islam through the Islamic Religion Course which is made a compulsory course in each semester can provide a solid foundation for cadets in carrying out religious obligations and strengthening moral values. This allows cadets to develop attitudes and behaviors that are in accordance with religious teachings, thus becoming more obedient and responsible in living life.

3. Linkage with Panca Bakti and Sapta Prasetya Values: Respondents' emphasis on the importance of the Islamic Religion Course in relation to the Panca Bakti and Sapta Prasetya values demonstrates the importance of integrating religious education with the values upheld by the cadets of the Immigration Polytechnic. By making this course a compulsory course, cadets can gain a deeper understanding of religious teachings and establish a close link between religious values and their duties and responsibilities as cadets.

In the results of interviews with Islamic Education Experts Prof. Dr. Irwan Prayitno, highlighted several aspects that need to be considered in strengthening morals and integrity in Immigration Polytechnic cadets through Islamic religious education. Analysis based on Islamic religious education learning management theory includes the following:

1. Continuity of Islamic Learning: Interviewees noted that limited time to study Islam, such as only one semester or two hours per week, can be an obstacle in strengthening morals and integrity. Islamic religious education learning management theory emphasizes the importance of continuous religious learning. Therefore, it is necessary to consider adjustments in the curriculum and learning schedule so that Islamic Religion courses can be taught continuously in each semester.

2. Learning Materials: The speaker pointed out the importance of learning aqidah and faith in Allah subhanahu wa ta'ala as the main material in strengthening morale and integrity. Islamic religious education learning management theory emphasizes the importance of building a strong foundation of faith in religious learning. The material presented must include the principles of aqidah and values that can affect the morals and integrity of cadets.

3. Exemplary: The speaker highlighted the importance of role modeling in strengthening morale and integrity. Being a good example like the Prophet Muhammad can provide inspiration and motivation for cadets. Islamic religious education learning management theory emphasizes the importance of the role of teachers or mentors as good role models in shaping the morals and integrity of students. Therefore, it is important for the campus to provide mentoring or additional activities that discuss worship practices and Qur'an recitation so that cadets can see real examples in everyday life.

Conclusion

Islamic Religious Education lesson planning at the Immigration Polytechnic has gone well. Learning materials are comprehensive and diverse, learning resources are diverse, and learning methods support students' understanding. The organization of Islamic Religious Education learning at the Immigration Polytechnic uses various methods, such as lectures, questions and answers,

learning media, group discussions, and quizzes, to create interactive learning. The implementation of Islamic Religious Education learning at the Immigration Polytechnic involves a good learning atmosphere, learner involvement, use of relevant learning resources, and discussion methods to enable learners to discuss and provide *feedback*. Evaluation of Islamic Religious Education at the Immigration Polytechnic is carried out through question-and-answer methods, sending quiz answers via email, and personal conversations. The evaluation helps in understanding students' understanding of Islamic Religious Education materials. The strategy for strengthening the morals and integrity of Immigration Polytechnic cadets involves the environment, religious training, Islamic Religious Education courses, Islamic Spirituality activities, and cadet life regulations. The importance of closeness to God, the implementation of worship, obeying the rules, and reminding each other is prioritized.

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