

## Many Ways to Internalize Islamic Values Implemented in Indonesia

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### Abstract

*The background of this study is the abuse of public trust in officials and state officials both national and local level. It can be seen from the various corrupt cases done by public officials. Since 2004-2013, it has been revealed at least 291 district head from provincial or even city. Therefore, as a preventative measure for the younger generation, especially for students who will be future leaders need to be instilled the values of good governance, so that they can manage the country well. Students as a group of public intellectuals are expected to be an agent of change, because the mission and functions of higher education is to protect and strengthen social values to train students in order to form the basis of democratic citizenship and internalize the values of good governance through Islam. The research method is the result of research development modules. The data collection was done by Focus Group Discussion lecturers subjects citizenship and Islamic Studies, interview, test and training result. The results showed that to instill the values of good governance required courses individually or custom. During this time students understand the concept of good governance from civic education as well as citizenship. In addition, to facilitate the understanding of the values of good governance, Islamic approach as an alternative to socialize good governance.*

### Keywords

integrated learning model; the values of good governance; student



## I. Introduction

Corruption is a form of crime. This can be viewed in terms of language, word corruption comes from the Latin language is corruption. It has a meaning to rot, break, shake, twist or bribe. Whereas in the Big Indonesian Dictionary (KBBI), corruption is the misuse or misuse of state money, companies, etc., for personal gain or others. One of the agendas demanded in the 1998 reform movement is the abolition of KKN (corruption and nepotism). But after 16 years passed the problem of corruption is not solved until now, even increasing. This is evidenced by the number of politicians and regional heads who are trapped and dragged into this issue.

Klitgard (2003) states Corruption is a systematic action that can paralyze a country. This happens because corruption creates economic losses that disrupt the incentives: political losses due to underestimation of government institutions, social losses: because wealth and power fall into the hands of unauthorized people corruption develops in such a way that there is no longer any respect for the rights of others, the rule of law is underestimated, the investment climate is low and consequently economic-political development will be paralyzed.

In the context of state administration, acts of abuse of authority that result in corruption are essentially administrative mal actions committed by a person with a specific purpose that is contrary to the Good Governance principle. The act of

administrative malfeasance relates to the conduct or conduct of administrators of public administration in a public service deviant or contrary to applicable legal norms, and this may be categorized as a misuse of authority (Nirahua: 2013).

Normatively, efforts to eradicate corruption have been contained in the 1945 Constitution, policies such as MPR Tap No.X / MPR / 1998 and MPR Decree No.XI / MPR / 1998, Law No.28 of 1999 on Clean and Free State Election Persons from KKN, Law No.31 of 1999 on the Eradication of Corruption, Presidential Decree No.81 of 1999 on the Establishment of State Wealth Commission, Law No.20 of 2001 on Amendment of Law No.31 of 1999, and Law No.30 Year 2002 on the Corruption Eradication Commission (KPK).

However, the effort has not significantly lowered the level of corruption. Based on the results of research Transparency International (TI) in 170 countries in 2013, Indonesia's Corruption Perceptions Index ranked 64 and 114 in the order of the cleanest country of corruption. (Republika online 10-6- 2014). While the results of the public perception survey of the integrity of the elections in 2013, 71% of respondents said money politics practice is still commonplace (Tribun news, Wednesday 3-12-2014), and according to Global Corruption Barometer 2013 Political Parties and Parliament as one of the institutions that are full of corruption . This situation is reinforced by data from the Ministry of Home Affairs since 2004 to February 2013 of at least 291 regional heads at both provincial and municipal levels are involved in corruption. ([www.jpnn.com/2014](http://www.jpnn.com/2014)). This situation is certainly very bad, in the midst of the democratization process, especially in the direct election of regional heads. Based on these data between political parties and candidates have similarities in doing the act of corruption. It is also what causes the level of public trust to public officials is low.

As revealed from the results of research Nalil Khairiah et al (2015) about students' perceptions of corruption and the implementation of good governance in Medan City shows that 80.6% of respondents agreed that abuse of power has occurred. Perceived indicators are abuse of power, using power for personal gain, neglect of duty due to negligence / willfulness. The same thing with the implementation of good governance. Respondents have a negative perception on the implementation of good governance, which is 78.4%. Perceived indicators are professional, fair, accountable, transparent, legal, participatory, and visionary services.

Therefore, a powerful prescription to prevent corruption that is not only related to the physical but necessary preventive action by shaping public awareness, both legal and socio-cultural awareness. Public awareness about the dangers of corruption must be improved by means of education (Public Education) so that public participation in evaluating a clean political system will support a sound political system. Students as an intellectual community group are expected to be agents of change. As a result of the declaration formulated at the world Conference higher education in Paris in 1998, the mission and function of higher education is to help protect and strengthen social values by training students in the values that form the basis of democratic citizenship.

## II. Review of Literatures

### 2.1 Education of Value

Value education is formulated from two words education and value. Each word has a different meaning. Education has a meaning as a process, so education is not just preparing learners to be able to live in today's society, but they also have to be prepared for the future life like UNESCO concept, that learning is to know, to do, to be, and live together. It means education is not just for knowledge, work, but the ability to live together. With education a child has a life, adjusts, and is able to face the challenges of a dynamic era.

While value is a type of belief that is within the scope of the belief system for a person to act or avoid it (H. Uno: 1988: 1). Means value has significance for the subject, the value also relates to the belief system that directs someone to do something or not. In addition Gazalba (1975), asserted that value is something that is abstract, ideal, value is not a concrete object, not a fact, not only the problem of right and wrong that seek empirical proof, but about the desired and undesirable appreciation, likes and dislikes . Thus it can be concluded that, something has value if a person has knowledge of the object assessed so that it could happen something valuable to someone but not valuable to others. Therefore, universal values of mutual interest must be understood to the public so that the value of something is important and valuable.

Character is the attitude and way of thinking, behaving and interacting as a characteristic of an individual in life, acting and working together, both within the scope of the family, community and nation. Character will be a part of one's identity so that it can be a good identity or personality (Sembiring et al, 2019).

In particular, value education is aimed at applying value formation to children, resulting in attitudes reflecting the values desired, and guiding behaviors consistent with those values. This is affirmed in the Law of the national education system which states that the goal of national education is to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, aims for the development of potential learners in order to become a man of faith and cautious to God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Therefore it can be concluded that value education is substantively inherent in all dimensions of that goal which include religious faith value, social value of diversity, physical and spiritual health value, scientific value, creativity value, value of independence, and responsible democratic value.

### 2.2 Student

Students, according to the Indonesian language dictionary are, people who study in college, whether the University, the Institute, or the Academy. Edward Shills (Harahap: 2005) states that every college or university has a unique task, that is methodically discovering and teaching the truth about serious and important matters. Among them are increasing students' knowledge in attitude and methods to critically examine and test their beliefs, so that what they understand and believe is free from mistakes.

Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Indonesia is a developing country that also prioritizes and tries to develop all aspects of the education world (Astuti et al, 2019).

College is a means for students to gain knowledge. The existence of students can be seen from: first, they are intellectuals. Second, the student is a potential leader. Third, students are drivers of change. Fourth, students are the front guard in improving society

because of their intellectual potential, obsession, and future ideals (harahap: 2005). In addition, higher education is in line with the declaration "UNESCO, 1998 (Azra: 2002) declared" mission and action "states that the mission and function of higher education is to help and protect and strengthen the values social work by training young people in the values that form the basis of democratic citizenship, and by providing a critical and unbiased perspective to assist in the discussion of strategic choices, and the observation of humanistic perspectives.

Therefore, students who are demanding knowledge in universities are full of values as expressed by Deliar Noer (Harahap: 2005), that the characteristics of intellectuals that students should ideally possess are, independent, critical and open, in favor of truth and enforcement, has a firm stand, cares about the community, is not transient, does not live in isolation, and values the opinions of others. Thus, an intellectual or a student is a person who always cares about the community and cares about the problems it faces.

**Table 1.** Number of students 3 State Universities in Medan City TA. 2013/2014

No	Name College	total
1.	State Islamic University (UIN) Medan	8352
2.	State University of Medan (UNIMED)	22049
2.	University of North Sumatra	48155
Total		78556

Source: Central Bureau of Statistics. 2015

**Table 2.** Number of students 10 Accredited Private Colleges in Medan City 2013/2014

No	Name College	Number of Students
1	Islamic University of North Sumatra	7035
2	University of Muhammadiyah North Sumatera	26615
3	HKBP University Nommensen	13529
4	Muslim Nusantara University	6837
5	Medan Institute of Technology (ITM)	6698
6	University of Medan Area	6823
7	Universitas Methodist Indonesia	6328
8	Pancabudi University	6030
9	Catholic University St. Thomas	7977
10	University Prima Indonesia	6053
Total		93025

Source: Central Bureau of Statistics of North Sumatra Province

Based on table 2 above, the number of Islamic students from Islamic university alone is 61,692 people from the Islamic State University {UIN) of North Sumatra Islamic University, Muhammadiyah University of North Sumatra, Muslim Nusantara University, Panca Budi University and Medan Area .

### 2.3 Good Governance Concept

Currently, the term good governance is often raised in line with the strengthening of the term democracy. The United Nations Development Program (UNDP) defines governance as follows: "governance is the exercise of economic, political, and administrative authority to a country's affairs at all levels and means by which social social cohesion, integration, and of their population ". Thus it appears that the term governance as

an excerpt of political, economic, and administrative authority to regulate and manage its social problems. The term governance states a process whereby the people can manage their economies, institutions and socio-political resources not only for development but also for cohesion, integration and for the welfare of their people (Thoha: 2005: 60-61).

Therefore, in good governance the components of the people (civil society) must obtain a leading role. In addition, the private sector acquires space as an environment that drives the economy and encourages the achievement of welfare. In this case the government functions as a facilitator and supervision of the interaction. It cannot be denied that in a democratic system the power is no longer merely within the ruler, but in the people.

## 2.4 The Nature of Corruption

Corruption comes from the Latin, *corruption* or *corruptio*. From this Latin, down most European languages, such as English, namely *Corruption*, *corrupt*; french, ie *corruption* and Dutch that is *corruptie*. From Dutch this is the word goes down to Indonesia (Hamzah: 2005: 4). In the Indonesian dictionary (1993), corruption is defined as "Rotten"; "Fake"; "Bribes", "bribery; counterfeiting ". Simply corruption can be defined as an abuse of the power of trust for personal gain. In a broad sense, corruption means using a position for personal gain (Klipgaard: 2005: 1). From this understanding understood that the position is a trust given a group of people to a person to carry out a responsibility that can be institutionalized in private and governmental institutions. Klipgaard further states that corruption means collecting money for services that are supposed to be given, or using authority to achieve unlawful purposes. Corruption is not doing the job because of negligent or intentional. Corruption may include legitimate and illegitimate activities, may occur within the organization, as well as outside the organization (eg extortion). Corruption sometimes has a positive impact on the social front but in general corruption leads to inefficiency, injustice, and inequality.

In a broad sense, corruption means using a position for personal gain (Klitgaard: 2005: 1). From this understanding understood that the position is a trust given a group of people to a person to carry out a responsibility that could be in private institutions and in government agencies. Klitgaard further states that corruption means collecting money for services that are supposed to be given, or using authority to achieve unlawful purposes. Corruption is not doing the job because of negligent or intentional. Corruption may involve legitimate and illegitimate activity, may occur within the body of the organization as well as outside the organization (eg extortion). Corruption can sometimes have a positive social impact, but in general, corruption creates inefficiency, injustice and inequality.

Interestingly, Klitgaard tried to understand the concept of corruption by making simple equation

$$C = M + D - A$$

Where:

C = Corruption

M = Monopoly

D = Discretion

A = Accountability

## 2.5 Integrated Learning Model

Learning model is a plan or a pattern used as a guide in planning the learning in the classroom or learning in the tutorial. Referring to Joyce and Weil (Trianto: 2014), Each model directs us in designing learning to help participants achieve learning goals. Joyce



further states; the teaching model is a model of learning, with such models teachers can help students to get. Learning is a combination that consists of human elements, materials, facilities, equipment and procedures that affect each other in achieving the objectives of learning (Oemar Hamalik: 1999). Thus, in the learning process requires the existence of a set of models and methods used for efforts to achieve learning objectives can be achieved effectively and efficiently. Integrated learning is an effort made to use various approaches and disciplines of science in a learning process by combining between different disciplines. The goal is to make the learners' skills more real and workable in everyday life.

According to Ruminiati (2008) integrated learning model connected is a model that combines nearly the same topics in one subject only, for example the topics contained in several competency standards. Broadly connected model has advantages that is by integrating ideas in the field of study students have a broad picture as a field of study focused on a particular aspect, students can develop key concepts continuously so that the process of internalization, and integration ideas in inter-field studies allow students to review, conceptualize, refine, and assimilate ideas in problem solving. According to Hadisubroto (in Trianto, 2014) the advantages of connected models are the relationship or link between ideas within a field of study, students have a more comprehensive picture of some specific aspects they studied in depth, the key concepts developed with sufficient time so that more digestible by students, the links with a number of ideas in one field of study allow students to conceptualize and assimilate ideas gradually, and integrated learning of the connected model does not interfere with the current curriculum.

### **III. Research Methods**

The method of the research used is research and development (R & D) method. According Sugiyono (2015) research and development method is a research method used to produce a particular product, and test the effectiveness of the product. To be able to produce a certain product used research that needs analysis (used survey or qualitative method) and to test the effectiveness of the product in order to function in wide society, hence needed research to test the effectiveness of the product (used experiment method).

According to Borg and Gall (Sugiyono: 2015), educational research and development is a process used to develop and validate educational products, meaning that research development (R & D) is a process used to develop and validate educational products. The result of development research is not only the development of an existing product but also to find knowledge or answer to practical problems. Sugiyono (2015) argues that, the research and development (R & D) method is a research method used to produce a particular product, and test the effectiveness of the product. In order to be able to produce a specific product, a research that needs analysis is used (survey or qualitative method) and to test the effectiveness of the product in order to function in the wider community, research is needed to test the effectiveness of the product (used experimental method) in a limited class. Data collection was conducted with FGD, test and interview.

### **IV. Results and Discussion**

#### **4.1 FGD Results**

The group discussion was attended by lecturers of Civic Education students from several universities in Medan, such as the Islamic University of North Sumatra, Tjut Nyak Dhien University and Muhammadiyah University of North Sumatra. The purpose of this discussion is to gain input on the module design that will be used in the training, including

material refinement, and the learning model. Referring to the results of Nalil Khairiah et al (2015) study on students' perceptions of corruption and the implementation of good governance in Medan, 80.6% of respondents agreed that abuse of power had occurred. Perceived indicators are abuse of power, using power for personal gain, neglect of duty due to negligence / willfulness. The same thing with the implementation of good governance. Respondents have a negative perception on the implementation of good governance, which is 78.4%. Perceived indicators are professional, fair, responsible, transparent, legal, participatory, and visionary services using power for personal gain.

In another study also shows that the implementation of good governance is still low. The results of Suryo Pratolo's research mentioned the need for continuous and continuous efforts to increase knowledge and awareness in governance. This is because people in their respective regions of local government in the Daerah Istimewa of Yogyakarta perceive that SKPD performance in their respective regions at low levels as well as their satisfaction on public services conducted by the government in this case SKPD in their respective regions. (The Role of Good Government to Achieve Local Governance Performance and Community Satisfaction in The Era of Regional Autonomy in Facing Global Challenges (Study on district and city governments in Yogyakarta Special Region).

Based on the results of this study indicate that the condition of transparency, accountability, responsibility, independence, and justice of local government either in district government or city government is not maximal yet. Therefore, as a generation of leaders and candidates for government apparatus, students as early as possible need to understand the nature of Good Governance. The term Good Governance has been known by the students, but it is still limited to one study material in the course of Civic Education.

FGD results concluded that to comprehend Good Governance comprehensively, Good Governance materials should be studied separately. This is due to the amount of values contained in Good Governance has characteristics that are different from each other and the student must be able to understand well each of those values. As a constructive reference for a student, actually already lies in Tri Dharma Higher Education. Dharma that gives a wide interpretation, namely dharma education, dharma research and dharma devotion. As stated in Article 13 paragraph (1) of the Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education explained that "Students as members of Academicians are positioned as mature human beings who have their own awareness in developing their potential in Higher Education to become intellectuals, practitioners and / or professionals."Therefore, the position and the essence of students is very urgent for the progress of this nation, not only be a young intellectual candidate who can give fresh ideas in building the country but also become scientists and practitioners in all lines, as well as professions -other profession

Thus, the objective of Good Governance learning for students becomes the main thing, considering in addition to the nature of students as well as the current global developments are loaded with very strong competition. Attempts to shape the character of the students have started from elementary school to college through the learning of Civics Education (Civic Education), but the result until now has not been attached to an integrative character Civic Education is still oriented to cognitive outcomes. FGD results also conclude that the potentials and problems related to Civics learning so far still use classical learning methods that are oriented to lecturers / teachers. Teacher-oriented learning is a learning method that places teachers / lecturers into a very important role because teaching is thought to transfer knowledge to the learned person (learners). In other words, the organization of learning is considered a model of knowledge transmission (Tishman, 1993). In this model, the role of teachers is to prepare and transmit knowledge

or information to students. While the role of the students is to receive, store, and perform other activities in accordance with the information provided. The method used is lecture. The weakness of this method is that the material that can be mastered by the students as a result of the lecture will be limited to what is mastered by the teacher, besides that the lecture not accompanied by the demonstration can lead to verbalism, and the students only rely on their auditive ability. Meanwhile, it is realized that each student has a different ability, including in the sharpness of capturing learning materials through his hearing.

Other weakness Teachers lacking good speaking ability, with lecture method will be boring. Often occurs even though physically students are in the classroom, but mentally students do not follow the learning process at all, the mind floats around or the students are sleepy because the teacher's style is not interesting. Moreover, the lecture method is very difficult to know if all students have understood what is explained by the teacher. Although when students are given the opportunity to ask, but often students do not ask and they do not understand. To change the paradigm and strive for the result of attitude / behavior, the learning approach used is SCL (Student Centered Learning) approach, student-centered learning.

In addition, speaking skill requires the listening ability at the same time to support the process of transferring and receiving the message. Both skills should be mastered well by the speakers because speaking has a wide range of possible response that could not be predicted hence the way to have effective communication is by listening and responding (Wahyuni, 2019).

FGD results attended by lecturers and experts also reviewed the modules before they were tested and recommended improvements in module preparation. Such as, create indicators of learning achievement, include the competence to be achieved, and make feedback (feedback) material. In addition, in accordance with the method used, student-oriented methods, the method of discussion should be more illustrated by making cases on each material.

## **4.2 Product Design**

Initially in the design of the product of learning module integrated Good Governance is narrative so that student study must be with lecturer (still centered on lecturer) so that independence in less learning. Therefore, the redesign is done by arranging made based on SCL (Student Centered Learning) with the model of web spider modification learning. Student centered learning is a learning strategy that puts students as active and independent learners with psychological conditions as adult learner, fully responsible for their learning, and able to learn outside the classroom. This learning method is expected to equip graduates own and live lifelong learning characteristics, master hard skills, soft skills, and life-skills that support each other. On the other hand, the lecturers shifted function, from teachers to learning partners as well as facilitators (from mentor in the center to guide on the side).

Thus, student-centered learning has the potential to encourage more active, independent learning. Grows, and adjusts to the age of the learner. Usually this short model uses the discussion method (small Group Discussion), role play and simulation. The module test on integrated learning training was attended by 30 participants from various faculties from several universities. Among other faculties of Islam, Law, Economics, and Fisipol. While the student envoys from other universities are university students Tjut nyak Dhiin. In accordance with the research plan, the participants involved are represented by students from several universities in Medan City, but due to the implementation of this



research along with the semester break, then to see the difference of behavioral characteristics toward learning will be tested again.

Application of student-centered learning is appropriately used to understand and internalize Good Governance values. Because, as a young generation and candidates for state apparatus not only master verbal, but also reflected on attitudes and behavior. The model used in this training is an integrated learning, which is a learning system that enables both individual and group students to actively seek, explore and discover scientific concepts and principles in a holistic, meaningful and authentic way. Integrated learning will occur when authentic events or theme explorations serve the controllers in the teaching and learning activities. By participating in the exploration of the theme, students learn as well as do the process and students learn various subjects simultaneously. Anna Poedjadi (Karli, 2003) states that integrated teaching consists of approaches in which the concepts and principles of learning are presented in a single package of learning so that there is a unity of scientific and fundamental thinking. with an approach between knowledge and behavior. Because students must be able to recognize values and internalization such as Good Governance from various angles, and able to elaborate with existing values such as law and religion.

The integration of religious values to understand good governance is already contained in the Qur'an. As accountable. In the letter of Annisa (4:58) it is stated that responsibility is faithful and keeps its promise, both promises between himself and his God and with other human beings. Thus a leader must have a responsible attitude to the deed, work and authority mandated, including promises during his campaign. Transparency has a meaning of openness. Openness can be realized in the form of honesty. In the Qur'an in the letter of Attaubah 19: 119 it is stated that those who believe are with the righteous. Thus, transparency in Islam contains the value of having to do right (shiddik). Responsive Values in Islam can be seen in the Qur'an Surah Al-Maidah 5: 2 which states that in leadership must have an attitude of help in doing good and forbid help in sin and transgression. The just attitude in Islam draws a person closer to piety. This is stated in the Al-Maidah letter of verse 8 which states that justice is close to taqwa.

The law-abiding value is contained in the letter of An-Nisa verse 59 which states that those who believe are those who are obedient to Allah, the Messenger and its leader. Besides the hadith from Musaddat; Yahya bin Said from Ubaidillah from Nafii from Abdillah ra. That states that a Muslim is obliged and listened to his government unless ordered to commit immorality.

Participatory value is contained in the Quran of the letter Al-maidah verse 2 which states the obligation to help in doing good and piety. Consensus value is contained in the letter of Imran Ali 159 which states that the obligation to deliberate in settling affairs. The purpose of integrating the Qur'anic verses is to re-familiarize Muslim students with guiding the Quran, that phenomena in the public sphere have rules of conduct. There are elements of religious norms that are expected to prevent deviant behavior as well as acts of corruption. The questionnaire distributed to the students about whether Good Governance needs to be taught at universities, 96% agreed if Good Governance is taught, and only 4% answered unnecessarily. That is, students need knowledge of good governance. In addition, for better understanding of Good Governance, respondents who answered whether Good Governance is a separate course or combined with other subjects, as much as 72% of respondents said Good Governance is a separate course, and 28% is combined with other courses.

This shows that the values contained in Good Governance need to be understood separately, because the values contained in Good Governance have concepts that must be

understood and become output in the form of behavior. In addition, 92% of respondents stated that Good Governance can prevent corruption and only 8% disagree Good governance can prevent corruption. Based on the results of this study can be concluded that the respondents have a belief if good governance implemented in a commitment and consistent, it can prevent acts of corruption. As a term in managing the country, Good Governance is well known in the community, as evidenced by the respondents who answered that Good Governance has been socialized in society, that is 80% of respondents stated that they have been socialized, and 20% of respondents stated that they have not been socialized. That is, although the term Good Governance has been socialized, but the implementation is still minimal. Therefore, Good Governance training is still needed because 96% of respondents said the training was interesting, and 4% said it was not interesting.

#### **4.3 Result of Pretest Value and post test of Good Governance Module Training**

To test the students' initial knowledge and understanding in following the test module required the test. The test is done early before the module is distributed, and the final test after the student receives the module. This is done to compare whether there is a difference in the value of the understanding of the material. Based on the rating category (Low: 40-55, Medium: 56-70, Height: 71-85), the result of low category pretest is 9 people (30%), moderate category 14 (46%), and high category 7 people (24%). While post-test results show high category 11 people (36.7%), medium category 13 people (43.3) and low category 7 people (20%).

Thus it can be concluded that the training has been able to improve students' knowledge about Good Governance, because the result between pre test and post-test is different. This means that there are differences in pre test results and post-test. After the test, the value with the low category that previously 13 people decreased to 7 people. Meanwhile, the high value increases. Before the trial 7 people and after the trial 9 people, and which remains is the medium value, 13 people. Thus, between the results of test scores with questionnaire importance Good Governance taught have correlation. Based on the above values, the respondents who get the highest score are only 9 people (30%), 13 (43%) and low 7 people (23%), meaning the level of students' knowledge of Good Governance at the medium level.

### **V. Conclusion**

Based on the above explanation, it is concluded that the integrated learning model in understanding Good Governance values is needed for students to form integrative characters such as democratic, fair, honest, transparent, responsible, professional, and so forth. Students as the generation of nation's leaders must be able to carry out educational tridharma, namely education, research and devotion. Therefore the implementation of this research activity is very strategic. The result of the research shows that there is an increase of students' understanding on the values of good governance integrated with religion values for example. It's just that in the process of learning, students want learning about Good Governance implemented separately in the form of courses.

The result of the research shows that there is an increase of students' understanding on the values of good governance integrated with religion values for example. It's just that in the process of learning, students want learning about Good Governance implemented separately in the form of courses. The importance of Good Governance material is, with this material is expected to prevent acts of irregularities committed by the government

apparatus. Although Good Governance is already socialized, Good Governance Implementation is still low. Therefore, this integrated learning model will not only be done to the students, but also the community. This is because the community is involved in overseeing the administration and encouraging the participation of the people in development.

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