Beyond the Classroom: Empowering Social Care Character Through Islamic Education Via Student Executive Board

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ABSTRACT
Islamic Education (IE) in Higher Education is a compulsory course in Indonesia. However, it still dominantly assesses the cognitive aspect, while the learning competency of Islamic Education aims to form the religious character and social attitudes of students. Therefore, this study aims to develop indicators of student social care integrated with student organization activities. The indicator of social concern that has been validated and meets the content validity score will be used as a measuring tool for the attitude and skill components of students in Islamic Education learning. The process of developing indicators of social care integrated into student organization activities requires the ADDIE model development research method (Analysis, design, development, implementation, and evaluation, but in this study, there are only three stages: the first needs analysis, the second planning, and third development. The research subjects were students and lecturers of Islamic Education at Universitas Negeri Jakarta, Universitas Pendidikan Indonesia, and Universitas Muhammadiyah Jakarta. Data collection tools are questionnaires, interviews, and documentation studies. Data analysis used the Aikens Index and inter-rater reliability to see the suitability of the content of the indicator with the theory used and to see the agreement of experts in assessing the developed social care indicators. The results of the research based on the needs analysis by surveying 25 students from student organization members in three universities through quota, purposive sampling, and interviews found that 80% of students were involved in BEM social activities, and 72% of students agreed to integrate social activities of student organizations in PAI learning. The results of the Aiken Index content validity test of six skill indicators and four social care attitude indicators were a minimum score of 0.83 and a highest score of 0.91. The reliability test result is 0.64. These results indicate that three experts have agreed upon the content of social care indicators, and then it is feasible

to construct a validity test to find out the indicators developed that can measure students' social attitudes and skills using the theory used.

Keywords: Islamic Education, Social Care Character, Student Executive Board

INTRODUCTION

Learning outcomes in Islamic Education in higher education include cognitive and non-cognitive. Learning experiences outside the study program to achieve cognitive aspects through an independent curriculum (MBKM) are difficult to realize, such as student exchange points. The realization is that it is very difficult to find courses at the same time and with the same credits. The solution is that the MBKM process can be selected according to agreement between similar study programs and according to learning outcomes. Another thing is that the issue of achievement in non-cognitive aspects of educational internships is not a problem. In internships in companies, there must be an agreement regarding the competencies that students must have to meet the company's needs and the Islamic religious education study program curriculum.[1] Islamic Education is a mandatory course in Indonesian universities, which aims to shape students' religious and social character.[2] Students are expected to not only master knowledge but also exhibit noble attitudes and personalities. Spiritual and social skills are required in the industrial era 4.0,[3] even in the era of society 0.5.[4] Social skills and attitudes are parts of IE learning outcomes based on Directorate General of State Universities regulations and characterization (excellence) based on the four main elements of the Indonesian National Qualifications Framework and National Education Standards for Higher Education (DIKTI). Therefore, Islamic education learning outcomes include the domains of Attitude, Knowledge Mastery, General Skills, and Special Skills.

Social activities are typical in the campus environment. Social programs or community services are parts of the Tridarma of Higher Education.[5] Lecturers are required to carry out community service[6] and receive points as a performance appreciation. However, the community social service conducted by students has not yet become a part of the assessment for the learning outcome. Meanwhile, IE is related to students' social attitudes.

Through the emancipated learning-emancipated campus (MBKM) curriculum, the humanitarian project program[7] is one way to empower social attitude competencies, instill human values in students,[8] train them to be sensitive to the surrounding environment, and take part in solving problems triggered by natural disasters or social issues.[9] Humanitarian projects hold the potential to be integrated into learning in the Study Program. However, the MBKM Humanitarian Project allows only a few students who are truly interested in the program to be involved. At the same time, the IE course was intended for students to have a social attitude of actualization and obedience to Islamic teachings, so it is one of the indicators of the achievement of IE learning.

Humanities programs around universities are revealed in several studies. Huafang Li researched the philanthropy learning programs that universities typically establish that can effectively educate students to be actively involved in community service[10] and even effectively develop philanthropic values and behavior after they graduate. This program encourages students to donate to philanthropic institutions; some even became volunteers.[11] In his study on the impact of an indirect gift program, he suggested that most MPA students at Northern Kentucky University (NKU) feel that the social program successfully helps them become more aware and concerned about social problems (64.8%) and makes them willing to get involved in non-profit organizations voluntarily (77.8%).

Previous studies have revealed that students have certain social attitudes. Feni Isnaini's research on the Islamic Religious Education Study Program found that students have carried out social activities in their environment as an implementation of an attitude of empathy.[12] Femberianus' other research concluded that the formation of students' social attitudes can be done by involving them in social activities in society.[13] Other relevant research shows that student social activities in the context of learning in the Independent Curriculum can improve students' social competence and attitudes. For example, Makhrus found that student activities in the MBKM humanitarian project had a positive impact on students' social competence and attitudes.[14]

Therefore, teaching IE, which aims to build social awareness, can adopt an outcome-based education approach as it focuses on achieving certain learning outcomes, such as certain skills and attitudes required in the workplace. Strengthening the achievement of learning outcomes is an educator's choice to understand the key factors that influence student learning outcomes and focus on conveying knowledge and skills in a way necessary for their integration into the public.[15] Furthermore, the approach allows the development of an Islamic higher education curriculum with new academic courses that integrate learning, research, and service to formulate innovative and proven work as a strategy to maintain IE learning programs in the era of the Industrial Revolution 4.0.[16]

Regarding activities within organizations activities in student organizations, a research result states that student organizations can be a medium for developing social care attitudes.[17] According to the study, perceptions of the benefits of organ donation and altruistic motives had the greatest effect on related campaigns on social media. However, involving student organizations in the learning process can encourage them to be actively involved in student organizations or other extracurricular programs, which will allegedly affect academic achievement in college. Meanwhile, IE learning, which has been conducted in the classroom, does not pay attention to the surrounding environment to see how religious values are implemented factually. Meanwhile, previous research found that students are more likely to be involved in social actions initiated by themselves rather than following invitations from other parties.[18]
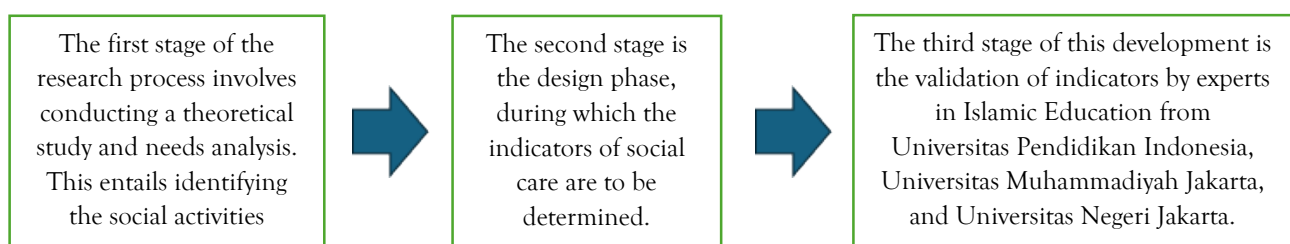
The learning outcome to include in the IE courses of higher education is the attitude domain in point four,[19] working together and having social sensitivity and concern for society and the environment. Through social activities coordinated by the student executive body, IE learning outcomes can empower student activities as one of the learning outcome criteria. Thus, this study aims to develop social character learning outcomes in IE courses that synergize with the social care program of the student executive body for IE study programs in universities. Philanthropic experiences from the social activities of student executives are adopted as part of the learning process. Therefore, this research will formulate a learning model using an outcome-based teaching and learning approach by empowering social care activities organized by the student executive body of the IE Study Program in public universities. The OBE approach measures learning outcomes and enables students to develop new skills that prepare them at the global level. In the future, the challenges of organized social action and institutional engagement and empowerment are believed to open opportunities for economic development and human resource enhancement, and many alumni from the IE Program will be involved in such organizations after graduation. The recent COVID-19 pandemic has also changed the order of social life, religion, education, economy, and other fields. Several studies have revealed solutions to the socio-economic impacts of the Covid 19 pandemic, one of which is through the medium of philanthropy that can empower zakat and waqf institutions both for the short and long term to overcome social problems.[20]

The application of OBE-based learning enables students to solve problems within the community. Correspondingly, this research examines how students obtain or have social awareness after/when they graduate. What is the learning and assessment design? Specifically, it focuses on the stages of designing the learning outcome model for OBE-based social attitudes/characters in IE courses; 2) the results of the expert's validity and reliability qualitatively and quantitatively.

RESEARCH METHOD

This study refers to the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model development research method. The stages of this research have only reached three stages of the 5 stages of the ADDIE development model, as follows:

Figure 1: Research Stage

| The first stage of the research process involves conducting a theoretical study and needs analysis. This entails identifying the social activities | → | The second stage is the design phase, during which the indicators of social care are to be determined. | → | The third stage of this development is the validation of indicators by experts in Islamic Education from Universitas Pendidikan Indonesia, Universitas Muhammadiyah Jakarta, and Universitas Negeri Jakarta. |

The data were collected through a combination of questionnaires, interviews, documentation studies, and expert judgement. The research subjects were students who were active in student executive bodies in the Islamic Education Study Programme at the State University of Jakarta (UNJ), the Indonesian Education University (UPI) Bandung, and the Muhammadiyah University of Jakarta (UMJ) Tangerang. The respondents of this study were twenty-five (25) students selected using the purposive sampling technique. The researcher determined the sample size based on the criteria set for this study. Three interviews were conducted with student organisation administrators. In addition, three Islamic Education experts from Jakarta State University, University of Education Indonesia Bandung (UPI), and the University of Muhammadiyah Jakarta (UMJ) in Tangerang were engaged as design validators. The data were analysed using the Aiken V validity index to assess the accuracy of the indicator content and the inter-rater reliability index to ensure the level of agreement among experts in evaluating the developed social awareness indicators.

Analysis of Learning Outcome Development Needs for Social Character

The objective of this research was to develop learning outcomes for social care character. It commenced with a needs analysis, which involved exploring the perceptions of the Student Executive Board (SEB) regarding the extent to which they participate in social activities that they design and how these activities can be integrated into IE learning as reinforcement and target learning outcomes in the attitude domain. A questionnaire was distributed to administrators of the Student Executive Board (SEB) at three selected universities. The questionnaire encompassed the factors that motivate students to develop social care character based on the moral material and learning methods adopted in IE learning, their involvement and activity in SEB and other social activities, and the support provided by lecturers, such as guidance in social activities.

The current research collects data on the potential for empowering social care character, whether it is integrated into the learning activities, such as course assignments, and what courses, assignments, and social activities carried out - as well as facilities and infrastructure - support the realization of social

care character. The needs analysis also explores data about the forms of participation students often take and how students obtain funds for social activities. Further, it examined the extent of their involvement in social activities carried out by SEB and the way they respond if the activities become part of the IE course.

Student Participation in Social Activities

The data from the questionnaire demonstrated that 88% of respondents participated in social activities by SEB, which means that students care about social problems relatively. This data makes it easier to develop skills and attitudes in social care as part of coursework. This finding contradicts that of other research, which states that students are rarely heard of actively participating in social activities, such as natural disasters.[21] Even SEB managements themselves not only hone their social care character. Being involved in managing the organization can also build leadership skills, public speaking, and other organizational skills.

Figure 2. Student Involvement in SEB Social Activities[22]
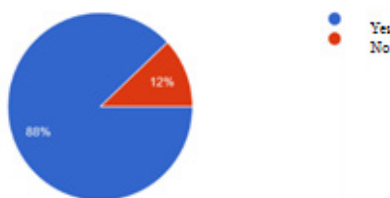
Lecturer Participation in Student Social Activities

Based on respondents' information, a lot of social activities (64%) designed by SEB received direction and guidance from lecturers. It shows that the potential for empowering SEB social programs and integrating them into a learning activity for IE is high. The integration of SEB activities and IE can positively impact achieving the learning targets of an IE course in the aspect of attitudes and skills. Also, it optimizes the SEB program in achieving targets in terms of planning and management, even at the reporting and follow-up stages of activities. Apart from that, developing IE learning outcomes using the OBE approach requires the involvement of lecturers as directors. The involvement of lecturers will create interesting and focused learning activities.[23] On the other hand, the involvement of lecturers in SEB social activities will also open up opportunities for many students to be involved in social care activities and maintain the quality of activities. Obviously, the value of learning to be embedded is directional.

Students Views on the Integration of Student Body Activities in Learning

The majority of respondents (72%) believed that social activities have not been integrated into lecture assignments. It shows that IE learning, one of the targets of which is a social care attitude, does not yet see SEB's social activities as a forum and medium for building students' social care skills and attitudes. This finding also shows that SEB's social activities need to be of concern to show their connection to certain relevant learning. This data can illustrate learning opportunities for IE courses with an outcome-based education approach that focuses a lot on project-based learning.[24] This means that IE lecturers can create learning not only by knowing the cognitive aspects of lectures and discussions but also by building skills and attitudes through humanitarian projects in collaboration with the SEB program. The lecturers of IE can provide assignments in the form of activity portfolios or proof of student involvement.

Empowerment Process through Courses

Nearly half of the respondents (44%) stated that providing course assignments integrates social values into the learning process. Courses that teach social care values include Citizenship Education and Religion. This finding aligns with social care's character in citizenship education learning at schools[25] and universities.[26]

Student Participation Model in Social Activities

Half of the social activities frequently carried out focus on financial assistance. Additionally, 64% of respondents also contributed their energy to social activities, which shows the students' readiness to participate in real action, not only making donations. Student philanthropic participation indeed varied during COVID-19. Wardani found that student philanthropic participation took the form of funds, goods, and food and was even involved in fundraising.[27] This number shows students' readiness for social activities, both in the form of donations and energy. Improvement and guidance from lectures can direct students not only to provide social assistance but also to creative scientific ideas.

Media Promotion of Social Activities

According to Ramadoni,[28] using the media is extremely helpful for advancing campaigns towards institutional or community goals, including social movements. The public is invited to give and even participate directly in social activities as volunteers or supporters attributable to the employment of mass and communication media as promotional tools for student-led initiatives. Eighty percent (80%) of respondents said that popular social media is the best medium for promoting social activities.

Student Perceptions of Social Activities as an Assessment of IE Learning

This indicator is one of the essentials of research. Evaluation and assessment are important components of learning.[29] An assessment activity can support learning if it provides feedback for teachers and students to modify their teaching and learning activities.[30] This is particularly true for social activities that allow lecturers to observe the implementation of learning outcomes related to student's social skills and attitudes. It seems that students agree that SEB's social activities are part of the assessment of learning. Ninety-six percent (96%) of the respondents agree that the social activities by SEB are one of the assessments for learning IE, especially in social care skills and attitudes. This finding indicates that the level of need for integration of social activities into learning in IE classes is high. Students need appreciation for the social activities they organize. Giving grades by lecturers can automatically increase their involvement in social activities, which are expected to increase their skills and form an attitude of social concern.

Formulation and Design of Course Learning Outcomes

Using an outcome-based education method, social activities are integrated into IE classes to establish the notion of learning outcomes for social care character courses. The development of graduate learning successes in skills and attitudes is the CLO idea of social care character. The study of needs and the capacity to support development are mentioned in the process. The evolution of Graduate Learning Achievements is as follows. The following table shows the domains of attitudes and skills of the graduate achievements of the IE Study Program Sample.

Figure. 4 Course Learning Outcome Development
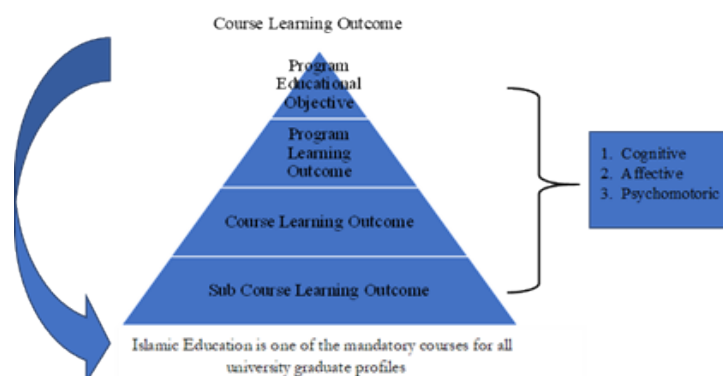
Furthermore, developing social skills and attitudes in IE courses refers to the formulation of Graduate Learning Outcomes from each Study Program on each campus. This study took samples from IE Study Program Graduate Achievements (PGA) related to forming social care character. An illustration of PGA can be seen in the following table.

Table 1. Sample of IE Learning Outcomes at UNJ Related to Students' Social Care

Referring to the Graduate Learning Achievements in the Study Program of Universitas Negeri Jakarta, we find the potential for developing students' social care character. There are two achievements in the attitude domain, four achievements in the General Skills domain, one in the specific skills domain, and one achievement in the knowledge domain. From the CPL scheme, the demand for realizing aspects of social care skills and attitudes is more dominant than knowledge. On the other hand, the assessment that has been carried out on this aspect has not yet been optimal.

Development and Implementation Stage

The development of learning outcomes in the attitude domain regarding students' social care character is grounded in the needs analysis. At this stage, expert validation is carried out to assess the relevance of the CLO content to the need analysis for developing social care character in learning IE based on outcome-based education. The following is an illustration of the development of course learning outcomes for the IE course correlated to several materials and discussions relevant to social character:

a. the concept of divinity and the manifestation of belief in God is acting kindly and caring

Scope	Graduate Learning Outcomes (A1-A9)
Attitude	S2. upholding human values upon duties based on religion, morals, and ethics; S6. working together and having social sensitivity and concern for society and the environment;
General Skill	KU-3: able to study the implications of developing or implementing technological science by focusing and applying humanities values according to their expertise based on scientific principles, procedures, and ethics to produce

solutions, ideas, designs, or art criticism, compiling scientific descriptions of the results of their studies in the form of a thesis or final assignment report, and upload it on the university page;

KU-6: able to maintain and develop working networks with supervisors, colleagues, and friends inside and outside the institution;

KU-7: able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility.

KU-8: able to carry out a self-evaluation process for workgroups under their responsibility, and to manage learning independently; and

Specific SkiIll	KK-2:	able to articulate Islamic values in their respective fields of expertise.
Knowledge	P-2:	analyze, apply, and evaluate factual, conceptual, procedural and metacognitive knowledge related to various humanitarian, national, state and civilization issues using Islamic insights that is *rahmatan lil 'alamin.*

about the difficulties of fellow humans and the natural environment;

b. the concept of humanity. The implementation of humanity in Islam is helping one another, working together, and making one another prosperous;

c. the concept of community development and environmental conservation, with sub-materials of social morals and concern for natural conservation.[31]

Donations for natural disasters and repairing natural damage around the environment can be used as humanitarian projects launched by SEB and become part of the project assignments in IE lectures. Therefore, students not only know Islamic values and concepts regarding conservation but also implement them in real terms in collaboration with SEB. By involving SEB, activity proposals become more valid, organized, and legal for fundraising, conducting activities, evaluation, and supervision.

Islamic Education Expert assessment regarding the validity of qualitative and empirical design content uses a statistical formula, the Aiken-V Index. The results of qualitative content validation by experts suggested a systematic writing revision. Meanwhile, the empirical content validation suggested the average Aiken-V index score of 0.83 and 0.91. The following are the results of content/expert validation using the Aiken-V index formula:

Rater	Indicator											
	1	2	3	4	5	6	7	8	9	10		
1	5	4	5	5	4	4	5	4	5	3		
2	4	4	4	4	4	4	4	4	4	5		
3	5	5	5	5	5	4	5	5	5	5		
V Index Results	0,92	0,83	0,92	0,92	0,83	0,75	0,92	0,83	0,92	0,83		

Table 2. Expert Validation with Aiken-V Formula

Indicator 1 V=(4+3+4)/[3(5-1)]=0.916/092
Indicator 2 V=(3+3+4)/[3(5-1)]=0.833
Indicator 3 V=(4+3+4)/[3(5-1)]=0.916
Indicator 4 V=(4+3+4)/[3(5-1)]=0.916
Indicator 5 V=(3+3+4)/[3(5-1)]=0.833
Indicator 6 V=(3+3+3)/[3(5-1)]=0.75
Indicator 7 V=(4+3+4)/[3(5-1)]=0.916
Indicator 8 V=(3+3+4)/[3(5-1)]=0.833
Indicator 9 V=(4+3+4)/[3(5-1)]=0.916
Indicator 10 V=(2+4+4)/[3(5-1)]=0.833

Considering the provided data and the Index-V table, with a sample size (N/Experts) of three individuals at a significance level of 5% (requiring a minimum of 0.92), the CLO of IE design that focuses on outcome-based education in the social character aspect, specifically indicators 1, 3, 4.7, and 9, is deemed valid with a score of 0.92. In contrast, indicators 2, 5, 6, 8, and 10 are considered quite valid. Regarding content validity, some items/indicators have achieved satisfactory validity scores, indicating sufficiency. However, improvements are required, particularly in editorial writing, to reach the desired content validity score with the Aiken index, which is set at <0.92. The empirical and qualitative validation results reveal that certain indicators need editing in their sentence structures.

Table 3. The Reliability Result among Raters

No. of Items (m) or Raters (n)	2		3		4		5		6		7	
	V	p	V	p	V	p	V	p	V	p	V	p
2							1.00	.040	1.00	.028	1.00	.020
3							1.00	.008	1.00	.005	1.00	.003
3			1.00	.037	1.00	.016	.92	.032	.87	.046	.89	.029
4					1.00	.004	.94	.008	.95	.004	.92	.006
4			1.00	.012	.92	.020	.88	.024	.85	.027	.83	.029
5			1.00	.004	.93	.006	.90	.007	.88	.007	.87	.007
5	1.00	.031	.90	.025	.87	.021	.80	.040	.80	.032	.77	.047
6			.92	.010	.89	.007	.88	.005	.83	.010	.83	.008
6	1.00	.016	.83	.038	.78	.050	.79	.029	.77	.036	.75	.041
7			.93	.004	.86	.007	.82	.010	.83	.006	.81	.008
7	1.00	.008	.86	.016	.76	.045	.75	.041	.74	.038	.74	.036
8	1.00	.004	.88	.007	.83	.007	.81	.008	.80	.007	.79	.007
8	.88	.035	.81	.024	.75	.040	.75	.030	.72	.039	.71	.047
9	1.00	.002	.89	.003	.81	.007	.81	.006	.78	.009	.78	.007
9	.89	.020	.78	.032	.74	.036	.72	.038	.71	.039	.70	.040
10	1.00	.001	.85	.005	.80	.007	.78	.008	.76	.009	.75	.010
10	.90	.001	.75	.040	.73	.032	.70	.047	.70	.039	.68	.048
11	.91	.006	.82	.007	.79	.007	.77	.006	.75	.010	.74	.009
11	.82	.033	.73	.048	.73	.029	.70	.035	.69	.038	.68	.041
12	.92	.003	.79	.010	.78	.006	.75	.009	.73	.010	.74	.008
12	.83	.019	.75	.025	.69	.046	.69	.041	.68	.038	.67	.049
13	.92	.002	.81	.005	.77	.006	.75	.006	.74	.007	.72	.010
13	.77	.046	.73	.030	.69	.041	.67	.048	.68	.037	.67	.041
14	.86	.006	.79	.006	.76	.005	.73	.008	.73	.007	.71	.009
14	.79	.029	.71	.035	.69	.036	.68	.036	.66	.050	.66	.047
15	.87	.004	.77	.008	.73	.010	.73	.006	.72	.007	.71	.008
15	.80	.018	.70	.040	.69	.032	.67	.041	.65	.048	.66	.041
16	.88	.002	.75	.010	.73	.009	.72	.008	.71	.007	.70	.010
16	.75	.038	.69	.046	.67	.047	.66	.046	.65	.046	.65	.046
17	.82	.006	.76	.005	.73	.008	.71	.010	.71	.007	.70	.009
17	.76	.025	.71	.026	.67	.041	.66	.036	.65	.044	.65	.039
18	.83	.004	.75	.006	.72	.007	.71	.007	.70	.007	.69	.010
18	.72	.048	.69	.030	.67	.036	.65	.040	.64	.042	.64	.044
19	.79	.010	.74	.008	.72	.006	.70	.009	.70	.007	.68	.009
19	.74	.032	.68	.033	.65	.050	.64	.044	.64	.040	.63	.048

20	.80	.006	.72	.009	.70	.010	.69	.010	.68	.010	.68	.008
20	.75	.021	.68	.037	.65	.044	.64	.048	.64	.038	.63	.041
21	.81	.004	.74	.005	.70	.010	.69	.008	.68	.010	.68	.009
21	.71	.039	.67	.041	.65	.039	.64	.038	.63	.048	.63	.045
22	.77	.008	.73	.006	.70	.008	.68	.009	.67	.010	.67	.008
22	.73	.026	.66	.044	.65	.035	.64	.041	.63	.046	.62	.049
23	.78	.005	.72	.007	.70	.007	.68	.007	.67	.010	.67	.009
23	.70	.047	.65	.048	.64	.046	.63	.045	.63	.044	.62	.043
24	.79	.003	.71	.008	.69	.006	.68	.008	.67	.010	.66	.010
24	.71	.032	.67	.030	.64	.041	.64	.035	.62	.041	.62	.046
25	.76	.007	.70	.009	.68	.010	.67	.009	.66	.009	.66	.009
25	.72	.022	.66	.033	.64	.037	.63	.038	.62	.039	.61	.049

The reliability results among raters/experts, which involves three participants, as indicated by the interclass correlation reliability, demonstrate a satisfactory level of agreement among experts when assessing the compatibility of Course Learning Outcomes. This conclusion is drawn from the output of intraclass correlation reliability calculations with SPSS, where the average expert agreement is 0.64. This indicates the validity of the results, signifying a lack of significant differences among experts in their assessments. The following presents the outcomes of intraclass correlation reliability calculations using SPSS:

Table 4. Intraclass Correlation Coefficient

| Intraclass Correlation Coefficient							
	Intraclass Correlation b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	-,145[a]	-,357	,301	,620	9	18	,765
Average Measures	-,614[c]	-3,727	,564	,620	9	18	,765
Table. 4 Outcomes of Interclass Correlation Reliability Using SPSS Two-way mixed effects model where people effects are random, and measures effects are fixed:							
a. the estimator is the same, whether or not the interaction effect is present;							
b. type-C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance;							
c. this estimate is computed assuming the interaction effect is absent because it is not estimable otherwise.							

The content validity and reliability results among experts show that the CLO social character design, grounded in outcome-based education, is sufficiently suitable for use as a guide and instrument for assessing students' attitudes and social skills.

Empowerment Process Through Courses

Internalizing social care has five stages; the first is the value acceptance process. The second stage is the value response process. The third stage is the value selection process. The fourth stage is the value appreciation process. The fifth stage is the process of applying or actualizing values. Based on the internalization stage, the first and fourth stages can be done in the classroom. In contrast, extracurricular activities or SEB student organizations can implement the fifth stage. This stage aligns with the character education concept expressed by Thomas Lickona. Lickona explains that Character Education contains three elements: knowing the good, loving the good (desiring the good), and doing the good. The following is a diagram of students' social care internalization process in IE learning.

Figure. 5. The process of internalizing students' social care in IE learning
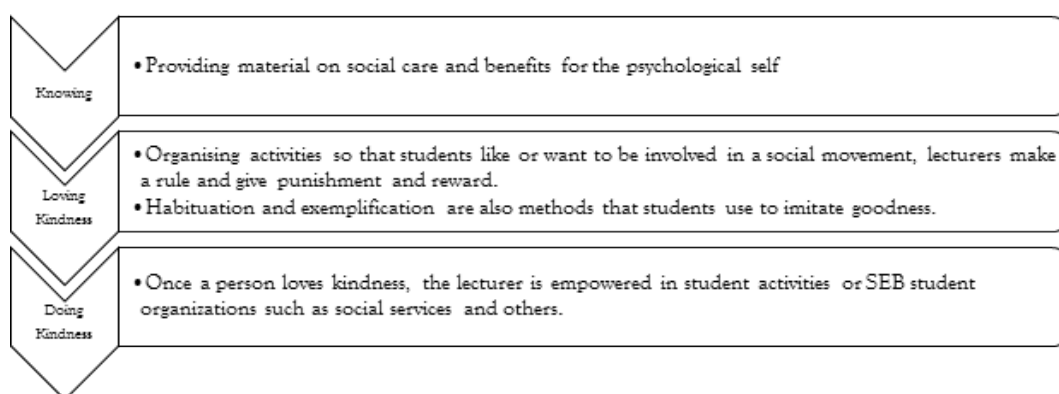
CONCLUSION

Based on the needs analysis of twenty-five members of student organizations at UNJ, UPI UMJ, and interviews with three student organization managements, this study found that 88% of students had been involved in social activities organized by the Student Executive Board (SEB), with 72% of students agreeing to integrate SEB social activities into learning and practicum assessments of IE course. The needs analysis is very strong, with several other indicators showing students' interest in social care through organizations. The validation results of IE experts using AIKEN analysis of the design and development formulation of six aspects of skills and four aspects of social care attitudes suggested an average score of 84. The average reliability test result was 6.4. These results concluded that the development of learning outcomes can be used as a criterion for social care character in learning IE in Higher Education using an outcome-based education approach. The assessment uses a portfolio of social activities based on outcomes-based education integrated into IE learning.

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