

## The Low Value of the Application of Morals, Attitudes and Behaviour of Students in Social Life in Society Due to the Demands and Achievements of the Curriculum at the Polytechnic (Critical Study of the 2 Credit Islamic Religious Education Curriculum).

Gunawan, Murtopo

Politeknik Negeri Media Kreatif; [gunawan@polimedia.ac.id](mailto:gunawan@polimedia.ac.id)

---

### ARTICLE INFO

---

#### *Keywords:*

Morals;  
Character;  
Curriculum;  
State Polytechnic.

---

#### *Article history:*

Received 2023-10-04

Revised 2023-10-04

Accepted 2023-10-05

---

### ABSTRACT

This research examines the phenomenon of the low value of the application of morals, attitudes, and behaviour of students in the social life of the community at the Polytechnic, with a critical focus on the 2 credits Islamic Religious Education curriculum. The curriculum at the Polytechnic often emphasises the technical aspects of higher education, and often pays less attention to the development of students' moral character. The results revealed that the highly technical demands of the curriculum, irrelevant curriculum content, and an overly theoretical approach are factors that contribute to the low implementation of moral values. The impact of this low application includes increased individualism, students' difficulties in adapting in society, and the impact on the work environment and society. To address these issues, the research suggests the need for changes in the curriculum. With these changes, it is hoped that students can become individuals who not only have strong technical skills, but also good moral character, who can contribute positively to society and apply moral values in their daily lives.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

**Corresponding Author:**

**Gunawan**

Politeknik Negeri Media Kreatif; [gunawan@polimedia.ac.id](mailto:gunawan@polimedia.ac.id)

---

## 1. INTRODUCTION

Higher education at Polytechnics has the main objective of preparing students to enter the workforce (Simatupang, E., & Yuhertiana, I., 2021). Amidst the demands of technological development and fierce competition in the world of work, Polytechnics often emphasise aspects of technical expertise in their curriculum. However, on the way to achieving technical competence, sometimes social and moral aspects, such as morals, attitudes, and behaviour, are neglected.

The curriculum at Polytechnics is usually designed to provide students with a strong understanding of the technical skills required in their field of study (Azalia, A., Sudiman, J., & Maryati, U., 2021). However, in this learning process, less attention is paid to the development of moral and ethical aspects. This can be a serious problem because technological advances and the complexity of modern society require individuals who are not only technically skilled, but also have good morals and attitudes.

This research aims to examine the impact of the curriculum at the Polytechnics, namely Politeknik Negeri Medan and Politeknik Negeri Media Kreatif PSDKU Medan, focusing on the Islamic Religious Education curriculum of 2 credits, on the value of the application of morals, attitudes and behaviour of students in social life. This curriculum is supposed to provide students with a strong moral and ethical foundation, but we will explore whether this is actually achieved in practice.

The 2 credits Islamic Religious Education curriculum was chosen as the focus of the research because it is one of the courses that is expected to influence the character of students. However, the question that arises is to what extent this curriculum is effective in achieving its goals.

This research will also look at the impact of the low value of the application of morals, attitudes, and behaviour of students in social life. This is important because

students who lack strong moral values may tend to face difficulties in interacting with the wider community and in building healthy social relationships.

In curriculum development at Polytechnics, it is important to ensure that in addition to technical skills, moral and ethical values are also given sufficient attention. This article will describe the findings of this study and provide recommendations for improvements in the 2-credit Islamic Religious Education curriculum at the Polytechnic, in the hope that these changes will help improve the value of students' moral application, attitudes, and behaviours in the social life of the community.

## 2. METHODS

This research uses a descriptive approach to reveal and analyse the phenomenon of the low value of the application of morals, attitudes, and behaviour of students in the social life of the community which can be related to the demands and achievements of the curriculum at the Polytechnic, focusing on the 2 credits of Islamic Religious Education curriculum (Sugiyono, 2016).

### a. Data Collection

Data for this study were obtained through three main methods:

1) Literacy Analysis: The research began by collecting data from various literature sources relevant to the research topic. These included scholarly journals, textbooks, articles, and official documents relating to the curriculum in Polytechnics, particularly Islamic Religious Education. Data from this literature was used to understand the theoretical framework and context of the study (Bungin, 2007).

2) Interviews: Interviews were conducted with Islamic Religious Education lecturers in some randomly selected Polytechnics. These interviews helped in understanding the lecturers' views related to the Islamic Religious Education

curriculum, its impact on students, and whether the curriculum meets its objectives in the formation of morals, attitudes, and behaviour (Sugiyono, 2015).

3) Observation: Observations were made to directly observe the behaviour and interactions of students in the context of their daily lives in the Polytechnic environment. This observation includes how students interact with fellow students, lecturers, and the surrounding community. Observation provides an understanding of how the values taught in the curriculum are reflected in the real actions of students (Meredith et al., 2003).

#### 4) Data Analysis

Data obtained from the above sources were analysed qualitatively. The analysis was done by identifying patterns, trends, and relationships between the data found from various sources. This analysis helped in formulating findings and conclusions in this study (Sugiyono, 2015).

### 3. FINDINGS AND DISCUSSION

#### a, Curriculum Demands that Emphasise Technical Aspects

One of the key findings is that curricula in Polytechnics often give high priority to technical aspects, such as technical skills and knowledge, while moral aspects, such as morals, attitudes and behaviour, are often neglected. This can cause students to focus on achieving technical competencies only and neglect the development of social and moral values.

Curriculum demands that emphasise technical aspects in higher education, particularly in Polytechnics, is a long-standing and growing phenomenon. The main focus of the curriculum is to ensure that students have the necessary knowledge, skills and technical competence to enter the world of work. Meanwhile, social, moral and ethical aspects are often placed in a secondary position. The following are some of the

field findings regarding the learning process and targets experienced by students and the learning environment at the Polytechnic.

#### 1) Emphasis on Technical Skills

One of the key characteristics of the demands of a technically-emphasised curriculum is a strong emphasis on technical skills related to the student's field of study. In the case of Polytechnics, this includes a wide range of practical skills required in real-world employment. The curriculum is designed to provide an in-depth understanding of technical material, the use of the latest tools and technology, and strong practical training.

#### 2) Impact on Moral and Social Aspects

When the main focus of the curriculum is the development of technical skills, social, moral and ethical aspects are often marginalised. Students may feel that a highly technical curriculum does not give them enough time or opportunity to consider moral values in the context of their education. In some cases, they may even consider that these aspects are irrelevant to their careers.

#### 3) Low Attention to Character Development

The lack of attention to character development in the curriculum can result in students not understanding the importance of moral and ethical values in their daily lives. They may tend to be individualistic and pay little attention to the social impact of their actions. This may affect their behaviour in their social life.

#### 4) The Need to Balance Priorities

In assessing the demands of a curriculum that emphasises technical aspects, it is important to find the right balance between technical skill development and character development. Higher education should design curricula that give sufficient attention to both these aspects. This could include the integration of courses that explicitly address moral and ethical aspects, as well as the

development of curricula that integrate these values throughout the educational programme.

Curriculum demands that emphasise technical aspects are a long-standing phenomenon in higher education (Jojo, A., & Sihotang, H., 2022). While it is important to prepare students with strong technical skills, it should not neglect the development of character, moral values, and ethics. In facing this challenge, higher education, including Polytechnics, should endeavour to strike the right balance between technical skill development and character development. This will help students become individuals who are not only technically skilled, but also have a good moral awareness in living the social life of the community.

#### b. Ineffective Islamic Religious Education Curriculum

The 2 credit Islamic Religious Education curriculum taught at Polytechnics, although it exists, is often less effective in influencing the application of students' morals, attitudes and behaviour. The material taught in this curriculum may lack relevance to real-world situations and is often a formality.

The Islamic Religious Education curriculum at Polytechnics, particularly the 2 credit Islamic Religious Education course, has long been an integral part of students' character education efforts. However, in some cases, this curriculum is considered less effective in achieving its main goal, namely shaping the moral and ethical character of students. The factors that cause this curriculum to be less effective need to be clarified to understand this issue more deeply.

##### 1) Lack of Relevant Curriculum Content

One of the main problems that can cause the Islamic Religious Education curriculum to be less effective is the content taught. Sometimes, the material delivered in the curriculum may lack relevance to real-world situations and moral challenges that students face in modern society. Material that is too theoretical or out of touch with the times can reduce the appeal of this curriculum for students.

## 2) Lack of Practical Approach

Islamic Religious Education often requires a practical approach to enable students to apply the moral and ethical values they learn in their daily lives. However, this curriculum sometimes lacks sufficient practical experience for students to understand how to apply these values in real-world situations. An overly theoretical approach can hinder practical application.

## 3) Inadequate Facilities and Resources

Lack of adequate facilities and resources can also lead to a less effective Islamic Religious Education curriculum. Lecturers may face obstacles in presenting material well or providing practical experience to students if resources such as books, libraries, or necessary technology are not adequately available.

## 4) Time Limitations

The Islamic Education curriculum is often of short duration, especially in programmes at Polytechnics that have a primary focus on technical aspects. The lack of time allotted for these courses can hinder a deep understanding of the moral and ethical values being taught.

Ineffective Islamic Religious Education curricula in Polytechnics can be caused by various factors, including irrelevant content, lack of practical approaches, limited facilities and resources, and time constraints (Rizkiana, A., 2022). To improve the effectiveness of this curriculum, it is necessary to consider revisions and adjustments in the curriculum, development of stronger practical approaches, and provision of adequate resources. With these measures, the Islamic Religious Education curriculum can be more effective in achieving its main goal, which is to shape the moral and ethical character of students at the Polytechnic.

### c. The Impact of Low Application of Morals, Attitudes, and Behaviour

The low value of the application of morals, attitudes, and behaviour of students in social life can have a negative impact. Students who are not equipped with strong

moral values may tend to be individualistic, care less about society, and find it difficult to adapt to various social situations.

The low implementation of students' morals, attitudes and behaviour is a consequence of several factors, including a curriculum that is less effective in developing moral character. The impact of this low application of morals, attitudes, and behaviour can creep into various aspects of student life, and have an impact on the wider community.

#### 1) Excessive Individualism

One of the impacts that can occur is an increase in excessive individualism among students. When the curriculum does not give enough attention to social and moral values, students may tend to prioritise their own personal interests over the common good. This can result in a lack of solidarity and concern for society.

#### 2) Difficulty adapting to society

Students who lack strong moral values may experience difficulties in adapting to the wider society. They may not have adequate social skills to interact well with others, hindering their ability to find a job or build healthy social relationships.

#### 3) Impact on the Work Environment

Poor application of morals, attitudes and behaviours can also affect the future working environment. Students who do not have good work ethics or cannot collaborate well in a team may face problems in their careers. This can affect productivity and workplace relationships.

#### 4) Social and Moral Impact on Society

Poor application of morals, attitudes, and behaviours at the student level can also have an impact on society more broadly. Students are members of society who will contribute to the social and economic development of the country. If they do not have strong moral values, there can be a decline in social ethics in society.



The low application of morals, attitudes and behaviours in students at Polytechnics can have a significant impact, both at the individual level and on the wider community (Fauzia, L., 2020). Therefore, it is important to raise awareness of the importance of moral and ethical education in higher education and design a curriculum that is effective in developing students' moral character. Thus, students will be better prepared to play a role in society with good attitudes, behaviour and morals.

#### d. The Need for Changes in the Curriculum

It is important to rethink the curriculum at the Polytechnic, especially in terms of Islamic Religious Education, to make it more effective in influencing the application of students' morals, attitudes and behaviour. The curriculum should be redesigned to include material that is relevant, practical, and applicable to students' daily lives.

In addressing the problem of the low value of students' application of morals, attitudes and behaviour at the Polytechnic, particularly in relation to the 2 credits Islamic Religious Education curriculum, changes in the curriculum are very important. These changes should include various aspects to ensure that the curriculum can be more effective in shaping students' moral and ethical character.

##### 1) Integration of Ethics in Courses

One of the first steps that needs to be taken is the integration of ethics and moral values in existing courses. In the Islamic Religious Education curriculum, materials should be redesigned to include content that is more relevant to real life and moral challenges that students face. This will help students relate religious values to their daily lives.

##### 2) Development of Separate Courses

In addition to the integration of ethics in existing courses, it is also necessary to consider the development of a separate course that specifically addresses ethics and morality. Such a course can provide a wider space to discuss moral values,

work ethics, and social responsibility. Students will gain a deeper understanding of the importance of ethics in their lives.

### 3) Practical Approaches and Case Studies

Changes in the curriculum should also include a strong practical approach. Learning should involve real case studies, ethics discussions, and simulations of real-life situations where students have to make decisions based on moral values. This approach will help students understand how to apply ethics in real-world situations.

### 4) Lecturer Training

Lecturer training is also very important. Lecturers need to understand the importance of their role in shaping students' moral character. They should be able to integrate moral values in their teaching and provide guidance to students in the development of good morals.

### 5) Evaluation and Monitoring

Once the changes in the curriculum are implemented, it is important to conduct continuous evaluation and monitoring. This will help in measuring the effectiveness of the changes and adjusting the curriculum if needed. Evaluation may include interviews with students, surveys, and analysis of academic and behavioural outcomes.

Changes in the curriculum, especially in the Islamic Religious Education curriculum, are a key step in addressing the problem of students' poor application of morals, attitudes and behaviours at the Polytechnic (Awaludin, D., 2022). With the integration of ethics in courses, the development of separate courses, practical approaches, lecturer training, and continuous evaluation, the curriculum can become a more effective tool in shaping students' moral character. This will help students become individuals who not only have strong technical skills, but also good ethics and morals that they can apply in their lives and in contributing to society.

#### 4. CONCLUSION

In examining the low value of the application of morals, attitudes, and behaviour of students in social life caused by the demands and achievements of the curriculum at the Polytechnic, especially in the context of the 2 credits Islamic Religious Education curriculum, it can be concluded that this problem has a significant impact and requires serious attention in an effort to improve higher education in Indonesia.

- a. Low Attention to Moral Aspects in the Curriculum: The curriculum at the Polytechnic tends to emphasise technical aspects and practical skills in order to prepare students to enter the world of work. This results in a lack of attention to the development of moral and ethical values. Too strong a focus on technical aspects can neglect the importance of building students' moral character.
- b. Ineffective Islamic Religious Education Curriculum: Although the 2 credits Islamic Education curriculum has great potential to shape students' moral character, in reality, it is often ineffective. Irrelevant content, an overly theoretical approach, and a lack of practical application can reduce the positive impact that the course is supposed to have.
- c. The Impact of Low Application of Morals, Attitudes, and Behaviour: Students' poor application of morals, attitudes, and behaviours can have a troubling impact. Students who lack strong moral values may tend to be individualistic, care less about society, and have difficulty in interacting well in social life and in the work environment.
- d. The need for changes in the curriculum: The changes include adding 2 credits of Islamic religious education at the end of the lecture, so that it becomes the opening and closing lecture on the Polytechnic campus. Changes in the curriculum are very important. Changes should include the integration of moral values in existing courses, the development of separate courses that specifically address ethics, a strong practical approach, lecturer training, and

ongoing evaluation. The curriculum should provide a strong understanding of how to apply moral values in everyday life.

- e. Expectations for Improving the Quality of Students and Society: The changes in the curriculum will hopefully help students become individuals who not only have strong technical skills, but also have good moral character. This will contribute to the formation of a better society, where ethics, morals, and social values are valued and applied in every aspect of life.

In order to prepare the younger generation to face moral and ethical challenges in an increasingly complex world, a change in higher education approach and curriculum is a very important step. With these steps, we can mould students who are ready to contribute positively to society and make moral values an integral part of their identity.

## REFERENCES

- Awaludin, D. (2022). *NILAI SPIRITUAL MATA KULIAH ENTREPRENEUR DI POLITEKNIK LP3I JAKARTA SUDIRMAN TANGERANG*. *Andragogi: Jurnal Pendidikan Islam dan Manajemen Pendidikan Islam*, 4(01), 104-122.
- Azalia, A., Sudiman, J., & Maryati, U. (2021). *PERSEPSI LULUSAN ATAS KOMPETENSI YANG DIBUTUHKAN OLEH DUNIA KERJA (STUDI KASUS: ALUMNI PROGRAM STUDI DIPLOMA IV AKUNTANSI POLITEKNIK NEGERI PADANG)*. In *Seminar Nasional Hasil Penelitian & Pengabdian Kepada Masyarakat (SNP2M)* (Vol. 6, No. 1, pp. 133-138).
- Bungin, B. (2007). *Penelitian Kualitatif*. PT Rajagrafindo Persada.
- Fauzia, L. (2020). *Implementasi Metode Learning Start With a Question Pada Pembelajaran Akidah Akhlak*. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 25(2), 240-269.
- Jojo, A., & Sihotang, H. (2022). *Analisis kurikulum merdeka dalam mengatasi learning loss di masa pandemi Covid-19 (analisis studi kasus kebijakan pendidikan)*. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5150-5161.
- Meredith, D. G., P.Gall, J., & R.Borg, W. (2003). *Educational Research an Introduction*. Person Educational, Inc.

- Rizkiana, A. (2022). *Manajemen Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru Di Sma Ma'arif Karanganyar Kabupaten Purbalingga (Doctoral dissertation, Institut Agama Islam Negeri Purwokerto (Indonesia))*.
- Simatupang, E., & Yuhertiana, I. (2021). *Merdeka belajar kampus merdeka terhadap perubahan paradigma pembelajaran pada pendidikan tinggi: Sebuah tinjauan literatur*. *Jurnal Bisnis, Manajemen, Dan Ekonomi*, 2(2), 30-38.
- Sugiyono. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Alfabeta.
- Sugiyono. (2016). *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*.