

THE INTERNALIZATION OF ATTITUDE AND VALUES: COMPARISON STUDY IN PTKIN AND PTKIS

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Abstrak: *Internalisasi sikap dan nilai-nilai merupakan aspek penting dari pendidikan tinggi. Tujuan dari penelitian ini adalah untuk mendeskripsikan pola internalisasi aspek sikap dan nilai-nilai di lembaga pendidikan tinggi agama. Penelitian ini menggunakan pendekatan kualitatif dengan metode multi kasus. Subjek penelitian ini adalah IAIN Ponorogo dan INSURI Ponorogo. Hasil penelitian menunjukkan bahwa: 1) internalisasi sikap dan nilai-nilai lebih mungkin melalui kegiatan pendidikan dan pengajaran; 2) proses internalisasi di INSURI Ponorogo cenderung menggunakan strategi teladan, habituasi, dan intervensi sedangkan di IAIN Ponorogo cenderung menggunakan teladan, habituasi, intervensi, dan strategi penguatan; 3) Secara umum, hasil proses internalisasi aspek sikap dan nilai-nilai di IAIN Ponorogo cenderung tertanam dan mulai berkembang, sedangkan di INSURI Ponorogo beberapa sudah mulai berkembang dan beberapa lainnya baru mulai terlihat.*

ملخص: يعد استيعاب المواقف والقيم جانباً مهماً في التعليم العالي. الغرض من هذه الدراسة هو وصف نمط استيعاب جوانب المواقف والقيم في مؤسسات التعليم الديني. يستخدم هذا البحث مقارنة نوعية مع أسلوب متعدد الحالات. مواضع هذا البحث هي IAIN Ponorogo و INSURI Ponorogo. أظهرت النتائج ما يلي: (١) أن استيعاب المواقف والقيم كان أكثر ترجيحاً من خلال أنشطة التعليم والتدريس؛ (٢) تميل عملية الاستيعاب في IAIN Ponorogo إلى استخدام الاستراتيجيات المثالية والتوظيف والتدخل بينما في INSURI Ponorogo تميل إلى استخدام الاستراتيجيات المثالية والتوظيف والتدخل وتعزيز الاستراتيجيات؛ (٣) بشكل عام، تميل نتائج عملية استيعاب جوانب المواقف والقيم في IAIN Ponorogo إلى أن تكون راسخة وبدأت في التطور، بينما في INSURI Ponorogo بدأ البعض في التطور وبدأ البعض الآخر في الظهور.

Keywords: internalization; value; attitude

INTRODUCTION

The purpose of education in Indonesia is to form a complete Indonesian human being. Humans who have faith and are devoted to God Almighty, virtuous, healthy, knowledgeable, capable, creative, independent and become democratic citizens and responsible.¹ In line with the issue, the main goal of higher education is developing the potential of students to become human beings who believe in and devoted to God Almighty and morally honourable, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured interests for the nation.²

In achieving the goal of higher education, a curriculum is developed to guide the implementation of learning activities. The development of the higher education curriculum before 2000 was carried out in five years for undergraduate and three years for diploma levels. It is in line with the end of a curriculum set. Along with the presence of the industrial revolution 4.0 era and the development of science is increasingly massive, the universities need to adapt very quickly according to the demands of the times and the world of work.³

In line with this, the curriculum is based on the Indonesian national qualifications framework (IQF); there are four elements of learning outcomes. Learning Achievement (CP) is an ability obtained by students through the process of internalizing knowledge, attitudes, skills and competencies, as well as the accumulation of work experience. CP can be used as a measurement of various things obtained by someone in completing the learning process in the college. The formulation of CP consists of four aspects, namely aspects of attitude and values, aspects of workability, aspects of mastery of knowledge, and aspects of authority and responsibility. Attitudes and values reflect the behavior and values that become the identity of the Indonesian people. These attitudes and values are internalized during the lecture process, both through education and learning, both structured and unstructured.

The process of internalizing aspects of attitudes and values on the institutions is fascinating to be observed. It is due to most of the research on the internalization of attitudes and values is done at the secondary school level. The previous researchers tend to examine the process of character internalization

¹ Republik Indonesia, "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional" (2003), 6.

² Presiden Republik Indonesia, "Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi," *Jakarta: Kementerian Sekretariat Negara RI*, 2012, 7.

³ Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kemenristekdikti, *Panduan Penyusunan Kurikulum Pendidikan Tinggi Di Era Industri 4.0* (Jakarta, 2019), 8.

through the teaching of PAI⁴, history⁵, mathematics⁶ and at school⁷ or *madrasah*⁸ in global.

This research attempts to see how the pattern of Internalization of Attitudes and Values Patterns that occur at Sunan Giri Islamic Institute of Ponorogo and Ponorogo State Islamic Institute. The assumption built is these two institutions have different settings on the fundamental foundation aspects and the process of curriculum development. State Islamic Institute of Ponorogo is a state Islamic religious college which tends to be more adaptive to all laws and regulations. Thus, the character of national identity that is instilled is more general. On the other hand, Sunan Giri Islamic Institute of Ponorogo is a private Islamic religious college that was born from the womb of the Nahdlatul Ulama.

Dealing with the description, the research questions of this study are: a) how is the process of internalizing aspects of attitudes and values in Sunan Giri Islamic Institute of Ponorogo and Ponorogo State Islamic Institute through education and teaching; b) how is the process of internalizing aspects of attitudes and values in Sunan Giri Islamic Institute of Ponorogo and State Islamic Institute of Ponorogo through the field of research; c) how is the process of internalizing aspects of attitudes and values in Sunan Giri Islamic Institute of Ponorogo and State Islamic Institute of Ponorogo through the field of community development program.

The purpose of this research is to determine: a) the process of internalizing aspects of attitudes and values in Sunan Giri Islamic Institute of Ponorogo and State Islamic Institute of Ponorogo through education and teaching; b) the process of internalizing aspects of attitudes and values in Sunan Giri Islamic Institute of Ponorogo and State Islamic Institute of Ponorogo through research; c) the process of internalizing aspects of attitudes and values in Sunan Giri

⁴ A. M. Wibowo, "Internalisasi Nilai-Nilai Karakter Bangsa Melalui Mata Pelajaran PAI Pada SMA Eks RSBI Di Pekalongan," *Analisa: Journal of Social Science and Religion* 21, no. 2 (2014): 1.

⁵ Nunuk Suryani, "Pengembangan Model Internalisasi Nilai Karakter Dalam Pembelajaran Sejarah Melalui Model Value Clarification Technique," *Paramita: Historical Studies Journal* 23, no. 2 (2013): 1.

⁶ Edi Irawan, "Implementasi Penanaman Karakter Melalui Matematika Pada Kurikulum 2013," *Ibriez: Jurnal Kependidikan Dasar Islam Berbasis Sains* 1, no. 1 (2016): 1.

⁷ Fakhrol Rijal, Tasnim Idris, and Darmiah Darmiah, "Internalisasi Nilai-Nilai Multikulturalisme Dalam Pembelajaran PAI Di Sekolah Dasar," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 17, no. 1 (2019): 1.

⁸ Mitha Mitha, "Internalisasi Nilai Nasionalisme Dalam Pembelajaran PKN Pada Siswa MAN 2 Model Banjarmasin," *Jurnal Pendidikan Kewarganegaraan* 4, no. 8 (2014): 1; Muh Khoirul Rifa'i, "Internalisasi Nilai-Nilai Religius Berbasis Multikultural Dalam Membentuk Insan Kamil," *UIN Sunan Ampel Journal of Islamic Education* 4, no. 1 (2016): 1.

Islamic Institute of Ponorogo and State Islamic Institute of Ponorogo through the field of community service.

The significances of this research are it can be a reference for managers of higher education, in developing and instilling aspects of attitudes and values. The internalization of attitudes and values is carried out thoroughly and continuously. The goal is the university graduates who have the character or identity of the Indonesian people.

RESEARCH METHOD

This research used a qualitative approach with a multi-case type of research. It was used for several cases/places that have different social situations between cases.⁹In this research, the researcher was a key instrument, full participants, and also the collector of data, while the other instruments were as a support. The sources and types of data in this study were: the interview results, actions, written sources, photographs, reports, and statistical data. Interviews were used to dig more in-depth data related to the tri dharma activities of higher education related to the inculcation of aspects of attitude and values. Observations were made to triangulate, between interview data, observations, and documentation. Specifically, in assessing the achievement of the process of internalizing aspects of attitudes and values were obtained through the method of observation and self-report methods.¹⁰Observation method was used to see the behavior or deeds performed, psychological reactions, or both. Besides, the self-report method was used to find out someone's affective state is he himself.¹¹Observation method was used to see the behavior or deeds performed, psychological reactions, or both. Besides, the self-report method was used to find out someone's affective state is himself. It was done by using an observation sheet while self-assessment can be done with a self-assessment sheet/questionnaire.¹²

Data analysis techniques employed in this research was Miles and Huberman, which included data reduction, data display and conclusion.¹³In analyzing multi-situation social data or multi-case analysis, a combination of findings generated

⁹ Robet C Bogdan and Sari Knopp Biklen, *Qualitative Research for Education : An Introduction to Theories and Methods*, Alien and Bacon Inc (New York, 2007), 70.

¹⁰ Lorin W. Anderson and Sid F. Bourke, *Assessing Affective Characteristics in the Schools, Second Edition* (New Jersey: Lawrence Erlbaum Associates, 2013), 82.Second Edition} (New Jersey: Lawrence Erlbaum Associates, 2013

¹¹ Djemari Mardapi, "Penilaian Pendidikan Karakter," *Jurnal Ilmu Pendidikan*, 2011, 3.

¹² Sri Winarni, "Integrasi Pendidikan Karakter Dalam Perkuliahan," *Jurnal Pendidikan Karakter*, no. 1 (2013): 105.

¹³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (London: Sage Publications, 1994), 12.

from several research cases was carried out by comparing one situation to another.¹⁴

Technically, the research conducted through the five research phases. *First*, it was the pre-field stage. At this stage, activities were carried out in developing research designs, selecting research fields, completing permits, exploring and evaluating the conditions of the field, selecting and utilizing informants, preparing research equipment. The *second* was the stage of fieldwork. The second phase included activities understanding the background of research and self-preparation, entering the field and participating while collecting data. *Third*, the data analysis stage was carried out during and after data collection. The *fourth* was the stage of writing research reports. Fifth, it was the stage of writing scientific articles which was one of the research outcomes.

THEORETICAL FRAMEWORK

Attitude can be defined as a predisposition which is learned to respond positively or negatively to an object, situation, concept, or person.¹⁵ Attitudes can also be translated as right behavior and culture, as a result of the process of internalizing and actualizing values and norms. The internalization process can be carried out through the learning process, student work experience, research, and/or community service.¹⁶ Moreover, the value can be interpreted as constituting a deep belief about an action, or behavior, which is considered to be good or bad.¹⁷ Value can also be defined as an object, activity, or idea expressed by individuals who control education in directing their interests, attitudes, and satisfaction.¹⁸

All education graduates, whether academic, vocational or professional, must have at least ten attitudes and values. *First*, devotion to God Almighty and able to show a religious attitude. *Second*, upholding human values in carrying out duties based on religion, morals and ethics. *Third*, contribution to the improvement of the quality of community, nation, state and civilization based on Pancasila. *Fourth*, having a role as a proud and loving citizen of the country, having nationalism and a sense of responsibility to the country and nation. *Fifth*,

¹⁴ Robert Bogdan and Sari Knopp Biklen, *Qualitative Research for Education* (Boston: Allyn and Bacon, 1997), 3.

¹⁵ Mardapi, "Penilaian Pendidikan Karakter," 8.

¹⁶ Kemenristekdikti, *Panduan Penyusunan Kurikulum Pendidikan Tinggi Di Era Industri 4.0*, 45.

¹⁷ Joseph H. Fichter and Milton Rokeach, "Beliefs, Attitudes and Values: A Theory of Organization and Change," *Review of Religious Research* 13, no. 2 (1972): 144.

¹⁸ Daniel M. Mayton, Sandra J. Ball-Rokeach, and William E. Loges, "Human Values and Social Issues: An Introduction," *Journal of Social Issues* 50, no. 4 (January 1994): 1, <https://doi.org/10.1111/j.1540-4560.1994.tb01194.x>.

respecting the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings. *Sixth*, working together and have social sensitivity and care for the community and the environment. *Seventh*, obeying the law and discipline in social and country life. *Eighth*, internalizing academic values, norms and ethics. *Ninth*, showing the attitude of responsibility for work in the field of expertise independently. *Tenth*, it is internalizing the spirit of independence, struggle, and entrepreneurship.¹⁹

The internalizing aspects of attitudes and values are determined by various factors. Environmental factors have a very important role because of changes in student behavior as a result of the education process.²⁰ There are four strategies can be used to internalize aspects of attitudes and values, namely 1) exemplary, 2) interventions, 3) habituation carried out consistently, and 4) reinforcement.²¹ The process of internalizing aspects of attitudes and values can be done through the development and delivery of exemplary transmission, through interventions in the learning and training process, through continual habituation in which it is carried out consistently and reinforced and must be accompanied by noble values.²²

The process of internalizing aspects of attitudes and values tends to be more affective. Therefore, the achievement evaluation process was carried out qualitatively. There are two methods can be used to measure the affective domain, namely the observation method and the self-report method.²³ The use of observation methods is based on the assumption that affective characteristics can be seen from the displayed behavior or actions, psychological reactions, or both. Meanwhile, the self-report method is based on the assumption in which the person who knows the affective state is he himself.²⁴ It can be done using an observation sheet while a report or self-assessment can be done with a self-assessment sheet/questionnaire.²⁵

Evaluation of the attainment of internalizing aspects of attitudes and values can be carried out by using the evaluation of the instilling the character. Since

¹⁹ Tim, *Panduan Penyusunan Capaian Pembelajaran Lulusan Program Studi* (Jakarta: Direktorat Pembelajaran dan Kemahasiswaan Dirjen Dikti Kemendikbud, 2014), 17.

²⁰ Kementerian Pendidikan Nasional, *Desain Induk Pendidikan Karakter Kementerian Pendidikan Nasional* (Jakarta: Kementerian Pendidikan Nasional, 2010), 6.

²¹ Husaini Usman and Nuryadin Eko Raharjo, "Model Pendidikan Karakter Kewirausahaan Di Sekolah Menengah Kejuruan," *Jurnal Pendidikan Teknologi Dan Kejuruan* 21, no. 2 (2012): 1.

²² Kementerian Pendidikan Nasional, *Desain Induk Pendidikan Karakter Kementerian Pendidikan Nasional*, 8.

²³ Anderson and Bourke, *Assessing Affective Characteristics in the Schools, Second Edition*, 115.

²⁴ Mardapi, "Penilaian Pendidikan Karakter," 3.

²⁵ Winarni, "Integrasi Pendidikan Karakter Dalam Perkuliahan," 105.

the character is related to attitude and values. There are four values in character assessment which are also relevant to be used in assessing the achievement of the internalization of attitudes and values. *First*, civilizing (MK), is a condition in which students continuously reflects the behavior expressed in indicators consistently. *Second*, starting to develop (MB), is a condition in which students have shown various signs of behavior expressed in indicators and have started to be consistent. *Third*, starting to appear (MT), is a condition where students have begun to show the first signs of behavior that are stated in the indicators, but not yet consistent. *Fourth*, it is not yet seen (BT), is a condition where students have not shown the first signs of behavior stated in the indicators).²⁶

FINDING AND DISCUSSION

The internalizing aspects of attitudes and values in the institutions are reflected in four activities in the institutions; namely, it is carried out through education and teaching, through research, and community service. The following is a description of the process of internalizing aspects of attitudes and values at Sunan Giri Islamic Institute of Ponorogo and State Islamic Institute of Ponorogo.

The Internalization through Education and Teaching Learning

The Internalization at Sunan Giri Ponorogo Islamic Religious Institute

There are several forms of internalization of attitudes and values through education and teaching of Sunan Giri Islamic Institute of Ponorogo . *First*, the activity of instilling the aspects of attitudes and values through learning in the form of lectures (face to face, independent assignments, and structured assignments). The instilling aspects of attitudes and values are reflected in the beginning and the end of lecturing by reciting the prayers first. It indicates as the effort to form the graduates who are devoted to God Almighty and able to show a religious attitude. Conducting the by the specified schedule is also an effort to instil law-abiding attitude and discipline in community and country life. The assignment of structured tasks reflects efforts to internalize academic values, norms and ethics, as well as to work together and have social sensitivity. Whereas, providingan independent job demonstrates an attempt to internalize the spirit of independence, struggle and entrepreneurship, and shows an attitude of responsibility for work in the field of expertise independently.

Second, the activity of instilling the aspects of attitudes and values through learning in the form of practicum. The instilling aspects of attitudes and values are reflected at the beginning and end of the intership by reciting prayers as a reflection of efforts to produce graduates who are devoted to God Almighty and

²⁶ Kementerian Pendidikan Nasional, *Desain Induk Pendidikan Karakter Kementerian Pendidikan Nasional*, 35.

able to show religious attitudes. The implementation of internship in accordance with the specified schedule is also an effort to instil law-abiding and disciplined attitudes in community and country life.

Third, the activity of instiling the aspects of attitudes and values through learning in the form of field practice. The imparting of attitudes and values aspects are reflected from the process of submitting and closing field practices. Beginning (*opening ceremony*) and closing (*closing ceremony*) by reciting prayers and singing *Indonesia Raya* song reflects the effort to create graduates who are devoted to God Almighty and able to demonstrate religious attitudes. It is also a way to make the students proud of and love the country. It hopes they have nationalism and a sense of responsibility to the country and nation. The implementation of field practices in accordance with the specified schedule is also an effort to instill law-abiding attitudes and discipline in community and country life.

Fourth, the activities to instill aspects of attitude and values through training activities, seminars, and workshops. In each of these activities always begun and ended with reciting the prayer as an effort to produce graduates who are devoted to God Almighty and able to show a religious attitude. The opening of the training, seminars and workshops at Sunan Giri Islamic Institute of Ponorogo is begun by singing *Indonesia Raya*. This is an indicator of efforts to make students as proud and loving citizens of the country, having nationalism and a sense of responsibility to the country and nation. Also, training, seminars, and workshops that present speakers with a variety of backgrounds reflect an effort to appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others.

Fifth, the activities are related to evaluation and values through activities on Islamic religious holidays and activities to remember national holidays. In each of these activities, it is always begun and closed with reciting prayer as a form of assistance to obtain those who fear God Almighty and be able to show a religious attitude. Besides, at every opening of the commemoration of Islamic religious holidays and national holiday commemoration activities at Sunan Giri Islamic Institute of Ponorogo always begins by singing *Indonesia Raya*. It is an indicator of the students' success as proud and loving citizens of the country, having nationalism and a sense of responsibility to the state and nation.

Sixth, it is the activity of instilling aspects of attitudes and values through the deepening of religious knowledge by some students in Islamic boarding schools in Ponorogo and surrounding areas. This activity leads to the instilling aspects of attitudes and values to produce graduates who are devoted to God Almighty and able to demonstrate religious attitudes. Moreover, the material are learned at Islamic boarding schools also shows efforts to instill an attitude of respecting

cultural diversity, views, religion, and beliefs, as well as the opinions of others. Education in Islamic boarding schools will also foster an attitude of upholding human values in carrying out tasks based on religion, morals, and ethics.

The Internalization at State Islamic Institute of Ponorogo

There are several forms of instilling aspects of attitudes and values through education and teaching at State Islamic Institute of Ponorogo. *First*, the activity of instilling aspects of attitudes and values through learning in the form of lecturing (face to face, independent assignments, and structured assignments). All lecturing activities which prioritize the integration and interconnection between general science and religion are one of the efforts to produce graduates who are devoted to God Almighty and able to demonstrate religious attitudes. The implementation of lecturing in accordance with the specified schedule is also an effort to instill law-abiding attitude and discipline in community and country life. The assignment of structured tasks reflects efforts to internalize academic values, norms and ethics, as well as to work together and have social sensitivity. Whereas, providing an independent task reflects an effort to internalize the spirit of independence, struggle, and entrepreneurship, as well as showing an attitude of responsibility for work in the field of expertise independently.

Second, the activity of instilling aspects of attitudes and values through learning in the form of practicum. The instilling aspects of attitudes and values are reflected starting at the beginning and ending of practicum by reciting prayers as a reflection of efforts to produce graduates who are devoted to God Almighty and able to show religious attitudes. The implementation of practicum in accordance with the specified schedule is also an effort to instill law-abiding and disciplined attitudes in community and country life.

Third, the activity of instilling aspects of attitudes and values through learning in the form of field practice. The instilling aspects of attitudes and values are reflected starting from the process of submitting and closing field practices. At the time of opening (*opening ceremony*) and closing (*closing ceremony*) is begun with reciting prayers and also singing Indonesia Raya songs in which it reflects the efforts to produce graduates who are devoted to God Almighty and able to demonstrate religious attitudes, as well as efforts to make students proud citizens and loving the country, having nationalism and a sense of responsibility to the country and nation. The implementation of field practices in accordance with the specified schedule is also an effort to instill law-abiding and disciplined attitudes in community and country life. In addition, field practice is also relevant for internalizing academic values, norms and ethics, and encouraging students to show responsibility for work in their area of expertise independently.

Fourth, the activities to instill aspects of attitude and values through training activities, seminars, and workshops. In each of these activities is always begun and closed with reciting the prayer as an effort to produce graduates who are devoted to God Almighty and able to show a religious attitude. The opening of the training, seminars, and workshops that began with singing the song Indonesia Raya became one of the indicators of efforts to form students who were able to act as proud and loving citizens of the country, have nationalism and a sense of responsibility to the country and nation. Training, seminars, and workshops that present speakers from various backgrounds reflect an effort to appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others.

Fifth, the activity of instilling aspects of attitudes and values through activities to commemorate Islamic religious holidays and national holidays. Each of these activities usually is begun and closed with reciting prayer as a form of effort to produce graduates who are devoted to God Almighty and able to demonstrate religious attitudes. Besides, at every opening the commemoration of Islamic religious holidays and national holiday commemoration activities at Sunan Giri Islamic Institute of Ponorogo always begins by singing Indonesia Raya. This is an indicator of efforts to make students as proud and loving citizens of the country, have nationalism and a sense of responsibility to the country and nation. All activities carried out in commemoration of Islamic holidays reflect the effort to produce graduates who are devoted to God Almighty and able to show religious attitudes.

Sixth, the activity to instill aspects of attitudes and values through the deepening of religious knowledge by students in ma'had and Islamic boarding schools around the campus. This activity leads to the inculcation of aspects of attitudes and values to produce graduates who are devoted to God Almighty and able to demonstrate religious attitudes. Moreover, the material is learned at Ma'had and Islamic boarding schools also shows an effort to instill an attitude of respecting cultural diversity, views, religion, and beliefs, as well as the opinions of others. Education in ma'had and Islamic boarding schools will also foster an attitude of upholding human values in carrying out duties based on religion, morals, and ethics.

The Internalization through Research

The Internalization at Sunan Giri Islamic Institute of Ponorogo

The pattern of instilling aspects of attitudes and values through research activities at Sunan Giri Islamic Institute of Ponorogo. *First*, the activity of instilling aspects of attitudes and values through thesis research. Thesis research conducted by this final semester student as an effort to internalize academic values, norms, and

ethics, to internalize the spirit of independence, struggle and entrepreneurship and to show an attitude of responsibility for work in the field of expertise independently. Thesis research is contained with the religious values is an effort to appreciate the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings.

Second, the activity of instilling aspects of attitudes and values through collaborative research between lecturers and students. Even though it is in a very limited amount, collaborative research conducted by students and lecturers includes efforts to internalize academic values, norms and ethics, as well as to appreciate the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings.

The Internalization at State Islamic Institute of Ponorogo

The pattern of instilling aspects of attitudes and values through research activities at State Islamic Institute of Ponorogo . *First*, the activity of instilling aspects of attitudes and values through thesis research. Thesis research is conducted by this final semester student as an effort to internalize academic values, norms, and ethics, to internalize the spirit of independence, struggle and entrepreneurship and to show an attitude of responsibility for work in the field of expertise independently. Thesis research contains religion is also an effort to appreciate the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others.

Second, the activity of instilling aspects of attitudes and values through collaborative research between lecturers and students. Even though it is in a very limited amount, collaborative research is conducted by students and lecturers includes efforts to internalize academic values, norms and ethics, as well as to appreciate the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings. Collaborative research with religious values is also an effort to appreciate the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings.

The Internalization through Community Development

The Internalization at Sunan Giri Islamic Institute of Ponorogo

The pattern of instilling aspects of attitudes and values through community service activities at Sunan Giri Islamic Institute of Ponorogo. *First*, the activity of instilling aspects of attitudes and values through community development program (KKN). It conducted by the final semester students in which it includes an effort to instill attitudes and values so that students can contribute to improving the quality of community, nation, state and civilization progress based on Pancasila. The implementation of a community development program is conducted with

the other students to show an effort to instill an attitude of cooperation, social sensitivity and concern on the community and the environment. Its location has certain customs, rules, and traditions that are far different from the students' province area. It will foster an attitude of respect for cultural diversity, views, religion, and beliefs, as well as obeying the law and discipline in community and country life. It also will make students understand how rich Indonesia is, so that it will encourage them to act as citizens who are proud of and love the country, have nationalism and a sense of responsibility to the country and nation.

Second, the activity of instilling aspects of attitudes and values through community service collaboration between lecturers and students. Although this activity is still very limited in number, it contains efforts to work together and have social sensitivity and it concerns on the community and the environment, it also contributes to improve the quality of community, nation, state and the development of civilization based on Pancasila.

Third, the activity of instilling aspects on attitudes and values is conducted through community service independently by students. In addition, to conduct this community development with the lecturers, the students also independently carried out community service activities, such as becoming a *diniyah madrasah* and Al-Quran learning center teacher, becoming a Friday Speaker (*Khotib*), becoming a *Dai*, and others. Although this activity is still very limited in number, it includes efforts to contribute to improving the quality of community, nation, state and civilization progress based on the Pancasila, as well as to increase faith and piety in God Almighty and be able to show a religious attitude.

The Internalization at State Islamic Institute of Ponorogo

The pattern of instilling aspects of attitudes and values through community development program at State Islamic Institute of Ponorogo . *First*, the activity of instilling aspects of attitudes and values through community development program. It is carried out by students in an effort to instill attitudes and values so that students could contribute to improve the quality of community, nation, state and civilization progress based on Pancasila. It was conducted to reflect an effort to instill an attitude of cooperation and social sensitivity and care for the community and the environment. It took place in a certain area which has different customs, rules, and traditions. It help them to respect the cultural diversity, views, religion, and beliefs, and obey the law and discipline in community and country life.

Second, the activity of instilling aspects of attitudes and values through the collaboration between lecturers and students in community development program. Although it has limited number, it contains an attempt to cooperate and to have social sensitivity and concern for the community and the environment. It

also gives contribution in improving the quality of community, nation, state and civilization progress based on Pancasila. They also take a part as proud citizen who love their country, and have nationalism and a sense of responsibility to the country and nation.

Third, the activity of instilling aspects of attitudes and values through independent community development program. The students do not only conduct the community development program with the lecturer, but also they do it independently. They dedicate themselves to be a teacher in *diniyah madrasah* and Al-Quran learning center, be a Friday Speaker (*Khotib*), be a *Dai*, and others. Although it has limited number, it involves contribution to the improvement of the quality of community, nation, state and civilization development based on Pancasila.

CONCLUSION

Based on the data gathered and discussion, there are some conclusions. *First*, the educational activities play an essential role in internalizing aspects of attitudes and values, in both INSURI Ponorogo and IAIN Ponorogo. There are ten aspects of attitudes and values which emphasized in IQF curriculum. It has been reflected in the educational and teaching learning activities, both in direct teaching and learning process in the classroom through face to face. It also can be seen in the assignment and extracurricular activities. Those aspects of attitude and values are instilled using exemplary strategies, habituation, intervention and reinforcement.

Second, the process of internalizing aspects of attitudes and values are conducted through the variety of research activities between INSURI Ponorogo and IAIN Ponorogo. The internalization has been carried out to instill all aspects, except the aspect of cooperation, social sensitivity and concern to the community and the environment. The process of internalizing aspects of attitudes and values through research at INSURI Ponorogo tends to use exemplary strategies, habituation, and intervention while at IAIN Ponorogo is more likely to use exemplary strategies, habituation, intervention, and reinforcement.

Third, it is the process of internalizing aspects of attitudes and values through the various activities of community service between INSURI Ponorogo and IAIN Ponorogo. The internalization process has only been carried out on six aspects, namely 1) devoted to God Almighty and able to demonstrate religious attitudes; 2) highly respect the humanity value in running the duty based on the religion, moral, and ethics; 3) contribute in life quality improvement of the community, the nation, the country, and civilization based on Pancasila (The Five Principles); 4) play the role as the citizen who is proud of and full of love for the country, owning nationalism and responsibility for the nation and the

country; 5) cooperate and have social sensitivity and care towards the society and the environment, and 6) obey the law and discipline in community and country life. Meanwhile, the internalization effort for three aspects of attitude and other value structures are not found yet. The internalization process at INSURI Ponorogo tends to use the exemplary, habitual, and intervening strategy while IAIN Ponorogo tends to use the approach of exemplary, habitual, intervening, and also strengthening.

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