

Practice-Based Learning Management for Internalizing Students' Character Values: An Islamic Educational Management Perspective

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ABSTRACT

This study aims to analyze the management of practice-based learning in the internalization of character values among students of the Faculty of Sports Science at Universitas Negeri Malang from an Islamic education perspective. The research employed a qualitative approach with a case study design. Data were collected through in-depth interviews, participant observation, and documentation, and analyzed using thematic analysis involving data reduction, data display, and conclusion drawing. The findings reveal that practice-based learning management, encompassing planning, implementation, and evaluation, systematically integrates character values such as discipline, sportsmanship, teamwork, and critical thinking. The internalization process occurs through habituation, role modeling, direct experience, and continuous reflection. The results also indicate behavioral changes among students, reflected in increased responsibility, discipline, and social competence. From the perspective of Islamic education, these processes embody values such as amanah (trustworthiness), 'adl (justice), ukhuwah (brotherhood), and tazkiyatun nafs (self-purification), which are internalized through learning practices. This study contributes to the development of Islamic educational management, particularly in designing practice-based learning that not only focuses on academic achievement but also on holistic character formation.

Keywords: Learning Management, Practice-Based Learning, Character Value Internalization, Islamic Education

INTRODUCTION

The development of higher education in the contemporary era has undergone a significant shift in orientation, moving beyond an exclusive emphasis on cognitive achievement toward the cultivation of character and holistic competencies. Rapid social transformation, technological advancement, and the increasing complexity of the global workforce have positioned integrity, responsibility, collaboration, and critical thinking as essential competencies for individual success. Consequently, higher education institutions are expected not only to produce graduates with strong academic capabilities but also individuals who can adapt effectively and act ethically in dynamic and evolving environments (Arif, 2021). This transformation has consequently reestablished character education as a strategic priority within higher education systems.

From the perspective of Islamic education, character formation constitutes the fundamental objective of the educational process. Education is not merely intended to facilitate the acquisition of knowledge but also to cultivate individuals whose personalities reflect moral and spiritual values (Irsyad



& Salim, 2025; Trisnantari et al., 2026). This perspective is closely associated with the concept of *insan kamil*, which represents the ideal human being possessing a balanced integration of intellectual excellence and moral integrity. Nevertheless, the implementation of character education in higher education institutions remains relatively fragmented. Character values are predominantly transmitted through theoretical instruction, which often fails to encourage consistent behavioral transformation among students. This condition indicates a gap between students' understanding of moral values and their practical application in everyday life.

Practice-based learning, commonly referred to as experiential learning, offers a more contextual approach to the internalization of character values. Through direct engagement in authentic situations, students acquire knowledge by experiencing, interacting, reflecting, and applying what they have learned in real-life contexts. Such an approach enables students not only to understand character values conceptually but also to internalize and demonstrate them through meaningful actions and experiences.

Previous studies have demonstrated the effectiveness of this approach in promoting students' character development. Latifah and Suprihatiningrum (2024) reported that experiential learning contributes significantly to the enhancement of students' critical thinking skills, collaborative abilities, and ethical awareness. Similarly, Tulhalizah et al. (2025) found that practice-based learning increases students' engagement and social competencies through active participation in authentic learning activities. Furthermore, Wahyudin (2025) revealed that experiential learning activities, particularly within sports education, effectively foster teamwork and social interaction by engaging students directly in field-based practice.

Despite these findings, previous studies have primarily concentrated on pedagogical outcomes, such as improvements in students' cognitive abilities, social skills, and learning achievements. Limited attention has been given to how practice-based learning is systematically managed through instructional management functions, including planning, implementation, and evaluation. In fact, the successful internalization of character values depends not only on the instructional methods employed but also on how the learning process is strategically designed, implemented, and continuously evaluated.

Accordingly, a research gap remains regarding the management of practice-based learning, particularly in relation to the internalization of students' character values. Existing studies have not comprehensively examined how instructional management contributes to the effectiveness of character education through experiential learning. Therefore, this study focuses on practice-based learning management as the primary analytical framework for understanding the process of internalizing students' character values. By examining instructional planning, implementation, and evaluation, this study seeks to contribute to the advancement of Islamic Educational Management scholarship through a more practical and contextual perspective.

METHODS

This study employed a qualitative approach using a case study design to obtain an in-depth understanding of the management of practice-based learning in the internalization of students' character values. A qualitative approach was considered appropriate because it enables researchers to explore participants' experiences, interactions, and perspectives within their natural context, thereby providing a comprehensive understanding of complex social phenomena (Creswell, 2019). The case study design was

selected because the research focused on a specific institutional setting that was examined intensively and holistically.

The study was conducted at the Faculty of Sports Science, Universitas Negeri Malang, Indonesia. The research participants consisted of lecturers responsible for practice-based sports courses and students enrolled in those courses. Participants were selected using purposive sampling, with the primary criterion being their direct involvement in practice-based learning activities and their experiences related to the internalization of character values throughout the learning process.

Data were collected using three complementary techniques: semi-structured interviews, participant observation, and document analysis. Semi-structured interviews were conducted to explore lecturers' and students' experiences, perceptions, and practices regarding the cultivation of character values through practice-based learning. Participant observation was carried out during practical learning sessions to examine students' behaviors, group interactions, and the manifestation of character values, including discipline, sportsmanship, collaboration, responsibility, and critical thinking. In addition, document analysis was undertaken to support the primary data by examining learning guidelines, course documents, institutional regulations, and other relevant materials related to the implementation of practice-based learning.

The collected data were analyzed using thematic analysis following an iterative process of data reduction, data display, and conclusion drawing. Interview recordings and observation notes were first transcribed verbatim and subsequently coded to identify recurring themes associated with practice-based learning management and the internalization of character values. The analytical process followed the interactive model of qualitative data analysis proposed by Miles et al. (1994), which emphasizes the cyclical relationship among data reduction, data display, and conclusion drawing throughout the research process. The identified codes were then organized into broader categories to reveal patterns and relationships among themes, leading to a comprehensive understanding of the phenomenon under investigation.

To ensure the trustworthiness of the findings, source triangulation and methodological triangulation were employed. Source triangulation involved comparing information obtained from lecturers and students, whereas methodological triangulation was achieved by examining the consistency of evidence derived from interviews, observations, and document analysis. Furthermore, member checking was conducted by returning the research findings to selected participants to confirm the accuracy and credibility of the interpretations.

Through these procedures, the study sought to generate findings that are credible, contextually grounded, and academically rigorous regarding the management of practice-based learning in fostering the internalization of students' character values.

RESULTS AND DISCUSSION

Result

1. Planning of Practice-Based Learning for Character Value Internalization

The findings indicate that the planning of practice-based learning at the Faculty of Sports Science, Universitas Negeri Malang, systematically integrates character values into the instructional objectives. In

addition to establishing cognitive and psychomotor learning outcomes, lecturers intentionally incorporate affective dimensions, including discipline, sportsmanship, collaboration, and critical thinking, as essential learning outcomes. Consequently, students are expected not only to master practical sports skills but also to develop professional character throughout the learning process.

The findings further reveal that character values are not always explicitly documented in formal lesson plans; rather, they are embedded within the overall instructional design. Practical learning activities are deliberately structured to expose students to authentic situations requiring them to demonstrate discipline, responsibility, teamwork, honesty, and critical thinking. This indicates that instructional planning emphasizes meaningful learning experiences instead of merely fulfilling administrative requirements.

Another important aspect of instructional planning is the establishment of learning rules and learning contracts. At the beginning of the semester, lecturers clearly communicate expectations regarding attendance, equipment preparation, punctuality, and participation during practical sessions. These agreements function as behavioral guidelines that regulate students' participation throughout the course. As one participant explained: "If we arrive late or do not participate in the warm-up session, we are usually not allowed to join the game. Whether we like it or not, we have to be disciplined."

Furthermore, lecturers design various practice-based learning activities, including team-based exercises, competitive games, and collaborative tasks that encourage interaction among students. Reflection sessions are also incorporated into the instructional plan following each practical activity, allowing students to evaluate their performance, identify mistakes, and formulate strategies for improvement. These findings demonstrate that planning is not limited to organizing learning activities but also intentionally creates opportunities for students to internalize character values through authentic experiences.

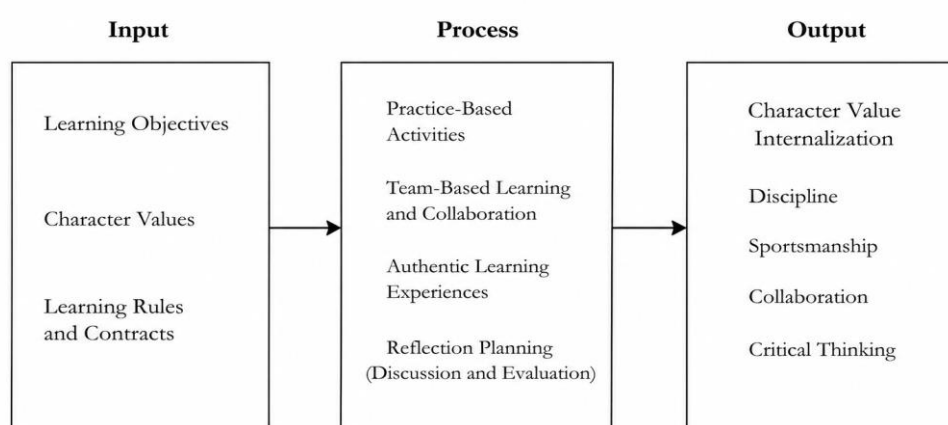


Figure 1. Planning framework of practice-based learning for character value internalization (Input–Process–Output model).

Figure 1 illustrates the instructional planning framework for practice-based learning using the Input–Process–Output (IPO) model. The input stage consists of instructional objectives, the integration

of character values, and the establishment of learning rules and learning contracts that provide behavioral expectations for students. These components serve as the foundation for designing learning activities.

During the process stage, lecturers organize practice-based learning through authentic learning activities, team-based exercises, competitive games, and structured reflection sessions. These learning experiences are intentionally designed to encourage students to apply character values in real situations while developing practical competencies.

The output of the planning process is the expected development of students' character, particularly in terms of discipline, sportsmanship, collaboration, and critical thinking. The findings indicate that these character values are intentionally embedded within the instructional planning process rather than being treated as additional outcomes separate from practical learning activities.

2. Implementation of Practice-Based Learning

The findings indicate that the implementation of practice-based learning facilitates the internalization of character values through students' direct engagement in authentic learning experiences. Rather than focusing solely on the acquisition of sports techniques, the learning process emphasizes students' compliance with learning rules, teamwork, communication, and behavioral development during practical activities. As a result, discipline, sportsmanship, collaboration, and critical thinking emerge simultaneously throughout the learning process.

A consistent implementation of learning regulations was identified as one of the key characteristics of practice-based learning. Lecturers consistently emphasized punctuality, preparedness, and adherence to practical procedures. Students who failed to comply with the established regulations were not permitted to participate in the practical sessions. This consistent enforcement of learning rules encouraged students to develop self-discipline and responsibility throughout the semester.

The findings further reveal that lecturers played a significant role as behavioral role models. During practical sessions, lecturers consistently demonstrated punctuality, fairness, professionalism, and equal treatment toward all students. These behaviors encouraged students to respect learning regulations and gradually develop similar professional attitudes. One participant stated: "The lecturer always arrives on time, is firm but fair, and never treats students differently. That makes us become more disciplined and respectful of the rules."

Practice-based learning was also implemented through collaborative activities such as team-based exercises and competitive games. These learning activities provided opportunities for students to communicate, coordinate responsibilities, solve problems collectively, and demonstrate sportsmanship during competition. Students were encouraged to uphold honesty by acknowledging mistakes voluntarily, even when violations were not identified by lecturers or referees. As one participant explained: "If I commit a handball foul, even if the referee does not notice it, I still admit it."

Furthermore, the implementation of practice-based learning stimulated students' critical thinking. Authentic game situations required students to analyze changing conditions, formulate strategies, make immediate decisions, and evaluate alternative solutions. Consequently, students continuously developed both practical competencies and higher-order thinking skills throughout the instructional process.

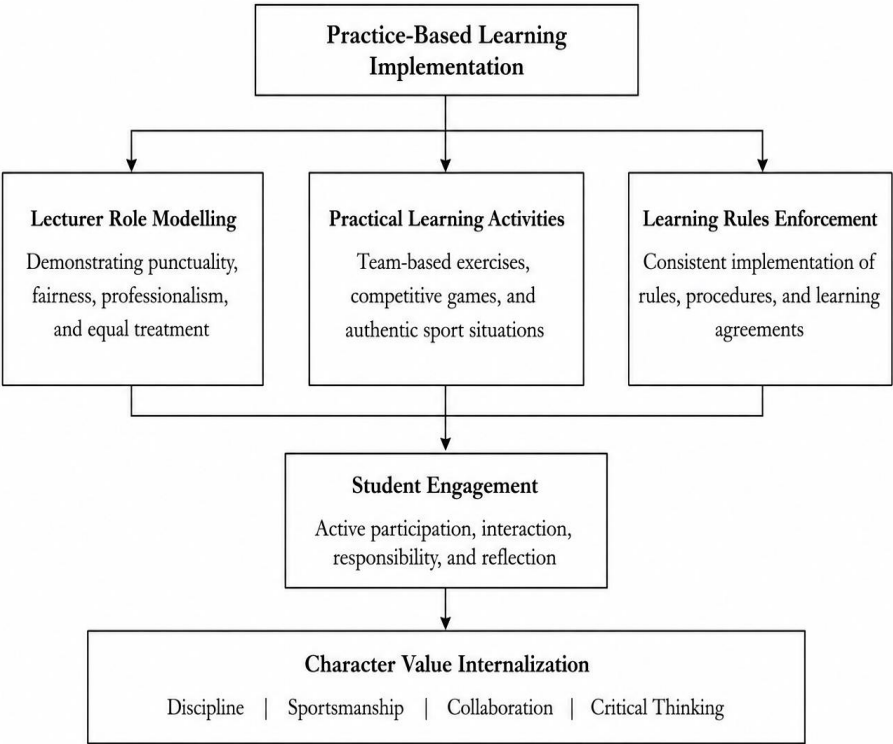


Figure 2. Implementation of practice-based learning for character value internalization.

Figure 2 illustrates the implementation stage of practice-based learning. The findings demonstrate that lecturers' role modelling, authentic learning activities, and consistent enforcement of learning rules function as the primary instructional components that encourage active student engagement. Through participation in team-based practice, competitive learning situations, and direct interaction with lecturers and peers, students continuously experience opportunities to demonstrate discipline, sportsmanship, collaboration, and critical thinking. These findings suggest that the internalization of character values occurs naturally through active participation rather than through theoretical instruction alone.

3. Evaluation and Reflection

The findings indicate that evaluation and reflection constitute an integral component of practice-based learning management. As illustrated in Figure 3, the evaluation process is organized through three complementary components: performance evaluation, reflective discussion, and lecturer feedback. These components function collectively to promote continuous learning improvement and strengthen the internalization of students' character values.

Performance evaluation extends beyond the assessment of students' technical competencies by incorporating behavioral aspects demonstrated during practical learning activities. Lecturers assess students' participation, compliance with learning rules, teamwork, interpersonal communication, and professional attitudes throughout the instructional process. This comprehensive evaluation enables lecturers to monitor both learning outcomes and students' character development.

Reflective discussion represents another essential component of the evaluation process. Following each practical session, students participate in structured discussions that encourage self-evaluation and peer reflection. Through these discussions, students review their performance, identify

mistakes, analyze the factors contributing to success or failure, and formulate strategies for future improvement. One participant explained: "After each practice session, we discuss together why we lost, who could have performed better, and what improvements should be made for the next game."

The findings further reveal that lecturers consistently provide constructive and contextual feedback based on direct observations during practical learning activities. Rather than focusing exclusively on technical performance, lecturers emphasize students' discipline, collaboration, responsibility, and sportsmanship while offering practical recommendations for improvement. Immediate feedback enables students to recognize their strengths and weaknesses and encourages them to demonstrate more responsible behaviors during subsequent learning activities.

The integration of performance evaluation, reflective discussion, and lecturer feedback contributes to continuous learning improvement, as students continuously evaluate their experiences, refine their behaviors, and apply the lessons learned in subsequent practice sessions. This ongoing process strengthens the internalization of discipline, sportsmanship, collaboration, and critical thinking, indicating that evaluation functions not merely as an assessment mechanism but also as an important strategy for reinforcing character development through practice-based learning.

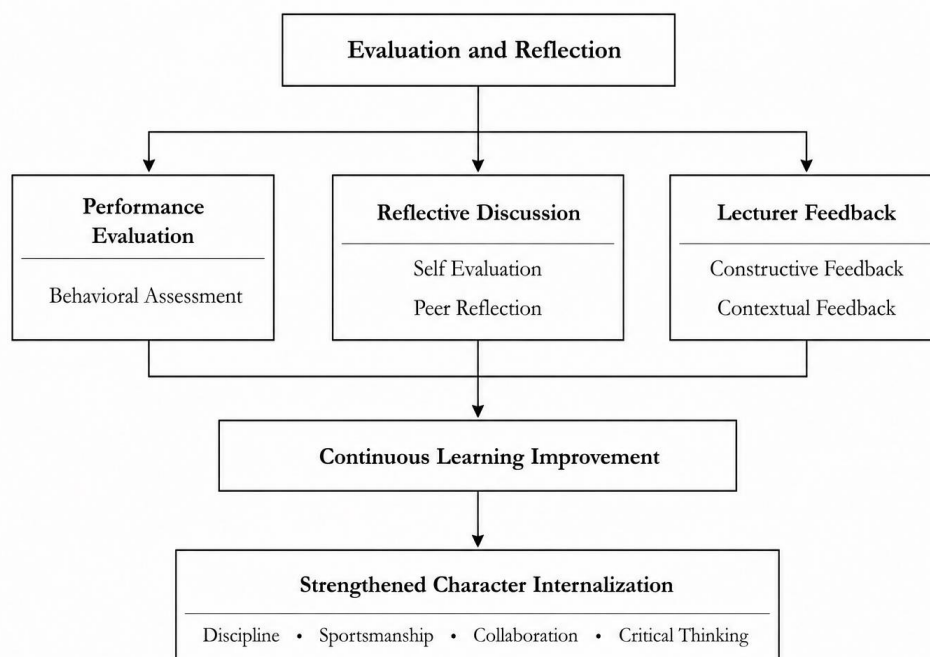


Figure 3. Evaluation and Reflection Framework in Practice-Based Learning.

Figure 3 illustrates the evaluation and reflection framework implemented in practice-based learning. The framework consists of three interconnected components: performance evaluation, reflective discussion, and lecturer feedback. Performance evaluation focuses on students' technical performance and behavioral assessment, while reflective discussion encourages self-evaluation and peer reflection. Lecturer feedback provides constructive and contextual guidance based on students' performance during practical activities. The integration of these three components facilitates continuous

learning improvement, which subsequently strengthens the internalization of discipline, sportsmanship, collaboration, and critical thinking throughout the learning process.

4. Internalization of Students' Character Values

The findings reveal that students' character values are manifested through observable behaviors during practice-based learning activities. Character values introduced during instructional planning and reinforced throughout implementation are reflected in students' daily actions and interactions rather than remaining merely theoretical concepts.

Discipline is demonstrated through punctual attendance, appropriate preparation of equipment, and compliance with learning procedures. Students consistently participate in practical activities without requiring repeated reminders, indicating that discipline has evolved into a habitual behavioral pattern.

Sportsmanship is reflected in students' honesty and fairness during competitions. Participants willingly acknowledge rule violations even when they are unnoticed by referees or lecturers. Furthermore, students demonstrate emotional maturity by accepting both victory and defeat without excessive negative reactions.

Collaboration is evident in students' ability to communicate effectively, coordinate responsibilities, and support one another in achieving common goals. Practice-based group activities encourage students to prioritize collective success over individual interests, resulting in stronger teamwork and group cohesion.

Critical thinking is demonstrated through students' ability to analyze game situations, develop strategies, make informed decisions, and evaluate their own performance. These findings indicate that character internalization extends beyond behavioral attitudes to encompass higher-order thinking skills developed through authentic learning experiences.

5. Behavioral Changes among Students (Key Findings)

The study identifies significant behavioral changes among students following participation in practice-based learning. Improvements were observed in discipline, responsibility, compliance with learning regulations, and overall professional attitudes. Students who had previously shown limited punctuality and preparedness gradually adapted their behavior through the consistent implementation of rules and consequences.

Students also demonstrated greater responsibility in fulfilling both individual and group roles during learning activities. As one participant stated: "I used to arrive late quite often, but now I have become accustomed to being on time because the rules are clear and consistently enforced."

Socially, students exhibited stronger teamwork, more effective communication, greater respect for peers, and increased adaptability within diverse groups. Improvements were also observed in sportsmanship and honesty, as students became more willing to acknowledge mistakes without external supervision. One participant noted: "If I make a mistake on the field, I prefer to admit it immediately rather than wait until someone points it out."

Overall, the findings demonstrate that systematically managed practice-based learning contributes positively to students' behavioral development. The most prominent changes include enhanced

discipline, responsibility, teamwork, sportsmanship, and critical thinking, all of which emerge through sustained engagement in authentic practical learning experiences.

Discussion

1. Planning of Learning in Character Value Internalization

The findings indicate that practice-based learning planning is intentionally designed not only to achieve academic competencies but also to facilitate the internalization of students' character values. The integration of discipline, sportsmanship, collaboration, and critical thinking into instructional objectives demonstrates that lecturers position character development as an inseparable component of the learning process rather than as an additional outcome. This finding suggests that learning planning functions strategically in directing both cognitive achievement and behavioral development.

These findings are consistent with Permatasari (2023), who argues that planning serves as the primary foundation for determining the direction and quality of educational processes. Likewise, Yasin (2025) emphasizes that the integration of affective dimensions into instructional planning represents an important indicator of sustainable character formation. The present study extends these findings by demonstrating that affective values are not only formulated within learning objectives but are also translated into authentic learning experiences through practice-based instructional activities. This indicates that effective planning should connect intended character outcomes with concrete learning experiences that enable students to practice those values continuously.

From the perspective of Islamic Educational Management, planning (*takhtit*) represents a managerial function that extends beyond administrative preparation toward the realization of educational values. Ramdani (2022) explains that instructional planning in Islamic education should direct learners toward moral identity formation through structured educational experiences. This perspective aligns with the present findings, where learning activities are intentionally designed to cultivate responsibility, discipline, and collaboration as manifestations of the Islamic principle of *amanah*. Therefore, instructional planning serves not merely as a technical framework but also as a value-oriented management strategy that facilitates character development.

Another important finding is that character values are embedded within learning activities rather than being explicitly stated in formal instructional documents. This reflects the operation of a hidden curriculum, whereby values are transmitted through repeated practice, interaction, and habituation. Reksamunandar and Hadirman (2022) argue that moral education in Islam becomes more effective when conveyed through practical experiences and exemplary behavior rather than through verbal instruction alone. Similarly, Zubaidah (2019) emphasizes that sustainable character formation requires continuous behavioral practice instead of merely conceptual understanding. These findings indicate that the effectiveness of practice-based learning lies in its ability to create authentic situations in which students repeatedly experience and apply desired character values.

The establishment of learning rules and learning contracts also demonstrates the implementation of the controlling function within instructional management. Clear behavioral expectations and consistent consequences encourage students to develop discipline and responsibility throughout the learning process. Sasmita (2024) states that the controlling function plays a crucial role in maintaining educational effectiveness while promoting disciplined behavior among learners. In the context of Islamic

education, this practice reflects the principle of 'adl (justice), whereby rules are implemented fairly and consistently for all students, thereby strengthening students' trust in the learning environment.

Furthermore, the planning of team-based and competitive learning activities illustrates the integration of social values into instructional management. Such activities are intentionally designed to promote collaboration, communication, and mutual respect among students. Zahra and Masyithoh (2024) found that experiential learning effectively enhances students' social competencies through active participation in collaborative activities. The present findings support this argument while further demonstrating that collaborative learning also reflects the Islamic concept of ukhuwah, which emphasizes solidarity, cooperation, and collective responsibility. Consequently, instructional planning in practice-based learning not only organizes learning activities but also establishes a systematic foundation for developing students' social and moral character.

2. Implementation of Practice-Based Learning in Character Value Internalization

The findings demonstrate that the implementation of practice-based learning serves as the primary stage in which students internalize character values through direct engagement in authentic learning experiences. Rather than functioning solely as a medium for developing technical competencies, practical learning activities provide opportunities for students to experience, practice, and reinforce discipline, sportsmanship, collaboration, and critical thinking in real learning situations. These findings indicate that character development occurs through continuous participation in meaningful activities rather than through theoretical instruction alone.

This finding supports the argument of Pole and McGee (2026), who state that experiential learning enables students to construct knowledge through active participation in authentic situations. However, the present study extends previous findings by demonstrating that authentic experiences not only facilitate cognitive development but also function as a systematic mechanism for character internalization. Students do not merely acquire practical skills but simultaneously develop behavioral competencies through repeated interaction, collaboration, and responsibility during practice-based learning activities.

Another important finding concerns the consistent implementation of learning regulations throughout the instructional process. Lecturers ensure that students comply with predetermined rules related to punctuality, preparedness, and participation during practical sessions. This consistency reflects the actuating function of instructional management, whereby lecturers actively direct and supervise learning activities to achieve predetermined educational objectives. Mustika et al. (2024) emphasize that successful instructional implementation largely depends on the consistent application of established regulations, which simultaneously promotes students' disciplinary behavior. The present findings reinforce this perspective by illustrating that behavioral discipline develops through continuous exposure to clear expectations and consistent consequences rather than through punitive measures alone.

The implementation stage also highlights the significant role of lecturers as behavioral role models. Students continuously observe lecturers' punctuality, fairness, professionalism, and commitment throughout practical learning activities. This finding supports Rangkuti (2025), who argues that moral education in Islam is fundamentally grounded in exemplary behavior (uswah hasanah). Rather than transmitting values solely through verbal instruction, lecturers demonstrate desirable behaviors that

students subsequently imitate in their own learning practices. This finding suggests that lecturer role modelling functions not merely as instructional support but as an essential mechanism for facilitating the internalization of character values within practice-based learning.

Furthermore, collaborative learning activities and competitive games strengthen students' social competencies through direct interaction with peers. Students are encouraged to communicate effectively, coordinate responsibilities, solve problems collaboratively, and demonstrate sportsmanship during competitive situations. These findings are consistent with Faslia et al. (2024), who reported that experiential learning significantly enhances collaborative skills through active participation in group-based activities. Nevertheless, the present study provides additional evidence that competition within practice-based learning not only develops teamwork but also cultivates honesty, fairness, and mutual respect, thereby reinforcing students' social character through authentic interpersonal experiences.

The findings also reveal that practice-based learning promotes students' critical thinking through dynamic learning situations requiring immediate analysis and decision-making. Students are expected to evaluate changing circumstances, formulate appropriate strategies, and respond effectively to challenges encountered during practice. Hajjah et al. (2022) argue that concrete experience followed by reflective thinking contributes substantially to the development of higher-order thinking skills. From the perspective of Islamic education, this process corresponds to the concept of tafakkur, which encourages deep reflection in understanding reality and making responsible decisions. Consequently, the implementation of practice-based learning contributes not only to students' physical and social development but also to the balanced development of their intellectual and moral capacities.

Overall, the findings indicate that the implementation of practice-based learning represents the core stage in the instructional management process where planned character values are translated into authentic learning experiences. Through consistent rule enforcement, lecturer role modelling, collaborative practice, and experiential problem-solving, students gradually internalize discipline, sportsmanship, collaboration, and critical thinking as integral aspects of their personal and professional development.

3. Evaluation and Reflection in Character Value Internalization

The findings indicate that evaluation within practice-based learning extends beyond measuring students' technical performance and encompasses continuous assessment of behavioral development throughout the learning process. Students are evaluated based on their participation, compliance with learning regulations, teamwork, responsibility, and interpersonal interactions during practical activities. These findings suggest that evaluation functions not only as an assessment mechanism but also as a strategy for strengthening the internalization of character values.

This finding is consistent with Sholeh et al. (2023), who argue that effective evaluation should measure both learning outcomes and the quality of the learning process while providing feedback that supports students' continuous improvement. The present study further demonstrates that evaluation becomes more meaningful when integrated directly into authentic learning activities, allowing lecturers to assess students' behavioral development within real educational contexts rather than through isolated assessment instruments.

Reflection emerged as another essential component of the evaluation process. Following each practical learning session, students engaged in structured reflective discussions to analyze their experiences, identify mistakes, examine the causes of success or failure, and formulate strategies for subsequent improvement. These reflective activities indicate that learning continues beyond practical performance toward deeper cognitive and behavioral evaluation. This finding supports Umkabu (2023), who emphasizes that experiential learning achieves optimal effectiveness when learners critically reflect upon their experiences. Reflection therefore functions as an important bridge between practical experience and sustainable character development.

The findings further reveal that lecturers consistently provide immediate, constructive, and contextual feedback following practical learning activities. Feedback is directed not only toward improving students' technical competencies but also toward reinforcing discipline, collaboration, responsibility, honesty, and sportsmanship. Zai et al. (2024) argue that constructive feedback significantly influences students' behavioral improvement by encouraging self-awareness and continuous learning. The present findings strengthen this argument by demonstrating that timely feedback enables students to recognize behavioral deficiencies while motivating them to implement improvements during subsequent learning activities.

From the perspective of Islamic Educational Management, evaluation reflects the concept of muhasabah, which emphasizes continuous self-assessment as a means of improving personal character and moral responsibility. Huda et al. (2023) explain that Islamic education encourages learners to evaluate their own actions as part of lifelong moral development. The reflective practices identified in this study demonstrate that students are encouraged not only to evaluate technical performance but also to examine their attitudes, interactions, and ethical behavior throughout the learning process. Consequently, evaluation serves both academic and spiritual purposes by strengthening students' internal awareness of responsible behavior.

Overall, the integration of evaluation, reflection, and constructive feedback establishes a continuous learning improvement process that reinforces character internalization throughout practice-based learning. These findings are supported by Utami et al. (2025), who emphasize that formative evaluation plays an essential role in creating adaptive and reflective learning environments. The present study extends this perspective by demonstrating that evaluation within practice-based learning functions not merely as a measurement tool but as a continuous managerial strategy that systematically promotes the development of discipline, sportsmanship, collaboration, and critical thinking among students.

4. Forms of Students' Character Value Internalization from the Perspective of Islamic Education

The findings reveal that the internalization of character values extends beyond students' cognitive understanding and is manifested through observable behaviors during practice-based learning activities. Discipline, sportsmanship, collaboration, and critical thinking are consistently demonstrated throughout the learning process, indicating that character education has progressed from conceptual understanding to habitual behavioral practice. These findings suggest that character values are effectively internalized when students repeatedly experience authentic situations that require the practical application of moral principles.

This finding is consistent with Abdurahman et al. (2025), who argue that effective character education should integrate cognitive, affective, and behavioral dimensions simultaneously. However, the present study extends previous research by demonstrating that these three dimensions are not developed independently but are continuously reinforced through structured practice-based learning activities. Consequently, students do not merely understand character values theoretically but gradually transform those values into consistent behavioral patterns within authentic learning environments.

Discipline emerged as one of the most prominent character values observed during the learning process. Students consistently demonstrated punctuality, preparedness, compliance with learning procedures, and responsibility in fulfilling academic obligations. These findings support Harmathilda et al. (2024), who explain that discipline in Islamic education encompasses not only external obedience but also the development of internal self-awareness. The present findings further indicate that continuous exposure to structured learning regulations enables students to transform externally imposed rules into personally accepted behavioral norms, reflecting a gradual process of character internalization.

Sportsmanship was reflected in students' honesty, fairness, and willingness to acknowledge mistakes during competitive learning activities. Students accepted both success and failure objectively while demonstrating respect toward peers and learning regulations. These findings are consistent with Rozi (2025), who emphasizes that Islamic character education should strengthen moral values such as honesty (*ṣīdīq*) and justice (*'adl*). The present study further demonstrates that these Islamic moral values become evident not only through students' verbal understanding but also through their spontaneous behaviors during authentic practice-based learning situations.

Collaboration also developed as an essential outcome of practice-based learning. Group-based practical activities encouraged students to communicate effectively, coordinate responsibilities, share tasks, and support one another in achieving common objectives. Rusadi et al. (2025) found that experiential learning effectively enhances collaborative competencies through active social interaction. The present findings reinforce this perspective while further illustrating that collaborative learning reflects the Islamic principle of *ukhuwah*, which emphasizes solidarity, mutual assistance, and collective responsibility. Thus, collaboration functions not merely as a social competency but also as a manifestation of Islamic educational values within the learning process.

Critical thinking emerged through students' ability to analyze dynamic situations, formulate strategies, make informed decisions, and evaluate their own performance during practical activities. Rather than following instructions passively, students demonstrated initiative in solving problems encountered throughout the learning process. These findings support Fadliyah and Fanani (2024), who argue that experiential learning combined with reflection contributes significantly to the development of higher-order thinking skills. From the perspective of Islamic education, this process reflects the concept of *tafakkur*, which encourages individuals to think critically, understand reality wisely, and make responsible decisions. Accordingly, the internalization of character values encompasses not only behavioral development but also intellectual maturity, resulting in a balanced integration of cognitive, social, moral, and spiritual dimensions.

Overall, the findings demonstrate that practice-based learning facilitates the comprehensive internalization of character values by integrating discipline, sportsmanship, collaboration, and critical

thinking into students' everyday learning experiences. These values are gradually transformed into habitual behaviors through repeated participation in authentic learning activities, indicating that character formation represents a continuous developmental process rather than a single instructional outcome.

5. Students' Behavioral Changes as the Outcome of Character Value Internalization

The findings demonstrate that behavioral change represents the most tangible outcome of character value internalization within practice-based learning. Students exhibited significant improvements in discipline, responsibility, compliance with learning regulations, and consistency in fulfilling academic obligations throughout the instructional process. These behavioral transformations indicate that character values previously introduced during instructional planning and reinforced during implementation have become increasingly embedded in students' everyday learning practices.

This finding supports Zahroh and Hilmiyati (2024), who identify behavioral change as one of the primary indicators of effective learning. However, the present study provides additional evidence that behavioral transformation develops progressively through repeated participation in authentic learning experiences rather than through isolated instructional interventions. Continuous engagement in structured practice-based learning enables students to internalize positive behaviors until they gradually become habitual patterns rather than externally imposed requirements.

Behavioral improvement was also evident in students' social and moral competencies, particularly in teamwork, communication, sportsmanship, and mutual respect. Students demonstrated greater willingness to cooperate with peers, appreciate diverse perspectives, accept competition fairly, and resolve conflicts constructively during practical learning activities. These findings are consistent with Lestari and Apriliani (2026), who argue that experiential learning strengthens students' social competencies through active engagement in collaborative activities. Similarly, Simbolon et al. (2025) emphasize that successful character education is reflected in consistent behavioral practices rather than temporary attitudinal changes. The present findings extend these perspectives by illustrating that authentic practice-based learning provides an effective environment for sustaining positive social behaviors over time.

From the perspective of Islamic education, these behavioral transformations reflect the concept of *tazkiyatun nafs*, which emphasizes continuous self-improvement through the cultivation of virtuous habits. Hayati and Zahroh (2025) explain that Islamic education seeks not only to transmit knowledge but also to facilitate moral transformation expressed through everyday behavior. The present findings demonstrate that values such as honesty (*ʿiḍq*), justice (*ʿadl*), and responsibility (*amanah*) are manifested consistently throughout students' participation in practical learning activities. Consequently, behavioral change represents not merely an educational achievement but also evidence of students' moral and spiritual development within the framework of Islamic educational values.

Overall, the findings indicate that systematically managed practice-based learning contributes substantially to sustainable behavioral transformation among university students. The observed improvements in discipline, responsibility, collaboration, sportsmanship, and critical thinking demonstrate that character internalization is achieved through continuous interaction between instructional planning, authentic learning experiences, and reflective evaluation. These findings confirm that effective instructional management within practice-based learning serves as a strategic approach for

fostering holistic student development in accordance with the objectives of Islamic Educational Management.

CONCLUSION

This study demonstrates that practice-based learning management plays a significant role in facilitating the internalization of students' character values through systematically organized instructional processes. The findings indicate that the management functions of planning, implementation, and evaluation are not merely administrative activities but constitute an integrated instructional framework that intentionally promotes the development of discipline, sportsmanship, collaboration, and critical thinking. These character values are strengthened through authentic learning experiences, continuous habituation, lecturer role modelling, and reflective evaluation embedded within practical learning activities.

The study further reveals that practice-based learning contributes to observable behavioral changes among students. Improvements in discipline, responsibility, teamwork, honesty, and sportsmanship indicate that character internalization extends beyond cognitive understanding and is reflected in students' everyday behaviors during learning activities. The integration of reflection and constructive feedback throughout the evaluation process further reinforces sustainable character development by encouraging students to continuously evaluate and improve their attitudes and actions.

From the perspective of Islamic Educational Management, the findings suggest that effective instructional management should integrate managerial functions with Islamic values to achieve holistic educational objectives. The principles of amanah, 'adl, ukhuwah, tafakkur, and tazkiyatun nafs are not transmitted solely through theoretical instruction but are cultivated through structured learning experiences that encourage students to practice these values in authentic contexts. This study therefore contributes to the development of Islamic Educational Management by proposing practice-based learning management as a contextual approach for strengthening character education in higher education institutions.

The findings also provide practical implications for lecturers and higher education institutions by emphasizing the importance of systematically integrating character values into instructional planning, implementation, and evaluation. Future studies are recommended to examine the effectiveness of this instructional management model across different academic disciplines and institutional contexts to further validate its applicability in diverse higher education settings.

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