IJCC

Incurring Islamic Values in Character Education for the Secondary Schools in Indonesia

Incurring Islamic Values in Character Education for the Secondary Schools in Indonesia

Sokip[a], Akhyak[b], Sulistyorini[c], [a,b,c]IAIN Tulungagung, Indonesia, Email: [a]sokip@iain-tulungagung.ac.id, [b]akhyak@iain-tulungagung.ac.id, [c]sulistyorini12@yahoo.com

This study aims to investigate the current pattern of Islamic values in character education for secondary schools in the region of Indonesia. To address this objective, primary data collection techniques were adopted and questionnaires were distributed among the teaching community in secondary schools. A final sample of 440 respondents was collected and analysed for the descriptive and regression analysis. It was found that there is a significant and positive influence of most of the items of Islamic values in character education (IVCE) on student behaviour (SB). However, some of the items have shown their negative influence too. Besides, this study is recommended to various researchers in the field of public policy for educational development and Islamic culture. However, this research is based on several limitations. First, study is conducted in one region of Indonesia with limited implications. Second, only the secondary schools are targeted to analyse the trends in Islamic values, character education, and student behaviour.

Key words: *Islamic values, character education, student behaviour, Indonesia.*

Introduction and Literature Background

For the educational institutions like schools, character building of the students is an outstanding obligation which covers the title of traits, qualities or abilities to perform in a situation (Hergenhahn, Olson, & Cramer, 2003; Roberts, Kuncel, Shiner, Caspi, & Goldberg, 2007; Robles, 2012; Schulz, 2008). In Islam, character or *akhlaq* is a widely accepted ideology. Various guidelines are also provided in daily life for its adoption and implementation (Izfanna & Hisyam, 2012). It includes both the inward and outward qualities of the behaviours of the humans in the society (Izfanna & Hisyam, 2012). For the student

community, the first educational institute is assumed as their home and the way they are being brought up with their parents (Mazzarol & Soutar, 2008; Singh & Sareen, 2006). After this, another significant factor is the school and its environment where students spend most of their time in their early age (Eccles et al., 1997; Epstein, 1987; Espelage, Bosworth, & Simon, 2000; Waqas & Bahrain, 2019).

Over the last many years, the literature work in the field of character education is widely integrated with the character development of the students (Althof & Berkowitz, 2006; Chowdhury, 2018; Lee, 2016). Meanwhile, the trends of various studies indicate the significance for the elementary school in developing the character of the students (Bahak Udin By Arifin, Rais, & Nurdyansyah, 2017; Buchori & Setyawati, 2015; Gilavand, Espidkar, & Gilavand, 2016). Character in Arabic words is termed as *khuluq* (Idrus, 2016), and its significance is widely accepted in all fields of life. Islam has widely focused on the factor of *khuluq* as an essential element to contribute to a significant perspective for social development and growth (Hameed, 2011). For the development of character, the first step is to get the desired knowledge about what is right and what is wrong in the social setup and local community (Brown & Duguid, 1998; Hameed, 2011; Marshall, 1964). Second, identification of correct action and perceiving the truth in the society is also essential. Third, based on the knowledge and understanding, practices in the society develop an exemplary character.

For the development ethnical behaviour of the student, character education provides an excellent pathway (Davidson, Lickona, & Khmelkov, 2008). Various researchers have provided significant attention to integrating the concept of character education and student behaviour (Bulach, 2002; Ramdhani & Muhammadiyah, 2015; Skaggs & Bodenhorn, 2006). These studies are applied both in developed and developing economies. In the beginning phase, character education is observed as a significant tool for the development of society. However, it also plays a useful role in inculcating the students with more capabilities to be good humans too. The historical background of the character education has provided a correct approach for its understanding and implication in the educational institutions.

Meanwhile, a significant gap in the literature is also identified regarding the incurring of Islamic values in character education for secondary schools. Minimal research work is observed when Islamic values are observed in character education and their impact on the behaviour of the student. To address this gap, present research has been carried out in the region of Indonesia in secondary schools which can be observed as an initial contribution in the related field. The rest of the paper is structured as follows: section two defines the variables with their measurement and research methods. Section three indicates the results and related discussion regarding Islamic values in character education and their impact on student behaviour. The last section covers the conclusion and some future recommendations.

Variables and Methods

This study has considered the factor of Islamic values and their incurrence in character education curricula of secondary schools in Indonesia. For this purpose, fifteen items have been developed and added in the questionnaire representing the integration of Islamic values in character education or IVCE. These items are ranged from IVCE1 to IVCE15, for which details are presented under results and discussion. After the development of fifteen items of IVCE, next step is to consider the factor of student behaviour (SB) for which five items are also developed and added in the questionnaire.

After the development of the questionnaire, various teachers in secondary schools were targeted as respondents to get their significant opinion regarding IVCE and SB in the region of Indonesia. A final sample of 440 respondents was found to be valid with no missing observations. All the selected items were measured on the Likert scale of five points ranging from strongly disagree=1 to strongly agree=5 respectively. After the data collection both descriptive and regression techniques are applied on the data to analyse the trends in responses through mean, deviation, minimum and maximum values in the data and for the causal relationship between the variables of the study. Findings are presented with their related discussion in the section below:

Results and Discussion

Descriptive findings are presented under Table 1, covering the total observations, mean score, deviation from the average values, minimum and maximum observations on the Likert scale. It is found that for the measurement of Islamic values in character education IVCE, fifteen items and for the student behaviour, five items are presented. It is found that maximum average trend is presented by IVEC1 with the score of 4.87, followed by IVCE3; 4.035. For both of these items, deviation from the mean score is 1.35 and 1.27 respectively. For IVCE, lowest mean score is observed for IVCE6 which is 2.72 with the standard deviation of 1.39. For SB, all five items have presented a mean score of above 3, indicating an excellent average trend. The deviation from the mean score is maximum for SB2 which is 1.19, followed by SB5; 1.16 respectively.

Table 1: Descriptive Statistics

Variable	Obs	Mean	Std.Dev.	Min	Max
Islamic values in Character Education					
IVCE1	440	4.873	1.335	1	5
IVCE2	440	3.391	1.178	1	5
IVCE3	440	4.035	1.271	1	5
IVCE4	440	3.411	1.172	1	5
IVCE5	440	3.489	1.113	1	5
IVCE6	440	2.725	1.39	1	5
IVCE7	440	2.986	1.298	1	5
IVCE8	440	3.159	1.283	1	5
IVCE9	440	3.284	1.205	1	5
IVCE10	440	3.098	1.206	1	5
IVCE11	440	3.232	1.199	1	5
IVCE12	440	3.341	1.299	1	5
IVCE13	440	3.036	1.358	1	5
IVCE14	440	2.959	1.433	1	5
IVCE15	440	3.877	1.051	1	5
Student Behaviour					
SB1	440	3.895	1.062	1	5
SB2	440	3.725	1.198	1	5
SB3	440	3.934	1.047	1	5
SB4	440	3.757	1.045	1	5
SB5	440	3.68	1.169	1	5

Table 2 provides the findings for the impact of various items of IVCE on SB in the secondary schools of Indonesia. It is found that the first three indicators of IVCE (1-3) have shown their insignificant influence on the value of SB1 (school atmosphere plays significant role in SB). It means that although Islamic values are an essential part of CE, yet there is no significant influence is observed on SB in the school atmosphere. Similarly, for IVCE2 and IVCE3 it is observed that both have their negative but insignificant influence on the value of SBI in the secondary schools of Indonesia. Through IVCE4, it is found that there is a positive and significant influence on SB1. It shows that the coefficient of IVCE4 is .100 with the standard error of .034. Both of these values have provided a T score of 2.92; above the threshold point of 1.96, hence showing a significant impact on SB1. More specifically, it is concluded that if the students would be able to identify the Islamic values in CE, ultimately it has a positive and significant influence in overall school atmosphere for SB. Through IVCE5, coefficient of .070 indicates its positive and significant influence on the value of SB1. However, IVCE6 has

shown the fact that it has no influence on SB1. Additionally, the effect of ICE7 on SB1 is .094 with the standard error of .036. The value of T-statistics is significant at 5 percent, means that researchers are 95 percent confident to accept that when the teachers purposefully integrate the character/ethic lessons in their academic curricula, it will positively affect the SB in the school.

Besides, the factor of IVCE11 has also shown its positive and significant impact on SB in secondary schools of Indonesia. It means that with more appreciation to the students for integrating Islamic values in CE, there is a positive impact on their behaviour in the school atmosphere. A similar effect is observed through IVCE12 with the coefficient of 0.062 and standard error of .027, respectively. The last indicator of CE under the title of IVCE15 has shown a highly significant and positive impact on SB1 with the coefficient of 0.691. It explains that overall positive feedback is observed when Islamic values are aligned with CE which ultimately positive influencing on SB in school atmosphere.

Table 2: Regression Findings for IVCE and its impact on SB1

sb1	Coef.	SE	T	P	S
IVCE1: Islamic values are very important part of CE	0.032	0.029	1.12	0.264	
IVCE2: Islamic values are explicitly identified in CE	-0.007	0.034	-0.21	0.834	
IVCE3: School faculty would be able to identify Islamic values in CE	-0.028	0.028	-1.00	0.318	
IVCE4: Students would be able to identify Islamic values in CE	0.100	0.034	2.92	0.004	***
IVCE5: School has a committee that meets regularly to for strategic planning for Islamic values in CE	0.070	0.033	2.11	0.035	**
IVCE6: School faculty teaches clearly defined strategy of character-based decision making	0.027	0.026	1.03	0.302	
IVCE7: Our teachers purposefully integrate character/ethics lessons into their academic curricula	0.094	0.036	2.59	0.010	**
IVCE8: School seeks to develop student leadership as a part of Islamic values in CE	-0.080	0.034	-2.32	0.021	**
IVCE9: School faculty recognize the definitions and can demonstrate lesson applications that cultivate Islamic values in CE	0.035	0.037	0.94	0.346	
IVCE10: Parents at our school understand and support Islamic values in CE.	-0.052	0.033	-1.57	0.116	
IVCE11: Students are highly appreciated to integrate Islamic values in CE	-0.070	0.033	-2.09	0.038	**
IVCE12: Future planning are integrated with Islamic values in our school	0.062	0.027	2.28	0.023	**

IVCE13: Students are welcoming the incurrence of Islamic values in CE	0.043	0.033	1.32	0.186	
IVCE14: Incurring Islamic Values in CE motivates our students	-0.026	0.028	-0.92	0.359	
IVCE15: Overall positive feedback is observed when Islamic values are aligned with CE	0.691	0.034	20.18	0.000	***
_cons	0.554	0.180	3.09	0.002	***

Mean dependent var	3.895	SD dependent var	1.062
R-squared	0.617	Number of obs	440.000
F-test	45.463	Prob > F	0.000
Akaike crit. (AIC)	910.823	Bayesian crit. (BIC)	976.211

Note: *** p<0.01, ** p<0.05, * p<0.1

Table 2 considers the effect of IVCE items on the value of SB2(clear culture of reward for good student behaviour). IT is found that the first four items of IVCE (1-4) have shown their insignificant influence on the value SB2. It means that there is no significant relationship between them. For IVCE5, there is a significant and positive influence on SB2 with the coefficient of 0.136 and standard error of 0.044. It means that school committee with the regular meeting for strategic planning for Islamic values in CE has its positive impact on rewarding culture for good SB. Similar positive and significant influence through IVCE7 is observed with the coefficient of 0.150 and standard error of 0.048 respectively. Also, IVCE12 and IVCE15 are showing their significant and direct impact on SB2 with the coefficients of .102 and .669.

Table 2: Regression Findings for IVCE and its impact on SB2

SB2: Clear culture of reward for good student behaviour	Coef.	St.Err	t-value	p-value	Sig.
IVCE1: Islamic values are very important part of CE	0.059	0.038	1.54	0.124	
IVCE2: Islamic values are explicitly identified in CE	-0.056	0.045	-1.25	0.211	
IVCE3: School faculty would be able to identify Islamic values in CE	0.013	0.037	0.34	0.732	
IVCE4: Students would be able to identify Islamic values in CE	-0.071	0.045	-1.56	0.119	

IVCE5: School has a committee that meets regularly to for strategic planning for Islamic values in CE	0.136	0.044	3.09	0.002	***
IVCE6: School faculty teaches clearly defined strategy of character-based decision making	-0.022	0.035	-0.63	0.531	
IVCE7: Our teachers purposefully integrate character/ethics lessons into their academic curricula	0.150	0.048	3.14	0.002	***
IVCE8: School seeks to develop student leadership as a part of Islamic values in CE	-0.023	0.045	-0.50	0.618	
IVCE9: School faculty recognize the definitions and can demonstrate lesson applications that cultivate Islamic values in CE	-0.019	0.049	-0.39	0.697	
IVCE10: Parents at our school understand and support Islamic values in CE.	-0.039	0.044	-0.89	0.376	
IVCE11: Students are highly appreciated to integrate Islamic values in CE	0.018	0.044	0.41	0.680	
IVCE12: Future planning are integrated with Islamic values in our school	0.102	0.036	2.85	0.005	***
IVCE13: Students are welcoming the incurrence of Islamic values in CE	0.050	0.043	1.15	0.250	
IVCE14: Incurring Islamic Values in CE motivates our students	-0.021	0.037	-0.55	0.581	
IVCE15: Overall positive feedback is observed when Islamic values are aligned with CE	0.669	0.045	14.75	0.000	***
_cons	0.256	0.238	1.08	0.282	

Mean dependent var	3.725	SD DV	1.198
R-squared	0.471	Number of obs	440.000
F-test	25.199	Prob > F	0.000
Akaike crit. (AIC)	1157.977	Bayesian crit. (BIC)	1223.365

Note: *** $p<0.01$, ** $p<0.05$, * $p<0.1$

Table 3 provides the output for the impact of IVCE items on SB3 (positive communication from the students about Islamic Values). It shows that the effect of IVCE1 on SB3 is 0.082 with the standard error of 0.033 respectively. It means that there is a significant and positive influence of IVCE1 on SB3 under full sample of the study. However, the effect of IVCE2-3 is found to be insignificant on SB3, explaining their no influence on the value of SB3. However, the effect from IVCE4 is highly significant and positive with the coefficient of .122 and standard error of 0.040 respectively. It means that there is a direct impact of the fact that

when the student would be able to identify the Islamic values in their CE, there will be a positive communication in secondary school by them.

Similarly, through IVCE5, significant and positive influence is observed on the value of SB3 in the secondary schools of Indonesia. It shows that with the regular meeting by the committee in the school for the strategic planning about Islamic values in CE, it has a positive and significant influence on the factor of positive communication by the students in the school. In addition, the effect of IVCE6 on SB3 is also significant and positive at 10 percent level of significance, which means that when the school faculty clearly deliver the character-based strategy for decision making, it has a positive and significant influence on SB3 in secondary schools of Indonesia. Meanwhile, the effect of IVCE9 on SB3 is -.126 with the standard error of 0.044. It means that there is an adverse influence on SB3. It shows that there is need to revisit the lesson applications which are cultivating Islamic values in CE and have their ultimate influence on the value of SB3 under full sample of the study. Whereas, the effect of IVCE12-14-15 on SB3 is found to be positive and significant at 5 percent, 10 percent, and 1 percent level of significance. The overall explained variation in SB3 through IVCE is 46.4 percent, reflecting a moderate variation. For the model fitness, F-test specifies a good score of 24.44 percent, significant at 5 percent. It means that all the regression coefficients as presented under Table 3 are statistically different from zero.

Table 3: Regression Findings for IVCE and its impact on SB3

SB3: positive communication from the students about Islamic Values	Coef.	St.Err	t-value	p-value	Sig.
IVCE1: Islamic values are very important part of CE	0.082	0.033	2.46	0.014	**
IVCE2: Islamic values are explicitly identified in CE	-0.057	0.039	-1.46	0.146	
IVCE3: School faculty would be able to identify Islamic values in CE	-0.012	0.033	-0.38	0.704	
IVCE4: Students would be able to identify Islamic values in CE	0.122	0.040	3.05	0.002	***
IVCE5: School has a committee that meets regularly to for strategic planning for Islamic values in CE	0.113	0.039	2.91	0.004	***
IVCE6: School faculty teaches clearly defined strategy of character-based decision making	0.055	0.030	1.81	0.070	*
IVCE7: Our teachers purposefully integrate character/ethics lessons into their academic curricula	0.028	0.042	0.66	0.509	
IVCE8: School seeks to develop student	-0.048	0.040	-1.21	0.228	

leadership as a part of Islamic values in CE					
IVCE9: School faculty recognize the definitions and can demonstrate lesson applications that cultivate Islamic values in CE	-0.126	0.044	-2.90	0.004	***
IVCE10: Parents at our school understand and support Islamic values in CE.	-0.015	0.039	-0.39	0.694	
IVCE11: Students are highly appreciated to integrate Islamic values in CE	-0.050	0.039	-1.29	0.198	
IVCE12: Future planning are integrated with Islamic values in our school	0.070	0.032	2.21	0.027	**
IVCE13: Students are welcoming the incurrence of Islamic values in CE	0.034	0.038	0.88	0.377	
IVCE14: Incurring Islamic Values in CE motivates our students	0.057	0.033	1.75	0.082	*
IVCE15: Overall positive feedback is observed when Islamic values are aligned with CE	0.582	0.040	14.58	0.000	***
_cons	0.900	0.209	4.30	0.000	***

Mean dependent var	3.934	SD dependent var	1.047
R-squared	0.464	Number of obs	440.000
F-test	24.442	Prob > F	0.000
Akaike crit. (AIC)	1045.784	Bayesian crit. (BIC)	1111.172

Note: *** $p<0.01$, ** $p<0.05$, * $p<0.1$

Table 4 provides the findings for the impact of various items of IVCE on SB in the secondary schools of Indonesia. It is found that the first four indicators of IVCE (1-4) have shown their insignificant influence on the value of SB4 (Students who behave responsibly receive positive attention). It means that although Islamic values are an essential part of CE, yet there is no significant influence observed on SB in secondary school. Similarly, for IVCE2 and IVCE3 it is observed that both have their insignificant influence on the value of SBI in the secondary schools of Indonesia. Through IVCE4, it is found that there is a positive and insignificant influence on SB4. The effect of IVCE5 on SB4 is 0.069. It shows that T score of 1.72, hence showing a significant impact on SB4. More specifically, it is concluded that if the school committee regularly meets for the strategic planning about Islamic values in CE, it will positively affect on SB4. However, IVCE6 has shown the fact that it has a highly significant influence on SB4.

Additionally, the effect of ICE7 on SB1 is .074 with the standard error of .043. The value of T-statistics is significant at 10 percent, means that researchers are 90 percent confident to

accept that when the teachers purposefully integrate the character/ethic lessons in their academic curricula, it will positively affect the emotional atmosphere in the school. For IVCE9, effect on SB4 is highly significant and negative at 5 percent with the coefficient of -0.096 and standard error of 0.045 respectively. In addition, the factor of IVCE11 has also shown its negative and significant impact on SB4 in secondary schools of Indonesia. It means that with the more appreciation to the students for integrating Islamic values in CE, there is an adverse impact on emotional atmosphere. However, positive effect is observed through IVCE12 with the coefficient of 0.069 and standard error of .033 respectively. The last indicator of CE under the title of IVCE15 has shown a highly significant and positive impact on SB1 with the coefficient of 0.537. It explains that overall positive feedback is observed when Islamic values are aligned with CE which ultimately positive influencing on SB in school atmosphere.

Table 4: Regression Findings for IVCE and its impact on SB4

SB4: The emotional atmosphere is positive and friendly	Coef.	St.Err	t-value	p-value	Sig.
IVCE1: Islamic values are very important part of CE	-0.004	0.035	-0.11	0.911	
IVCE2: Islamic values are explicitly identified in CE	0.050	0.041	1.23	0.220	
IVCE3: School faculty would be able to identify Islamic values in CE	0.014	0.034	0.40	0.689	
IVCE4: Students would be able to identify Islamic values in CE	0.059	0.041	1.43	0.155	
IVCE5: School has a committee that meets regularly to for strategic planning for Islamic values in CE	0.069	0.040	1.72	0.087	*
IVCE6: School faculty teaches clearly defined strategy of character-based decision making	0.094	0.031	3.00	0.003	***
IVCE7: Our teachers purposefully integrate character/ethics lessons into their academic curricula	0.074	0.043	1.71	0.088	*
IVCE8: School seeks to develop student leadership as a part of Islamic values in CE	-0.027	0.041	-0.65	0.515	
IVCE9: School faculty recognize the definitions and can demonstrate lesson applications that cultivate Islamic values in CE	-0.096	0.045	-2.12	0.034	**
IVCE10: Parents at our school understand and support Islamic values in CE.	-0.023	0.040	-0.58	0.563	
IVCE11: Students are highly appreciated to	-0.087	0.040	-2.15	0.032	**

integrate Islamic values in CE					
IVCE12: Future planning are integrated with Islamic values in our school	0.069	0.033	2.13	0.034	**
IVCE13: Students are welcoming the incurrence of Islamic values in CE	0.066	0.039	1.68	0.093	*
IVCE14: Incurring Islamic Values in CE motivates our students	-0.054	0.034	-1.60	0.110	
IVCE15: Overall positive feedback is observed when Islamic values are aligned with CE	0.537	0.041	13.01	0.000	***
_cons	1.034	0.216	4.78	0.000	***

Mean dependent var	3.757	SD dependent var	1.045
R-squared	0.425	Number of obs	440.000
F-test	20.897	Prob > F	0.000
Akaike crit. (AIC)	1074.484	Bayesian crit. (BIC)	1139.873

Note: *** p<0.01, ** p<0.05, * p<0.1

Table 5 provides the outcome for the impact of IVCE factors on SB5 (Teachers use high levels of sanctions for misbehaviour). It is observed that IVCE1, IVCE3, and IVCE4 have shown their positive influence on SB5, while IVCE6 indicates its significant and negative influence on the value of SB5. Similarly, through IVCE10-11, significant and negative influence on the value of SB5 is observed. However, integration of future planning with Islamic values and welcoming the students for the incurrence of Islamic values in CE have their significant and positive influence on SB5 under full sample of the study. Additionally, with the overall positive feedback from the Islamic values as aligned with CE has shown their positive impact on SB5.

Table 5: Regression Findings for IVCE and its impact on SB4

SB5: Teachers use high levels of sanctions for misbehavior	Coef.	St.Err	t-value	p-value	Sig.
IVCE1: Islamic values are very important part of CE	0.077	0.043	1.77	0.078	*
IVCE2: Islamic values are explicitly identified in CE	-0.070	0.051	-1.37	0.172	
IVCE3: School faculty would be able to identify Islamic values in CE	0.072	0.043	1.69	0.091	*
IVCE4: Students would be able to identify	0.162	0.052	3.14	0.002	***

Islamic values in CE					
IVCE5: School has a committee that meets regularly to for strategic planning for Islamic values in CE	0.063	0.050	1.25	0.212	
IVCE6: School faculty teaches clearly defined strategy of character-based decision making	-0.085	0.040	-2.15	0.032	**
IVCE7: Our teachers purposefully integrate character/ethics lessons into their academic curricula	0.016	0.055	0.30	0.766	
IVCE8: School seeks to develop student leadership as a part of Islamic values in CE	0.032	0.052	0.61	0.542	
IVCE9: School faculty recognize the definitions and can demonstrate lesson applications that cultivate Islamic values in CE	-0.091	0.057	-1.60	0.110	
IVCE10: Parents at our school understand and support Islamic values in CE.	-0.126	0.050	-2.51	0.013	**
IVCE11: Students are highly appreciated to integrate Islamic values in CE	-0.146	0.051	-2.88	0.004	***
IVCE12: Future planning are integrated with Islamic values in our school	0.167	0.041	4.07	0.000	***
IVCE13: Students are welcoming the incurrence of Islamic values in CE	0.110	0.050	2.21	0.027	**
IVCE14: Incurring Islamic Values in CE motivates our students	0.032	0.043	0.75	0.455	
IVCE15: Overall positive feedback is observed when Islamic values are aligned with CE	0.397	0.052	7.65	0.000	***
_cons	2.083	0.272	7.65	0.000	***

Mean dependent var	3.680	SD dependent var	1.169
R-squared	0.273	Number of obs	440.000
F-test	10.589	Prob > F	0.000
Akaike crit. (AIC)	1277.006	Bayesian crit. (BIC)	1342.395

*** $p<0.01$, ** $p<0.05$, * $p<0.1$

Conclusion and Future Recommendations

This study observes the factor of Islamic values in character education for secondary schools in Indonesia. For a better understanding, a good introduction about Islamic values, character education, and secondary school is provided. For the empirical findings, the study has adopted a questionnaire approach with the data from a sample of 440 teachers in different secondary schools of Indonesia. Findings of the study have significantly justified the argument that incurring of Islamic values in character education in secondary schools have a good association with the student behaviours.

It is found that there is a significant influence of selected items of Islamic values in character education on student behaviour in the secondary schools of Indonesia. More specifically, some factors of IVCE have shown their negative influence on SB, which specify that there is an immediate need to develop a policy and some strategic guidelines to overcome this adverse influence. Besides, this study's findings are highly recommended to various policymakers at government level who are responsible for integrating the Islamic values in character education of the secondary school students. Further, this study is recommended to various researchers in the field of public policy for educational development and Islamic cultures. However, this study has several limitations. First, this study is conducted in one region of Indonesia with limited implications. Second, only the secondary schools are targeted to analyse the trends in Islamic values, character education, and student behaviour.

REFERENCES

Althof, W., & Berkowitz*, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education, 35*(4), 495-518.

Bahak Udin By Arifin, M., Rais, P., & Nurdyansyah, N. (2017). An Evaluation of Graduate Competency in Elementary School.

Brown, J. S., & Duguid, P. (1998). Organizing knowledge. *California management review, 40*(3), 90-111.

Buchori, A., & Setyawati, R. D. (2015). Development learning model of charactereducation through e-comic in elementary school. *International Journal of Education and Research, 3*(9), 369-386.

Bulach, C. R. (2002). Implementing a character education curriculum and assessing its impact on student behavior. *The Clearing House, 76*(2), 79-83.

Chowdhury, M. (2018). Emphasizing morals, values, ethics, and character education in science education and science teaching. *MOJES: Malaysian Online Journal of Educational Sciences, 4*(2), 1-16.

Davidson, M., Lickona, T., & Khmelkov, V. (2008). Smart & good schools: A new paradigm for high school character education. *Handbook of moral and character education, 2008*.

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1997). Development during adolescence: The impact of stage–environment fit on young adolescents' experiences in schools and in families (1993).

Epstein, J. L. (1987). Toward a theory of family-school connections. *Social intervention: Potential and constraints*, 121-136.

Espelage, D. L., Bosworth, K., & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of counseling & development, 78*(3), 326-333.

Gilavand, A., Espidkar, F., & Gilavand, M. (2016). Investigating the Impact of Schools' Open Space on Learning and Educational Achievement of Elementary Students. *International Journal of Pediatrics, 4*(4), 1663-1670.

Hameed, S. A. (2011). Strategy And Policy Statements On Green ICT: An Islamic Perspective. *IIUM Engineering Journal, 12*(5).

Hergenhahn, B. R., Olson, M. H., & Cramer, K. (2003). An introduction to theories of personality.

Idrus, M. M. (2016). Adab awareness: a case in an English language class.

Izfanna, D., & Hisyam, N. A. (2012). A comprehensive approach in developing akhlaq: A case study on the implementation of character education at Pondok Pesantren Darunnajah. *Multicultural Education & Technology Journal, 6*(2), 77-86.

Lee, A. (2016). Implementing character education program through music and integrated activities in early childhood settings in Taiwan. *International Journal of Music Education, 34*(3), 340-351.

Marshall, T. H. (1964). Class, citizenship and social development. *New York, 19642.*

Mazzarol, T. W., & Soutar, G. N. (2008). Australian educational institutions' international markets: a correspondence analysis. *International Journal of Educational Management, 22*(3), 229-238.

Ramdhani, M. A., & Muhammadiyah, H. (2015). The Criteria of Learning Media Selection for Character Education in Higher Education.

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological science, 2*(4), 313-345.

Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly, 75*(4), 453-465.

Schulz, B. (2008). The importance of soft skills: Education beyond academic knowledge.

Singh, C., & Sareen, K. (2006). Effectiveness of ISO 9000 standards in Indian educational institutions: a survey. *International Journal of Services Technology and Management, 7*(4), 403-415.

Skaggs, G., & Bodenhorn, N. (2006). Relationships between implementing character education, student behavior, and student achievement. *Journal of Advanced Academics, 18*(1), 82-114.

Waqas, H., & Bahrain, S. (2019). Risk Management, Capital Adequacy and Audit Quality for Financial Stability: Assessment from Commercial Banks of Pakistan. *Asian Economic and Financial Review, 9*(6), 654-664.

IJCC