

BUILDING STUDENT CHARACTER THROUGH DA'WAH JOURNALISM: AN IMPORTANT ROLE AT STIT ISLAMIYAH KARYA PEMBANGUNAN PARON NGAWI

Sugiharto

STIT Islamiyah Karya Pembangunan Paron Ngawi

Inputed : July 02, 2025
Accepted : July 15, 2025

Revised : August 10, 2025
Published : August 28, 2025

Abstract

This study examines the role of da'wah journalism in building the character of students at STIT Islamiyah Karya Pembangunan Paron Ngawi. The formation of student character in the Islamic education environment requires a holistic approach that integrates Islamic values in the learning process. Da'wah journalism as an Islamic communication medium has great potential in instilling character values such as honesty, discipline, responsibility, tolerance, and social concern. This study uses a qualitative method with a descriptive-analytical approach to analyze the implementation of da'wah journalism in the formation of student character. The results of the study show that the integration of da'wah journalism in the Islamic higher education curriculum can be an effective strategy to build the character of students who are moderate, religious, and with integrity. Practice-based learning methodologies, the use of digital technology, and adequate supervision are key to the success of this program. The research recommends the need for a curriculum revision that integrates prophetic values in journalistic competence as well as the development of comprehensive assessment methods to measure character formation quantitatively and qualitatively.

Keywords : *da'wah journalism, student character, Islamic education, STIT Islamiyah*

Citation :

Sugiharto. 2025. Building Student Character through Da'wah Journalism: An Important Role at STIT Islamiyah Karya Pembangunan Paron Ngawi. *MSJ: Majority Science Journal*, 3(3), 286-293

Corresponding Author

Sugiharto

sugiharto2266@gmail.com

1. Introduction

The formation of student character in the current digital era faces increasingly complex challenges. Islamic universities, especially the Tarbiyah College of Sciences (STIT), have a strategic role in forming a Muslim generation with strong character and at the same time able to compete in the global era. STIT Islamiyah Karya Pembangunan Paron Ngawi as one of the Islamic higher education institutions in Indonesia, requires an innovative approach in building the character of its students.

Character education based on Islamic values has been proven to be effective in shaping the personality of students who are religious and have integrity (Junaidi & Sholihah, 2024). The values emphasized include honesty, discipline, responsibility, tolerance, social concern, and religious moderation, which can be integrated into the curriculum, learning activities, and extracurricular activities (Mahmud et al., 2023; Syari'ah et al., 2025; Darlan et al., 2021).

In this context, da'wah journalism has emerged as one of the potential media to build student character. Da'wah journalism not only teaches technical skills in the field of communication and media, but also instills prophetic values that are the foundation of a Muslim's character. The role of teachers, institutional leaders, and the social environment is very important in instilling these characters, both through example, habituation, and character training (Ikhram et al., 2023; Rivaldi & Ramadhan, 2024; Sandria et al., 2022).

Research on the formation of student character in the Islamic educational environment shows the importance of a holistic approach that combines spiritual, cultural, and intellectual aspects. Mujahid (2021) in his research on character education based on

Islamic orthodoxy emphasized the importance of creating moderate Muslims in modern Indonesian Islamic boarding schools. These findings are in line with the research of Ikhrum et al. (2023) which examined tahgir in the character development of students of traditional Islamic schools in Aceh Besar.

A study conducted by K et al. (2023) on a character development training model for young people in strengthening religious moderation shows that habituation of religious activities, leadership training, and value internalization programs are the key to building the character of students who are moderate, religious, and with integrity. This research is strengthened by the findings of Meriyati et al. (2024) who analyzed the influence of Islamic character education, multicultural learning, and extracurricular activities on the character formation of Islamic boarding school students in Central Java.

In the context of teaching methodology, Baidowi et al. (2023) emphasized the importance of the development strategy of the Islamic Broadcasting Communication study program through curriculum innovation. The problem-based learning approach has proven effective in connecting religious texts with real reporting challenges, supported by Islamic boarding school pedagogical innovations and the teaching methods of the Yellow Book (Daulay et al., 2024).

The integration of digital technology in da'wah is also an important focus in the latest literature. Mokodenseho et al. (2024) examine the revitalization of da'wah through YouTube to create a digitally literate society, while Tahir (2023) discusses effective da'wah in the era of Society 5.0 from the perspective of Indonesian Islamic higher education students. Research by Ni'mah et al. (2022) regarding the level of media literacy knowledge among students at the Fadhlul Fadhlul Islamic Boarding School in Semarang shows the importance of media literacy in character formation in the digital era.

Some research also emphasizes the importance of integrating Islamic values into the curriculum. Musyafak et al. (2023) discuss prophetic journalism as a response to higher education in answering the challenges of da'wah in the digital era, while Mustafa (2024) examines the application of Islamic communication in learning activities in higher education. Ahyani et al. (2023) in their research on the application of character-based holistic Islamic education values at the Miftahul Huda Al Azhar Islamic Boarding School shows the importance of a holistic approach in the era of the Industrial Revolution 4.0.

Research on the role of Ma'had Al-Jami'ah in the construction of religious character values in PTKIN by Yusuf et al. (2024) shows that the Ma'had Al-Jami'ah model that combines daily ta'lim, worship habits, and rule-based community life has proven to be effective in internalizing religious character. These findings are strengthened by research by Muslim et al. (2024) on higher education affiliated with Indonesian Islamic boarding schools in developing multilingual graduates who are locally involved but globally oriented.

A study on the importance of Islamic values in the views of lecturers by Srimulat et al. (2024) shows that the integration of Islamic values in higher education requires a strong commitment from the entire academic community. Meanwhile, Hidayat et al.'s (2024) research on da'wah communication in the conversion of Islamic religious education values for the formation of social character in society emphasizes the importance of effective communication in the character education process. Kartikawati (2019) in her research on the implementation of multicultural educational communication in Islamic education subjects and character development in Indonesian elementary schools shows the importance of a multicultural approach in character formation from an early age.

Based on the literature review, it can be concluded that although there has been no research that specifically discusses da'wah journalism at STIT Islamiyah Karya Pembangunan Paron Ngawi, the da'wah journalistic approach has great potential as an effective medium to instill character values such as communication, social concern, and responsibility, in line with the principles of Islamic character education which have been proven effective in various Islamic educational institutions.

2. Method

This study uses a qualitative method with a descriptive-analytical approach. The qualitative method was chosen to gain an in-depth understanding of the implementation of da'wah journalism in the formation of student character at STIT Islamiyah Karya Pembangunan Paron Ngawi. The descriptive-analytical approach is used to systematically describe the facts and characteristics of the research object and analyze the relationship between the variables studied.

Research data was obtained through literature studies on various academic sources relevant to the topic of da'wah journalism and the formation of student character in Islamic universities. The analysis is carried out by identifying the main patterns and themes of the literature studied, then compiling them into a comprehensive conceptual framework about the role of da'wah journalism in the formation of student characters.

The data analysis technique used is content analysis of the literature that has been collected. The analysis process includes the stages of data reduction, data presentation, and conclusion drawn. The validity of the research is maintained through triangulation of data sources from various credible and relevant academic literature.

3. Results and Discussion

The Concept of Da'wah Journalism in Character Education

Based on literature analysis, da'wah journalism can be defined as a journalistic practice that integrates prophetic values in every aspect of reporting, writing, and disseminating information. Musyafak et al. (2023) emphasized that prophetic journalism places prophetic virtues as normative anchors that must be translated into observable competencies and assessment rubrics.

The integration of Islamic values in da'wah journalism is not only theoretical, but must be operationalized through daily practice and habituation. Mustafa (2024) in his research on the application of Islamic communication in learning activities in higher education emphasizes the importance of making lecturers and practitioners as communicators who exemplify Islamic manners and choose media that strengthen ethical messages.

Methodology and Approach to Teaching Da'wah Journalism

The teaching of da'wah journalism requires an approach that combines active experiential methods with technology and community practices to form skills as well as character. Baidowi et al. (2023) identified several effective methods in da'wah journalistic learning:

Problem-Based Learning: This method aims to connect religious texts and ethical dilemmas with real-world reporting challenges. Daulay et al. (2024) show that this approach is supported by innovations in pesantren pedagogy and the teaching methods of the Yellow Book that have proven effective in the context of Islamic education.

Experiential Practicum: Through practical activities such as radio management, newsrooms, and YouTube, students can familiarize themselves with professional ethics, peer accountability, and responsibility to the audience. This strategy has been implemented through campus radio management, placement, and media practices in various Islamic universities.

Digital Platform Production and Media Literacy: Mokodenseho et al. (2024) and Tahir (2023) emphasize the importance of practicing safe, persuasive, and critical da'wah on social media and streaming platforms. This is in line with the study of effective da'wah through social media and YouTube which shows the great potential of digital media in contemporary da'wah.

Table 1. Da'wah Journalistic Learning Methodology and Its Effectiveness

Learning Methods	Main Objectives	Implementation	Supporting References	Effectiveness
Problem-Based	Linking religious texts/ethical dilemmas	Media case studies, contemporary news	Daulay et al. (2024)	Tall

Learning	to real reporting challenges	analysis, discussion of ethical dilemmas		
Experiential Practicum	Familiarize yourself with your audience's professional ethics and responsibilities	Campus radio, simulated newsroom, YouTube production	Baidowi et al. (2023)	Very High
Digital Media Literacy	Practicing safe, persuasive, and critical da'wah	Social media workshops, digital content analysis, streaming practices	Mokodenseho et al. (2024)	Tall
Model Ma'had Al-Jami'ah	Internalization of character through community habituation	Daily ta'lim, worship habits, mentoring	Yusuf et al. (2024)	Very High

Integration of Islamic Values in the Curriculum

Analysis of various studies shows that prophetic values and da'wah principles need to be integrated into journalistic competence, not just placed as a complement. The curriculum should make grades operational through rubrics, case studies, and daily professional routines.

Musyafak et al. (2023) and Mustafa (2024) emphasized the importance of curriculum conformity with value statements such as honesty, compassion, and moderation that must be included in course outcomes so that assessments measure skills as well as character. Pedagogical fusion that connects the study of tafaquh fiddiin, classical texts, and contemporary media cases has proven effective in linking religious interpretation with reporting choices (Ahyani et al., 2023).

Table 2. Character Values Developed through Da'wah Journalism

Character Value	Description	Achievement Indicators	Planting Method
Honesty (Sidq)	Convey accurate and non-misleading information	Source verification, fact-checking, editorial transparency	Investigative journalism practice, media ethics workshop
Responsibility (Mas'uliyah)	Responsible for the impact of news on society	News follow-up, response to feedback, error correction	Social impact analysis, media case studies
Moderator (Wasathiyyah)	Presenting news with a balanced and non-extreme perspective	Balanced in coverage, avoiding hate speech	Religious moderation training, interfaith dialogue
Social Care (Rahmah)	Raising social issues for the public benefit	Social Issues Coverage, Community Service Programs	Service learning, social journalism practice
Integritas (Istiqamah)	Consistency between the values taught and the practice	Consistency of behavior, commitment to Islamic values	Mentoring, role model, refleksi diri

Ma'had Al-Jami'ah Model in Character Formation

Yusuf et al. (2024) identified that the Ma'had Al-Jami'ah model that combines daily ta'lim, worship habits, and rule-based community life is an effective strategy in internalizing religious character. This model is relevant to the implementation of da'wah journalism because it creates an environment conducive to character formation through habituation and example.

Research by Muslim et al. (2024) shows that institutions that combine community engagement such as volunteerism and service learning with media projects report a clearer relationship between the values learned and student civic action.

Character Results and Assessment Methods

The expected results of the implementation of da'wah journalism in character formation include strengthening faith, ethical disposition, responsible digital citizenship, and real impact of da'wah. Tahir (2023) and Yusuf et al. (2024) identified that ma'had programs and routines aim to strengthen faith, worship discipline, noble morals, and awareness of action after exposure to da'wah.

Meriyati et al. (2024) provide quantitative evidence that Islamic character education, multicultural learning, and extracurricular activities have been proven to have a significant influence on the formation of the character of Islamic boarding school students in Central Java. These findings show that the implementation of da'wah journalism has the same potential in shaping student character.

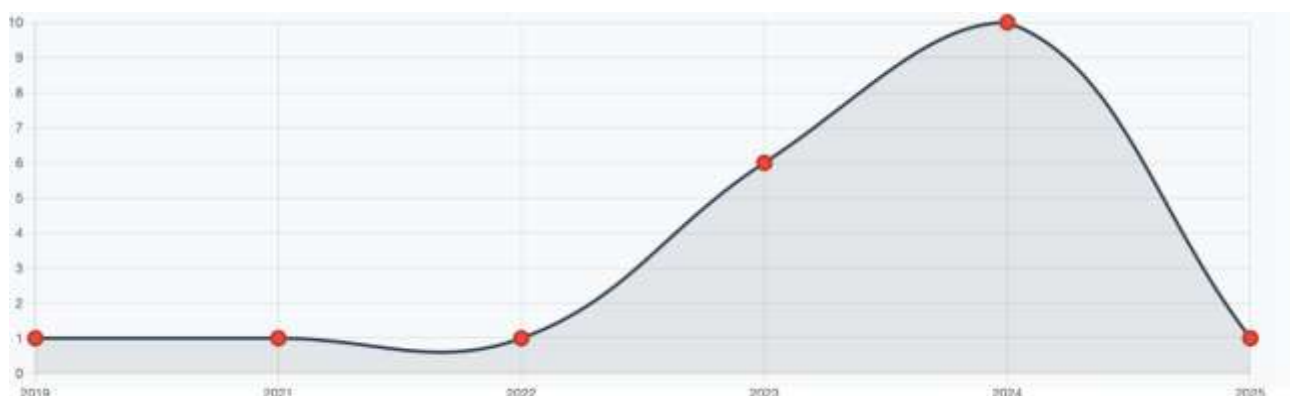
To measure the effectiveness of a program, some assessment tools and methods that can be used include:

- Media literacy scale to measure digital skills and assessment (Ni'mah et al., 2022)
- Record of habituation and presence in ta'lim to assess the character formed
- A capstone portfolio and evaluation that combines editorial standards, ethical reflection essays, and community impact
- Survey of lecturers and stakeholders to validate value integration (Srimulat et al., 2024)

Best Practices in Indonesian Islamic Universities

Some of the best practices that can be adopted in the implementation of da'wah journalism at STIT Islamiyah Karya Pembangunan Paron Ngawi include:

- Practical Integration:** Students are given the task of managing campus radio or studios and sent to Islamic boarding schools to cultivate da'i-journalist competencies (Baidowi et al., 2023; Ahyani et al., 2023).
- Curriculum Update:** Kartikawati (2019) called for the reform of the da'wah journalism curriculum to include digital media, professional journalistic science, and the operationalization of prophetic values.
- Digital Da'wah Practice:** YouTube and social media can be used as a supervised practice arena to train persuasive and ethical da'wah, while anticipating the risk of misinformation (Mokodenseho et al., 2024; Tahir, 2023).



Graph 1. Research Timeline Related to Islamic Character Education (2019-2025)

The graph above presents a line chart that shows the trend of Islamic character research publications. Through this graph, it can be seen that there will be a significant increase in 2023-2024.

Curriculum Theory and Strategy Framework

The design of the da'wah journalism curriculum can refer to several theoretical frameworks that have been proven to be effective:

- Communication Framework:** The Lasswell model (who-says what-through what-through what-to-whom-with what impact) has been used in the design of da'wah pedagogy in higher education (Tahir, 2023).
- Prophetic Value Theory:** Prophetic journalism places prophetic virtues as normative anchors that must be translated into observable competencies and assessment rubrics (Musyafak et al., 2023).
- Character Building Model:** An integrative approach that combines spiritual, cultural, and intellectual aspects (ta'lim + habituation + practice) is able to form long-term resilience in the digital context (Ahyani et al., 2023; Yusuf et al., 2024).
- Media Literacy Theory:** Multidimensional instruments (play, performance, judgment, networking) provide operational metrics to teach and assess digital ethics (Ni'mah et al., 2022).

Table 4. Recommended Da'wah Journalism Curriculum Framework

Semester	Courses	Technical Competence	Character Developed	Values
1-2	Introduction to Da'wah Journalism Islamic Communication Ethics	Journalistic basics, interview techniques	Honesty, Manners of Communication	Integrity, of
3-4	Digital Journalism Islamic Media Literacy	Digital content production, social media	Digital responsibility, Moderation	
5-6	Radio/TV Practicum of Da'wah Investigative Journalism	Multimedia production, in-depth research	Social Care, Justice	
7-8	Capstone Project Internship in Islamic Media	Comprehensive projects, industry experience	Professionalism, Consistency of values	

Source: Researchers' recommendations based on Baidowi et al. (2023) and Musyafak et al. (2023)

3. Conclusions and Suggestions

Based on an in-depth analysis of various related literature, it can be concluded that da'wah journalism has a strategic role in building the character of students in Islamic universities, especially at STIT Islamiyah Karya Pembangunan Paron Ngawi. The implementation of da'wah journalism as a character building medium requires a holistic approach that integrates prophetic values in all aspects of learning. Effective learning methodologies include problem-based learning, experiential practicum, and the use of digital platforms with adequate supervision. The integration of Islamic values must be operationalized through a curriculum that combines technical competence with character building through a comprehensive assessment rubric. The Ma'had Al-Jami'ah model has proven to be effective in creating an environment conducive to character formation through habituation and example. Best practices from various Islamic universities in Indonesia show the importance of integrating practices, updating the curriculum, and utilizing digital media in the implementation of da'wah journalism. This research recommends the need to revise the vision and mission of study programs in order to move towards holistic competence, balance

theory and practice according to the national qualification framework, and instill digital ethics in all learning modules. Mixed assessment methods that combine rubrics, validation scales, and qualitative reflection are recommended to capture technical competence as well as the formation of student morale.

Bibliografy

- Ahyani, H., Putra, H. M., Mutmainah, N., & Syamsudin, S. (2023). The application of character-based holistic Islamic education values at the Miftahul Huda Al Azhar Islamic Boarding School, Citangkolo, Banjar City, in the Industrial Revolution 4.0 Era. *Tarbawiyah*, 7(1), 1–16. <https://doi.org/10.32332/tarbawiyah.v7i1.5445>
- Baidowi, A., Kuncoro, I., & Riadi, A. (2023). The strategy for developing the Islamic Broadcasting Communication study program through curriculum innovation. *Syar | Journal of Islamic Communication and Broadcasting*, 3(2), 121–134. <https://doi.org/10.54150/syar.v3i2.270>
- Darlan, D., Pettalongi, S., & Rustina, R. (2021). The Roles of Islamic Education in Building Students' Character within Indonesia Public Schools. *International Journal of Contemporary Islamic Education*. <https://doi.org/10.24239/ijcied.vol3.iss2.37>
- Daulay, R. S., Siregar, M. P., & Panggabean, H. S. (2024). Innovation in learning the Yellow Book in Islamic boarding schools in strengthening religious literacy. *Journal of Islam*, 7(1), 33–47. <https://doi.org/10.54298/jk.v7i1.236>
- Hidayat, R., Siregar, M., Nurhayati, S., & Mulyana, T. (2024). Da'wah communication in the conversion of Islamic religious education values for the formation of social character in society. *Journal of Journalism*, 6(1), 45–59. <https://doi.org/10.37092/khabar.v6i1.811>
- Ikham, I., Zulfikar, T., Muhammad, M., Al-Fairusy, M., & Ikhwan, M. (2023). TAHGYIR WITHIN CHARACTER BUILDING OF THE ISLAMIC TRADITIONAL SCHOOL STUDENTS IN ACEH BESAR. *Jurnal Ilmiah Islam Futura*. <https://doi.org/10.22373/jiif.v23i2.17167>
- Junaidi, & Sholihah, M. (2024). Building Student Character through Al-Islam and Kemuhammadiyah Education: A Systematic Literature Review. *International Journal of Applied and Scientific Research*. <https://doi.org/10.59890/ijasr.v2i10.61>
- K, M., Makmur, M., Rasyid, M., Naro, W., Usman, S., & Pajariato, H. (2023). Character building training model for young people to strengthen religious moderation. *HTS Teologiese Studies / Theological Studies*. <https://doi.org/10.4102/hts.v79i1.8552>
- Kartikawati, D. (2019). The implementation of multicultural educational communication within the Islamic education and character development (IECD) subject at elementary schools in Indonesia. *International Journal of Multicultural and Multireligious Understanding*, 6(2), 135–142. <https://doi.org/10.18415/IJMMU.V6I2.693>
- Mahmud, S., Rahmi, S., Nufiar, N., Nurbayani, N., & Nurdin, R. (2023). Building Students' Character Based on Maqāsid al-Sharī'ah: Perspectives of Parents, Teachers, and Community Members in Banda Aceh. *Samarah: Journal of Family Law and Islamic Law*. <https://doi.org/10.22373/sjnhk.v7i3.17708>
- Meriyati, M., Siminto, S., & Wahid, A. (2024). Analysis of the effect of Islamic character education, multicultural learning, and extracurricular activities on the character building of pesantren students in Central Java. *West Science Social and Humanities Studies*, 2(6), 71–83. <https://doi.org/10.58812/wsshs.v2i06.1017>
- Mokodenseho, S., Lintang, S., Farhana, N., & Purnama, R. (2024). Revitalizing da'wah through YouTube: Toward a digitally literate society. *West Science Islamic Social Studies*, 2(2), 98–112. <https://doi.org/10.58812/wsiss.v2i02.842>
- Mujahid, I. (2021). Islamic orthodoxy-based character education: creating moderate muslim in a modern pesantren in Indonesia. *Indonesian Journal of Islam and Muslim Societies*. <https://doi.org/10.18326/ijims.v11i2.185-212>
- Muslim, A. B., Rahayu, I., Yusuf, H., & Anwar, M. (2024). Indonesian pesantren-affiliated higher education: Universal Islamic values to develop locally engaged but globally

- oriented multilingual graduates. *Research in Post-Compulsory Education*, 29(1), 56–74. <https://doi.org/10.1080/13596748.2023.2285633>
- Musyafak, N., Fabriar, S. R., & Hilmi, M. (2023). Prophetic journalism: Higher education responses answer the challenges of da'wah in the digital era. *MEDIA: Journal of Islamic Media Studies*, 3(2), 99–112. <https://doi.org/10.32923/medio.v3i2.3673>
- Mustafa, A. (2024). Application of Islamic communication in learning activities in higher education. *Jumper*, 3(2), 54–66. <https://doi.org/10.56921/jumper.v3i2.228>
- Ni'mah, N., Fitri, A. N., & Fitri, F. (2022). The level of media literacy knowledge in students at the Fadhul Fadhlan Islamic Boarding School in Semarang. *Islamic Communication Journal*, 7(1), 12–24. <https://doi.org/10.21580/icj.2022.7.1.9734>
- Rivaldi, M., & Ramadhan, N. (2024). CHARACTER DEVELOPMENT OF STUDENTS THROUGH ISLAMIC EDUCATION LEADERSHIP. *Al-Masail: Journal of Islamic Studies*. <https://doi.org/10.61677/al-masail.v2i2.270>
- Sandria, A., Asy'ari, H., & Fatimah, F. (2022). Formation of Religious Character Through Learning Centered on State Madrasah Aliyah Students. *At-tadzkir: Islamic Education Journal*. <https://doi.org/10.59373/attadzkir.v1i1.9>
- Srimulat, F. E., Eriyanti, R. W., Rofiq, A., & Huda, A. M. (2024). The importance of Islamic values in the views of lecturers: A survey analysis. *Buds: Journal of Elementary School Teacher Education*, 9(2), 77–88. <https://doi.org/10.33084/tunas.v9i2.6408>
- Syari'ah, A., Maimun, A., & Marno, M. (2025). Internalization of Religious and Social Character through the Islamic Building and Character Building Programs (A Case Study at Madrasah Ibtidaiyah International Sabilillah Sampang). *PALAPA*. <https://doi.org/10.36088/palapa.v13i1.5707>
- Tahir, M. (2023). Effective da'wah in the era of Society 5.0: The perspective of students in Indonesian state Islamic higher education. *Jurnal Dakwah Risalah*, 34(1), 45–59. <https://doi.org/10.24014/jdr.v34i1.23277>
- Yusuf, M., Hidayati, S., Ramdhani, A., & Putri, K. (2024). The role and management of Ma'had Al-Jami'ah in constructing religious character values in PTKIN. *Ta'dib*, 27(1), 14–29. <https://doi.org/10.31958/jt.v27i1.10644>