



**TECHNIUM**  
SOCIAL SCIENCES JOURNAL

[www.techniumscience.com](http://www.techniumscience.com)



**Vol. 71/2025**  
**A New Decade for Social Changes**

**PLUS**  
**COMMUNICATION P**



**International**  
Communication & PR

## **Character Development in Higher Education: Implementing the Rabbani Learning Model in the Psychology Program at Muhammadiyah University, East Kalimantan**

**Marhani<sup>1</sup>, Muh. Amir Masruhim<sup>2</sup>, Warman<sup>3</sup>**

Faculty of Teacher Training and Education, Mulawarman University

E-mail: [marhani@guru.sma.belajar.id](mailto:marhani@guru.sma.belajar.id)<sup>1</sup>, [amirmasruhim@fkip.unmul.ac.id](mailto:amirmasruhim@fkip.unmul.ac.id)<sup>2</sup>,  
[warman@fkip.unmul.ac.id](mailto:warman@fkip.unmul.ac.id)<sup>3</sup>

**Abstract.** This study examines the implementation of the Rabbani Learning Model in fostering character development among students at the Psychology Program of Universitas Muhammadiyah Kalimantan Timur. The primary goal is to enhance students' spiritual and moral awareness, promote empathy and social responsibility, improve academic and professional quality, and cultivate critical and creative thinking skills. The research adopts a case study approach, utilizing ethnographic methods, in-depth interviews, and document analysis of curriculum, activity reports, and program evaluations. Data collection was conducted through participant observation, semi-structured interviews, content analysis, and literature studies. The findings indicate that the Rabbani Learning Model is guided by five core principles: 1) Tauhid (recognizing the oneness of Allah SWT), 2) Khalifah (developing social responsibility), 3) Ilm (seeking knowledge for good), 4) Amal (applying knowledge in daily life), and 5) Ihsan (cultivating spiritual awareness and empathy). The model emphasizes the integration of worship and academics, development of spiritual character, and strengthening of noble morals, with an overarching focus on the awareness of Allah in every activity. In conclusion, the study demonstrates that the Rabbani Learning Model contributes significantly to curriculum development at Universitas Muhammadiyah Kalimantan Timur and offers a valuable framework for character-building in higher education. This model can be adapted by other educational institutions to improve the character quality of the younger generation.

**Keywords.** Rabbani Learning Model, Character Development, Spiritual Awareness, Higher Education, Islamic Values

### **A. Introduction**

Education is one of the key elements in advancing a country. In the Indonesian context, every citizen has the right to good education, as stated in Article 31 Paragraph 1 of the 1945 Constitution. Without quality education, a country will be left behind in global competition. As time progresses, education becomes increasingly important because it functions to improve the quality of human resources that can compete at the global level. Various factors that influence the quality of education, such as a curriculum that is relevant to needs, affordable education costs, and high educational standards, are the main determinants of the success of an education system. However, factors that are more important and no less important are effectiveness, efficiency and standardization in the implementation of optimal education [1].

In the world of education, learning based on religious values has a very important role. One educational model that has been proven to be able to shape student character holistically is the Rabbani learning model. Rabbani's learning is based on the principles of the Islamic religion, which integrates science with spiritual values to create a generation that is not only academically intelligent, but also has noble morals. Rabbani learning is in accordance with the guidelines in the Al-Qur'an which provides direction regarding education, starting from pregnancy, childhood, to adulthood. Rabbani education emphasizes character development through closeness to Allah SWT [2].

Rabbani education, as regulated in the Koran, aims to form humans who are not only intelligent, but also have spiritual piety. One of the main values taught in Rabbani learning is Tauhid, which teaches about the oneness of Allah, as well as morality which includes morals, ethics and integrity. Apart from that, Rabbani also prioritizes the development of intellectual abilities and performance which involves the ability to think critically, creatively and collaborate [3]. Rabbani education is not only limited to teaching knowledge, but also teaches students how to live a life with religious principles that lead to devotion to Allah SWT and social responsibility on earth [4].

The rapidly developing era of globalization has had a major impact on education in Indonesia. Globalization creates new challenges for education systems, where traditional and religious values are often displaced by rapid advances in technology and information. In many cases, foreign cultural influences that do not conform to local norms can cause confusion between good and bad. Therefore, education based on religion and Rabbani values is very necessary to maintain balance in the development of student character, especially in universities which are places for the formation of the nation's next generation [5].

In the midst of these challenges, religious-based character education becomes very relevant. One effort to improve the quality of student character is to apply the Rabbani Learning Management Model in the higher education process. This model emphasizes the integration of science and spiritual values in every aspect of education, whether in the curriculum, learning methods, or evaluation. This model aims to form students who not only excel in academics, but also have strong character, noble character, and can face life's challenges with integrity [6].

The Psychology Study Program at the Muhammadiyah University of East Kalimantan has great potential to develop the Rabbani learning model in improving student character. Psychology as a science that studies human behavior is very relevant to the application of Rabbani values, especially in terms of moral, spiritual and intellectual development of students. By integrating psychology learning with Islamic principles, students not only understand modern psychological theories, but also how to apply Islamic principles in their psychology practice [7].

The Rabbani Learning Management Model in the Psychology Study Program involves a holistic approach, where students are encouraged to develop intellectual and spiritual potential simultaneously. The learning process does not only focus on mastering psychological theory, but also on character formation in accordance with Islamic values, such as honesty, a sense of responsibility, empathy and social concern. This is expected to produce graduates who have high integrity, are ethical, and are ready to contribute positively to society [8].

The application of this model in psychology learning at the Muhammadiyah University of East Kalimantan is expected to make a significant contribution to student character development. Rabbani's character, which includes a devout religious personality, social piety, and the ability to integrate Islamic values in psychological practice, is the main goal of this model. Rabbani-based character education not only improves students' academic quality, but also forms individuals who have a deep understanding of the higher goals of life [9].

However, even though the application of the Rabbani Learning Management Model has great potential, there is still little research that specifically evaluates the effectiveness of this model in improving the character of psychology students. Therefore, this research was conducted to further explore how the Rabbani Learning Management Model is implemented at the Muhammadiyah University of East Kalimantan and to what extent this model can improve student character [10]. This research is important to contribute to the development of a learning system that is more oriented towards Islamic values in higher education.

Based on this background, this research aims to analyze the application of the Rabbani Learning Management Model in improving student character in the Psychology Study Program at the Muhammadiyah University of East Kalimantan. This research also aims to provide recommendations for the development of a learning system based on Rabbani values in higher education, with the hope of helping to create graduates who are not only academically intelligent, but also have strong character, are ethical, and are able to make a positive contribution to society [11].

## **B. Research methods**

This research uses a qualitative approach with a case study method to understand and analyze the application of the Rabbani Learning Management Model in improving student character in the Psychology Study Program at Muhammadiyah University of East Kalimantan. Researchers collected data through in-depth interviews, participant observation, and analysis of related documents. The research subjects were students, lecturers and university leaders. Interviews were conducted using unstructured interview techniques to explore experiences and in-depth understanding regarding the implementation of this model [12][13].

Observations were carried out in the classroom context and interactions between students and lecturers, with a focus on aspects of student discipline, responsibility and integrity. Documentation techniques are used to collect archives, notes, photos and interview transcripts related to the Rabbani Learning Management Model as well as documentation of campus history. All this data will be analyzed to get a comprehensive picture of the application of this learning model [14][15].

The collected data was analyzed using the data analysis technique model of Miles and Huberman (1984), which includes four stages: data collection, data reduction, data presentation, and drawing conclusions. Data validation was carried out by triangulating sources, comparing the results of interviews, observations and documentation. Member checking and audit trails are also used to ensure the validity and transparency of the research process [16][17].

This research aims to contribute to the development of a learning system based on Rabbani values in higher education, especially in the Psychology Study Program at the Muhammadiyah University of East Kalimantan, with the hope of improving students' character holistically [7][18].

## **Research Results and Discussion**

This research focuses on the Rabbani Learning Management Model in improving student character in the Psychology Study Program at the Muhammadiyah University of East Kalimantan. The Rabbani Learning Management Model is an educational approach that integrates Islamic values in every aspect of learning to form strong student characters spiritually, academically and socially. Rabbani's learning management model is based on five main principles, namely: tauhid (recognition of the oneness of Allah SWT), khalifa (awareness of social responsibility), ilm (search for knowledge for good), amal (application of knowledge in everyday life), and ihsan (spiritual awareness and empathy) [1][19].

### **Rabbani Learning Planning Model**

Based on the results of the researcher's observations, Rabbani's learning planning model begins with setting goals that are not only oriented towards academic achievement but also towards strengthening spiritual and moral values. The curriculum implemented in this model is designed to be in line with Islamic principles, where psychological theory is integrated with the teachings in the Koran and Hadith. Learning is also designed holistically, with methods that are not only cognitive in nature but also include spiritual reflection, self-development, and active involvement of students in Rabbani value-based activities [20]. Lecturers in this model act as educators and spiritual guides who help students understand and internalize Rabbani values in everyday life [21].

### **Rabbani Learning Organization Model**

Rabbani's learning organization aims to create a holistic academic environment, which combines academic aspects with spiritual formation. The curriculum structure is designed to integrate psychology courses with Islamic studies, such as studies of the Koran and Hadith related to human behavior and mental health. The Rabbani Learning Organization Model focuses on a systematic learning structure that supports the achievement of spiritual and academic goals. The learning environment is structured to reflect an Islamic atmosphere that is conducive to student character growth. This includes Islamic study activities, spiritual reflection, and development of soft skills based on Rabbani values [5]. The role of lecturers and mentors is very crucial in guiding students, both academically and spiritually.

### **Rabbani Learning Evaluation Model**

Evaluation in this model covers students' academic, affective and spiritual aspects. Islamic values-based evaluation is used to measure the extent to which students can internalize Rabbani values such as honesty, discipline and social concern. Assessment is carried out through various methods such as observation, self-assessment, reflective journals, and interviews to measure student character development. This Islamic values-based evaluation aims to ensure that students not only have intellectual competence but also strong character, discipline and responsibility in everyday life [1][19].

### **Analysis of the Relationship between the Rabbani Learning Model and Improving Student Character**

Analysis of the relationship between the Rabbani learning model and improving student character shows that the application of this model has a significant positive impact in shaping student personality. Studies show that students who follow this model experience improvements in aspects of honesty, discipline, empathy, and higher spiritual awareness compared to conventional learning models. An Islamic learning environment and teaching methods based on Islamic values are the main factors that support the effectiveness of this model. Although there are several challenges in implementation, this model has proven effective in strengthening students' character and supporting them in facing the challenges of social and professional life [21][22].

### **C. Conclusion**

The Rabbani Learning Management Model at the Muhammadiyah University of East Kalimantan has proven effective in improving the character of students in the Psychology Study

Program, with results showing significant increases in honesty, integrity, empathy and social awareness. The integration of Rabbani values in the curriculum and teaching methods creates a learning environment that emphasizes ethics, responsibility and professionalism. Even though this model has had a positive impact on developing student character, there are still challenges in its implementation, such as the need for more intensive training for lecturers and more comprehensive curriculum adjustments.

This research provides important implications for the development of an education system based on Islamic values in higher education. This model can be a reference for other universities that want to integrate Rabbani values in the learning process to produce graduates who are not only academically intelligent, but also have strong character and integrity. It is recommended that universities continue to develop training for lecturers in implementing this model optimally, as well as strengthening collaboration between faculties, religious institutions and the community. Apart from that, there needs to be regular evaluation of the curriculum to ensure that it meets the development of student needs and the challenges of the times. A more optimal implementation of this model will further improve the quality of higher education in Indonesia, especially in forming a generation that is superior both in terms of academics and moral character.

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