



Producing IT Professionals with Character: The Role of Islamic Values in Applied Education

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Abstract:

The purpose of this study is to explore the integration of Islamic personality values in the learning of the Applied Education Program in the Field of Information and Communication Technology (Prodistik) at madrasah aliyah. The background of this research is driven by the need to understand how Islamic values are integrated in the context of applied education in information and communication technology, as well as their impact on the formation of student character. The research method used is field research with a qualitative approach through case studies. Primary data was collected through interviews with managers, instructors, students, and alumni, while secondary data was obtained from relevant literature and documentation studies. The results of the study show that the application of personality values in Islam, such as honesty, discipline, and responsibility, contributes significantly to the formation of students' character. The integration of Islamic values in learning not only improves students' technical competence but also forms an Islamic professional attitude. The application of the principle of trust in information security increases students' awareness of the importance of maintaining confidentiality and data privacy. The implication of this research is the importance of a holistic approach in education that combines technical aspects and spiritual values to form individuals with integrity and character in the face of the complexities of the modern world.

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INTRODUCTION

The integration of Islamic values in the learning of applied education programs in the field of Information and Communication Technology (PRODISTIK) contributes significantly to the formation of a religious academic culture (Ansharuddin et al., 2024; Najmi et al., 2022). The main reason for this integration is to ensure that all teaching and learning activities (Akram et al., 2022; Backfisch et al., 2021; Islamiah & Maulidiah, 2024), as well as social interactions between students, teachers, and academic staff, are based on strong Islamic values (Haapaniemi et al., 2021; Safitri, 2024; Yilmaz, 2021). Evidence of this implementation can be seen from various institutional programs that combine academic teaching with religious activities, such as Islamic public lectures (Hosaini et al., 2024; Maisuroh & Aisyah, 2024; Nasir & Rijal, 2021), professional ethics seminars (Gusman et al., 2021; Meliani et al., 2022; Nasucha & Khozin, 2023; Zuhdi et al., 2024), and daily activities such as joint prayer before starting classes (Darlan et al., 2021; Jami & Muharam, 2022; Syarnubi et al., 2023; Zaini, 2023). Studies conducted in several

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educational institutions show that students who engage in religious academic environments show improvements in discipline, work ethics, and social responsibility (Indawati et al., 2022; Khotimah et al., 2024; Zulela et al., 2022). In conclusion, the integration of Islamic values not only strengthens the moral foundation of students but also forms a harmonious and religious academic culture, which ultimately supports the goal of a more holistic and sustainable education.

Previous research has shown that Islamic values taught in the classroom help shape students' behavior and ethics, creating more responsible and moral individuals (Fakhrurrozi et al., 2023; Hidayah et al., 2021; Mulang & Putra, 2023). Through an approach that integrates religious education with technological learning, students are able to develop a strong Islamic identity, which helps them maintain religious values in various aspects of life (Anggraini et al., 2022; Aripin & Nurdiansyah, 2022; Komariah & Nihayah, 2023; Masturin, 2022). In addition, students who feel their religious values are valued and integrated in the curriculum are more motivated to learn and actively involved in the educational process, ultimately improving their learning outcomes.

The novelty of this research lies in the exploration of social interaction in the Applied Education program in the Field of Information and Communication Technology (PRODISTIK) in the context of the application of Islamic values, providing new insights into social dynamics in the religious-based education environment. This study in-depth analyzes how Islamic values integrated in the curriculum not only affect technical learning but also shape social interactions between students, lecturers, and academic staff. This study reveals that Islamic values such as honesty, responsibility, and cooperation are not only applied in the academic context, but are also reflected in daily social relationships in the campus environment. Students involved in the program demonstrate improvements in communication ethics, mutual respect, and solidarity, creating a harmonious and supportive academic environment. Furthermore, this study highlights how religious activities such as joint prayers, Islamic studies, and professional ethics seminars become important platforms to strengthen social relationships and deepen students' understanding of Islamic values in daily life.

The purpose of this research is to explore Islamic values applied in the Applied Education Program in the Field of Information and Communication Technology (PRODISTIK) for students at MA Islamiyah Senori. This research aims to understand how Islamic values are integrated into the curriculum and daily learning practices, as well as their impact on student character development. By examining social interactions, academic activities, and religious activities in the school environment, this study seeks to identify effective strategies used to instill Islamic values in the context of technology education. In addition, this study also aims to evaluate the extent to which this approach has succeeded in creating a religious and ethical academic environment, as well as how it affects students' behavior, ethics, and learning motivation.

RESEARCH METHOD

The type of research applied in this study is field research with a qualitative approach (Williams, 2021). Qualitative research produces reports in the form of narratives. This research focuses on social phenomena that occur in the field, so it uses field research methods with qualitative approaches and case study analysis. The location of this research is the MA Islamiyah Senori Education Institute, which is located on Jl. K. Djoned No. 62 Jatisari, Senori District, Tuban Regency.

This research began by conducting a literature study from various relevant online journals, aiming to understand the theoretical basis and context of the implementation of Islamic personality values in education. In addition, this study also deeply examines human resources involved in the process of integrating Islamic values in the learning of the Applied Education Program in the Field of Information and Communication Technology (PRODISTIK) at MA Islamiyah Senori. It includes an analysis of the role and contribution of teachers, academic staff, and administration in implementing Islamic values in the curriculum and daily activities. Through interviews and observations, this study seeks to understand how educators and staff support and promote Islamic values, as well as how this affects students' behavior and character in the context of technology learning.

This study utilizes two types of data, namely primary data and secondary data. Primary data was collected directly by researchers through interviews and observations, involving one manager, one instructor, two students, and two alumni from MA Islamiyah Senori. This primary data provides direct and in-depth insights into individual experiences and views related to the integration of Islamic personality values in the Applied Education Program in the Field of Information and Communication Technology (PRODISTIK). Meanwhile, secondary data was obtained from various existing sources, including previous researches, student-published magazines, SOPs, student and alumni data, official social media managed by MA Islamiyah Senori, the school's official website, and other important document archives relevant to this research topic. This secondary data is used to support and enrich the findings of the primary data, as well as to provide a broader context to the research results.

The steps in analyzing this research are managing and preparing data for analysis, reading the entire data, coding the data, where the researcher processes and processes the material or information into segments of the paper before interpreting it, describing the setting, then the author narrates the results of the research using a narrative approach, which includes themes, chronology of events, and special perspectives (Nasri, 2023). Finally, the author interprets or interprets the data through the process of comparing the results of the research with theories or literature that will produce new theories or refute existing theories.

RESULTS AND DISCUSSION

Personality Values in Islam

Personality, or in English called "personality," according to etymology comes from the word "person" which has several meanings (Edy & Sumarta, 2024; Muktamar, 2023). First, it means a human figure as an individual human being, that is, someone who has a unique identity and is separate from others. Second, the term also refers to a living human body, emphasizing the physical aspect of the individual's existence. Third, "person" refers to the distinctive personal character, which means the traits and characteristics that make a person different from others. In addition, this word is also used to express the concept of the person or self (self), indicating the internal and subjective aspects of a person. Further, "person". Thus, personality encompasses various aspects that include a person's physicality, unique characteristics, identity, and existence as an individual.

Islamic personality is very relevant in the context of MA Islamiyah Senori, where education is directed to form students with a mindset and behavior based on Islamic

teachings. At MA Islamiyah Senori, Islamic values are applied integrally in the curriculum and daily activities, so that every student's thinking and acting activities are guided by Islamic principles.

The learning process at MA Islamiyah Senori based on the results of observations not only focuses on academic aspects but also includes education on creed, sharia, and morals. Students are taught to interpret and analyze various events and make decisions based on Islamic views, both in personal affairs and in social interactions. This aims to form a personality that always makes the frame of mind Islamic, which means that students are expected to be able to internalize Islamic values in every aspect of their lives.

The process of forming Islamic personality at MA Islamiyah Senori is very relevant, especially in the context of education directed to build students who have a mindset and behavior in accordance with Islamic teachings. In this school, education not only focuses on academic achievements, but also includes strengthening the values of faith, sharia, and morals. Students are accustomed to interpreting events and making decisions based on Islamic views, both in personal life and social interactions. This approach aims to enable students to develop an Islamic mindset that can guide them in a variety of situations, making Islamic values the foundation in every aspect of life.

This is in line with the results of an interview with the Principal of MA Islamiyah Senori, who stated that "Islamic values are integrated in every subject and daily activity, so that students not only receive academic education but are also directed to apply Islamic values in their way of thinking and acting." The principal added that this habituation is not only limited to religious subjects, but is also applied in all aspects of the curriculum and school activities.

The interview explained that the educational process at MA Islamiyah Senori is designed to internalize Islamic values as a whole, through various methods such as direct teaching, extracurricular activities, as well as observation and habituation of attitudes. The principal emphasized the importance of a continuous process so that students are accustomed to associating their every action and decision with the teachings of Islam, so that these values can be embedded in students' personalities until they become habits in their daily lives.

In addition, through the Applied Education program in the Field of Information and Communication Technology (PRODISTIK), MA Islamiyah Senori integrates Islamic values in technology learning. It not only equips students with technical skills but also ensures that they develop strong ethics and morals based on the teachings of Islam. Thus, graduates of MA Islamiyah Senori are expected to become professionally competent individuals and have a solid Islamic personality, who are able to contribute positively both in society and in the world of work.

Table 1. Niali Personality Aspects

Personality Aspects	Implementation	Valuation
Personality Values Relating to God	Religious subjects, routine religious activities, and daily habits related to worship, morals, sincerity, and patience	<ul style="list-style-type: none"> - Observation of student participation in worship activities - Observation of daily behavior that reflects good morals - Sincere and patient attitude in facing tasks and challenges
Personality Values	Identity development through honesty, responsibility,	<ul style="list-style-type: none"> - Observation by the teacher - Self-assessment siswa

Related to Yourself	discipline, confidence, creativity, and independence	- Assessment of projects that showcase student responsibility, creativity, and independence
Personality Values	Group activities, collaborative projects, and social programs to build values of cooperation, empathy, and mutual respect	- Observation of students' social interaction - Participation in group activities
Related to Others		- Feedback from peers and teachers about their ability to work together and respect others
Personality Values	School cleanliness programs, greening activities, and environmental education	- Observation of student participation in environmental activities - Attitude towards the cleanliness and health of the school environment - Student initiatives in maintaining and improving the condition of the surrounding environment
Related to the Environment		
National Values	Citizenship lessons, flag ceremonies, discussions on Indonesian history and culture, as well as activities that promote the spirit of nationalism and love for the homeland	- Observation of student participation in national activities - Understanding of Indonesian history and culture - Attitudes and actions that show concern for the interests of the nation and state

At MA Islamiyah Senori, these values are not only taught theoretically but also implemented in students' daily lives, creating an environment that supports the formation of a comprehensive and integrative Islamic personality. Assessments are conducted continuously and holistically to ensure that each student not only understands those values but also applies them in their lives. The Islamic personality at MA Islamiyah Senori is in line with the results of other studies that show that the integration of religious values in education can form a stronger and ethical character in students. According to several research (Amin, 2024; Cholimah et al., n.d.; Purwanto & Wafa, 2023; Simiyu & Stephen, 2021), faith-based education integrated into the school curriculum is effective in instilling ethical and moral values in students, which not only includes academic values but also includes social and spiritual values.

Education that combines the values of creed, sharia, and morals such as in MA Islamiyah Senori provides a foundation for students to develop a strong Islamic identity, which serves as a guideline in their daily decision-making and social interactions. Another research by Djazilan & Hariani (2022) found that the integration of religious education in the field of technology, such as in the PRODISTIK program at MA Islamiyah Senori, not only improves students' technical abilities but also helps them understand the importance of ethics in the use of technology, especially in maintaining security and honesty in information management. Thus, the implementation of education that prioritizes Islamic personality has the potential to produce graduates who are professionally competent, have social responsibility, and are able to apply Islamic values in the world of work and community life.

The Value of Mistakes in Learning

In the context of learning the Applied Program in Information and Communication Technology (Prodistik) at MA Islamiyah Senori, the application of Islamic personality values by teachers is very important. Teachers are not only tasked with transferring technical knowledge and skills to students, but also responsible for guiding them to internalize Islamic values in every aspect of life, including in self-development and social interaction. A good understanding of Islamic values allows teachers to set a good example

for students. Teachers who have a strong Islamic personality attitude will be able to guide students in developing good morals in accordance with Islamic teachings (Ansharuddin et al., 2024; Arifin, 2024; Ridlo & Yanti, 2023; Syarnubi et al., 2023). They will teach students to be honest, responsible, disciplined, and empathetic individuals in relationships with others. On the other hand, the application of Islamic personality values in Prodistic learning also aims to form a generation of Muslims who are prestigious, competitive, and competent in their fields. By combining the technical skills acquired through the Prodistik program with good moral values, students are expected not only to become competent professionals in the world of work, but also individuals who benefit society and contribute positively to nation building.

At MA Islamiyah Senori, the presence of Prodistik learning is a concrete reflection of the application of Islamic personality values for students. In this context, students are not only taught about information and communication technology, but are also encouraged to internalize Islamic values in every aspect of their lives. As the results of the interview with the deputy head of the prodistic section stated, "Through prodistic learning, students are given the opportunity to develop themselves holistically, both in relation to God, themselves, others, the environment, and the country. They are taught to appreciate worship, morals, honesty, responsibility, empathy, environmental awareness, and love of the homeland as an integral part of the formation of a solid Islamic personality and integrity." MA Islamiyah Senori not only produces technically competent students, but also individuals who are big-hearted, empathetic, and responsible, in accordance with Islamic teachings and the spirit of nationality.

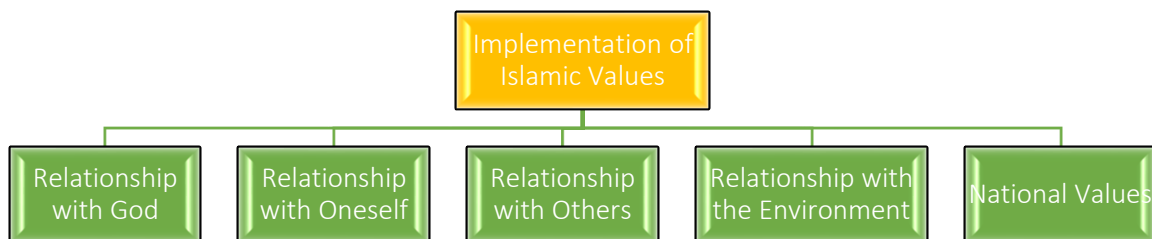


Figure 1. Islamic Value Implementation Chart

The implementation of Islamic personality values in learning in the field of Prodistics at MA Islamiyah Senori by Figure 1 has been proven to be good so far. One example is the application of values related to God, where students are taught to practice worship values such as prayer, fasting, and reading the Qur'an regularly. In addition, students are also encouraged to always give alms and do good to others as a form of practicing Islamic values. During the learning process, teachers also pay special attention to teaching students to maintain good morals in accordance with Islamic teachings, such as honesty, responsibility, and respect for others. Thus, through Prodistik learning, students are not only given technical knowledge and skills, but also guided to become individuals who have a solid Islamic character and noble character, in accordance with the values instilled in MA Islamiyah Senori.

At MA Islamiyah Senori, students are able to apply Islamic personality values through various activities and practices carried out in the school environment. One example is through the implementation of environmental cleanliness, where students are actively involved in cleaning the classroom and the school environment together. This

reflects an attitude of responsibility and awareness of the importance of protecting the environment, which is a value taught in Islam. Islamic personality values are also reflected in student discipline. For example, the practice of starting learning with a joint prayer for 15 minutes before starting learning is a manifestation of students' discipline in carrying out religious teachings. This shows the commitment of students in recognizing God's presence in every one of their activities, which is one of the key values in Islam. Furthermore, the value of Islamic personality is also affirmed through the practice of reading Asmaul Husna which is required for students to memorize it. This not only helps students to understand God's glorious attributes, but also forms spiritual awareness and strengthens their relationship with God.

The application of Islamic personality values from students at MA Islamiyah Senori can be said to be quite good. Through various activities and practices at school, students not only gain academic knowledge and skills, but also form individuals who have a strong Islamic character, responsibility, and noble character. This confirms MA Islamiyah Senori's commitment to forming a generation of quality Muslims and contributing positively to society.

The implementation of the Prodistik program at MA Islamiyah Senori is supported by adequate facilities and infrastructure, one of which is a computer laboratory. Computer laboratories are one of the important means in Prodistic learning because they provide facilities that allow students to learn and develop skills in the field of information and communication technology directly. With a computer lab, students can access the hardware and software necessary to learn various concepts and applications in the field of technology, such as programming, graphic design, data processing, and computer networking. In addition, the computer laboratory also facilitates students to conduct practicum and in-depth research projects, so that they can apply the theories learned in real situations. Thus, the existence of a computer laboratory at MA Islamiyah Senori is one of the important factors in the successful implementation of the Prodistik program and provides significant support for the development of students' technological skills.

The important role of the Prodistik program at MA Islamiyah Senori cannot be separated from the existence of competent teaching staff in the field of technology and information. Teaching staff who have in-depth expertise and knowledge in this field are a crucial factor in ensuring the successful implementation of the program. Through the results of observations and interviews in the field, it is evident that the success of the Prodistik program is highly dependent on the expertise and quality of its teaching staff. They not only have a deep understanding of the learning material, but also superior teaching skills. With the ability to design relevant curriculums, provide innovative learning, and act as mentors for students, qualified teaching staff are the main pillars in creating an effective learning environment and motivating students to develop technology and information skills to the fullest. Thus, investment in the development of competent teaching staff is a strategic step for MA Islamiyah Senori to maintain excellence in presenting quality Prodistik education that is relevant to the demands of the times.

The results of the field analysis emphasized the importance of the Prodistik program at MA Islamiyah Senori as an effort to provide debriefing to students in facing the challenges of the ever-evolving times, especially in the field of information technology. This program aims to teach students how important it is to learn information technology and stay up-to-date with the latest developments in the world of technology.

However, more than just a transfer of technical knowledge, the Prodistik program at MA Islamiyah Senori also aims to shape students' attitudes, morals, and mentality in accordance with Islamic personality values. In this context, the debriefing provided is not only in terms of technological knowledge, but also in terms of attitudes and characters that are in accordance with Islamic teachings (Indawati et al., 2022; Jami & Muharam, 2022; Sanjani, 2024). The application of Islamic personality values is an integral part of the debriefing provided in the Prodistik program. Through the integration of Islamic values in the curriculum and learning methods, students are given the opportunity to develop a solid personality and integrity in accordance with the teachings of Islam.

Application of the Principle of Trust in Information Security

The Amanah principle at MA Islamiyah Senori, which is part of Islamic values, has a major influence in shaping students' sensitivity to aspects of security and privacy, especially in the field of Information and Communication Technology (ICT). In the context of Prodistik education, this principle is applied by encouraging students to maintain the confidentiality of the information they manage or develop in various projects and assignments. The amanah principle teaches students to be responsible not only for technical tasks, but also for the trust given in data management, so that they become more careful in maintaining the security of sensitive data. At MA Islamiyah Senori, the application of this amanah value involves compliance with information security rules, such as the protection of personal data and privacy, which are taught through best practices in the management and storage of information.

Thus, the amanah principle in Islam not only guides students to be ethical in their daily lives, but also shapes their awareness of the importance of information security, making them more compliant with security regulations that apply in the IT workplace. In an interview with the Principal of MA Islamiyah Senori, he explained that the application of Islamic values, especially the principle of amanah, is an important basis in every aspect of learning, including in the field of Information and Communication Technology (ICT) which is taught through the Prodistik program. "We emphasize to students that the responsibility to maintain the confidentiality and security of information is part of the amanah that must be upheld as a Muslim," said the Principal. He added that through learning activities, students are taught to be more sensitive and careful in handling data and information, both in the school environment and in the context of the technology tasks they learn.

In addition, the program also includes guidance in complying with the basic rules of privacy and information security, which are aligned with Islamic teachings on honesty and responsibility. This interview shows that at MA Islamiyah Senori, Islamic values such as amanah are applied not only theoretically but also in real practice through ICT learning. The Principal emphasized that students not only gain technical skills, but are also guided to develop a professional attitude that is amanah in managing data and information. This emphasis aims to prepare students to have high integrity in their work, making Islamic values a strong guide in facing various challenges in the world of work, especially in sensitive fields such as technology and information.

Islamic education at MA Islamiyah Senori which is integrated into the Prodistik curriculum also builds students' awareness of the importance of user rights and privacy as an ethical aspect that must be upheld in the world of Information and Communication Technology (ICT). This principle is taught as part of the mandate in Islam, where

maintaining the privacy and security of user data is a form of ethical and moral responsibility that must not be violated. The Principal and teachers at MA Islamiyah Senori emphasize that any form of privacy violation or data leak not only harms users, but also violates the values of honesty and integrity taught in Islam. In ICT learning, students are trained to pay attention to security aspects in every technology development process, as well as to avoid practices that have the potential to harm users, such as data misuse or ignoring information leaks.

In the MA Islamiyah Senori environment, students are guided to apply this principle in every project or assignment, so that they are more sensitive to the responsibility of maintaining user rights and data security. Thus, graduates of MA Islamiyah Senori are expected to be able to bring these Islamic values into the workplace, ensuring that the technology they develop is safe and free from privacy violations. This habituation gives them an edge as IT professionals who are not only technically competent, but also ethical, treating user security and privacy as an important part of their work mandate.

In an interview with the Vice Principal for Curriculum at MA Islamiyah Senori, he explained that the curriculum at this school is specifically designed to integrate Islamic values in all subjects, including Information and Communication Technology (ICT). "We want to ensure that every aspect of learning, especially in the field of technology, not only teaches skills, but also forms a strong Islamic character in students," he said. The Vice Principal also explained that the Prodistik curriculum at MA Islamiyah Senori does not only focus on technical skills, but also includes learning the ethics of using technology and the importance of responsibility for data and user privacy, which are the principles of amanah in Islam. This explanation shows that the curriculum at MA Islamiyah Senori is indeed designed comprehensively to form students who are not only academically intelligent, but also have Islamic morals. The Vice Principal for Curriculum emphasized that, through the integration of Islamic values in every subject, students are taught to respect the rights of technology users and maintain privacy as part of Islamic professional ethics. This curriculum aims to make MA Islamiyah Senori graduates IT professionals who are able to manage technology responsibly and responsibly, bringing benefits to society and their work environment.

The integration of Islamic ethical values in education has proven effective in building students' awareness of social and moral responsibility, especially in the context of technology and information security. According to research by Adiyono et al. (2024), the application of Islamic principles, such as trustworthiness and honesty, in the technology education curriculum can increase students' sensitivity to privacy and user rights. Their findings show that students who are exposed to Islamic ethics-based education are more likely to have a deeper understanding of the responsibility to protect user data and avoid misuse of information. The application of religious values in the field of Information and Communication Technology (ICT) contributes to the formation of ethical professional character (Edy & Sumarta, 2024; Mulang & Putra, 2023; Simiyu & Stephen, 2021), makes students more aware of cybersecurity issues and encourages compliance with privacy regulations.

The analysis of MA Islamiyah Senori is very relevant considering the school's commitment to integrating the principle of trustworthiness in every aspect of learning, especially in Prodistik. This program is not only oriented towards improving technical skills, but also encouraging students' awareness of ethical issues in technology, in line

with the research findings above. Thus, MA Islamiyah Senori utilizes the principle of amanah to form graduates who not only master technology, but also have an Islamic character that is responsible for user security and privacy. This implementation underlines the effectiveness of a value-based approach in forming ethical IT professionals, which is in line with research results in various other Islamic educational institutions. The findings are expected to provide insight that education based on Islamic values can be an effective approach to forming professionals in the technology field who are not only competent, but also have strong ethical standards in facing the challenges of a complex work world.

CONCLUSION

The integration of Islamic personality values in Prodistik learning at MA Islamiyah Senori takes a comprehensive form, covering important aspects in the formation of Islamic character for students. First, in the context of learning, students are equipped with a deep understanding of personality values related to God, themselves, fellow human beings, the environment, and nationality. For example, Islamic values related to God are applied through the practice of worship, morals, sincerity, and patience. Furthermore, personality values related to oneself, such as honesty, responsibility, and self-confidence, are also the focus of learning.

Students are taught to appreciate the work of others, to be polite, and democratic in interacting with others. Third, personality values related to the environment are emphasized through efforts to prevent environmental damage and contribute to its recovery. Finally, national values, such as nationalism and respect for diversity, become an integral part of the formation of student character, with the aim of creating a harmonious and prosperous society. Thus, the integration of Islamic personality values in Prodistik learning at MA Islamiyah Senori creates a holistic learning environment, preparing students to become individuals with noble character, who are responsible and contribute positively to society and the nation.

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