

A STUDY OF CHARACTER EDUCATION TRANSFORMATION IN THE HISTORY OF AL-KHAIRIYAH THROUGH EXPERTISE COURSE (MKK)

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Abstract

Purpose of study: The research aims to determine the transformation of character education in expertise courses with al-Khairiyah's historical material as a source of character education in increasing understanding of local values.

Methodology: The sampling technique uses purposive sampling and snowball, by conducting interviews, observation and documentation studies. In the process of working the data are analyzed using Miles and Huberman's models through the stages of data collection, data reduction, data display, and concluding the reality on the ground that is natural and actual in a comprehensive and intact manner described.

Main Findings: The results obtained, namely STIT Al Khairiyah, established that the history of al-Khairiyah is a subject that must be taken by every student in the 1st and 2nd semester.

Applications: One effort that must be made in that direction is to build character in all aspects of people's lives, especially through educational institutions. The history of Al-Khairiyah was designed in developing SAP and RPS in expertise courses by lecturers with approaches and models lectures based on local material. In transforming character education in skills courses at STIT al-Khairiyah Cilegon, students understand more about the character values contained in the history of al-khairiyah.

Keywords: *Character Education, History of Al-Khairiyah, Local Content, Expertise course, SAP and RPS.*

INTRODUCTION

The influence of globalization has at least undermined the manner and character of the educated participants who underwent drastic changes resulting in a generation capable of facing the clash of global culture that was facing them. It is not surprising that the influence of globalization on the younger generation has a lot of hope and concern that puts psychological pressure because it requires a decision to choose the way of life following the norms that have passed in the community (Ilahi, 2012: 19). Furthermore, according to Ilahi (2012: 19) that the advancement of science and technology reflected in the influence of globalization, at least it will undermine the moral values of students who are not equipped with strong religious teachings so that they can result in obedience to their mental and mental security in making decisions later on. Therefore, education is very necessary for instilling values, morals, and norms.

Education is a systematic effort with a variety of approaches in building Indonesian human civilization with character. Success in the field of economics and technology is shown by developed countries, it is because of the spirit of humanity to achieve a more meaningful life. To support it, as stated by Mahmud (Gunawan, 2012: v) that there is a need for the best way to build and develop the character of the people and the Indonesian people to have better character, superior and noble. The right effort is through education because education has an important and central role in instilling, transforming and fostering positive character and changing the bad character in a good manner.

In line with what was written by Suyadi (2013: 30) stated that in Indonesia, character education has been completely discussed by Ki Hadjar Dewantara in his monumental work, education, and culture. According to Ki Hadjar Dewantara (in Wibowo: 2012: 18), stated that education is not only a matter of forming learners to become clever, smart, knowledgeable and intelligent but also oriented to form a noble character, personal and selfish. Therefore, education must also pay attention to culture as a result of human cultivation, sense and will and because it encompasses the various noble works of mankind. The character education that is now being regulated by the Ministry of National Education is actually just another term from the Character Education in the thinking of Ki Hadjar Dewantara. in Law No. 20 of 2003 concerning on the National education system (Sisdiknas) in section 3 has emphasized that National education functions to develop capability and shape the dignified character of national civilization in order to educate the nation's life aiming to develop the potential of students to become believers and fear God One, noble, healthy, knowledgeable, creative, independent, and a democratic and responsible citizen. To realize this goal, there must be awareness of character building.

As stated by the Ministry of National Education to launch the national movement in the form of character education (2010-2025) through a presidential decree by Susilo Bambang Yudoyono on May 11, 2010, concerning the national movement for character education. Therefore character education has the purpose of planting values in students and reforming the life plan together that values individual freedom. In line with what was written by Wahyu in Abbas (2014: 7) states that character education has a higher meaning than moral education, because character education is not only related to the problem right-wrong, but how to habitual good things in life so that students have awareness, and high understanding and care and commitment to apply the natural virtues of everyday life. This was cited by Suyadi (2013: 2) stating that character education is aimed at realizing the ideals of the Indonesian nation based on four national pillars, namely Pancasila, the

1945 Constitution of the Republic of Indonesia (1945 Constitution). The implementation of character education based on these four pillars is an urgent and strategic education that can be implemented in universities.

In line with what was written by Arisanty in [Abbas \(2014: 80\)](#) states that character education is an important thing to be instilled through the university environment to create a superior generation in the current era of globalization. To deal with this, universities are expected in various fields of life to prepare a generation that has the ability, habit of thinking critically, researching, solving problems, making decisions and having good character correctly and wisely.

Higher education as an educational, research and community service institution is expected to play an active role in overcoming the nation's problems mentioned above. Including higher education of STIT in Citangkil, Cilegon city which is located in the al-Khairiyah's Islamic Boarding School Foundation, it is hoped that its participation will instill national character values especially through character education for newly enrolled students. STIT Al-Khairiyah attempts to apply character education to his students, one of which is in the Expertise Course (MKK) on the historical material of al-Khairiyah which has the values of the character of its founder, Brigadier General KH. Syam'un. This is a strategic step because the output and outcome from the transformation of character values will provide knowledge of the noble values of the nation's character. So that is the aim of students, STIT Al-Khairiyah can play a role as a leader of the national character in various fields in the future. So STIT Al-Khairiyah must produce his scholar graduations who are not only competent in hard skills but also soft skills. STIT Al-Khairiyah's graduations are expected to master science and technology and also have to be as complete human beings as devoted human beings, relationships that are harmonious with the surrounding environment, with the community being a character and becoming good citizens.

LITERATURE REVIEW

The definition of characters according to Latin means kharakter, kharassein, and kharaj, in Greek characters from charassein which means making sharper and making deeper. In English character and Bahasa are commonly used with the term karakter interpreted by character, psychological traits, morality or character that distinguishes a person from others, and character. While the understanding of characters, according to the terminological view written by [Lickona \(1991: 22\)](#) states that character is a person's nature in responding to situations morally. It is manifested in real action through good behavior, honesty, responsibility, respect for others and other noble characters.

According to [Berkowitz & Bier \(2005: 7\)](#) states that character education is the creation of a school environment that helps the student in developing of ethics, responsibility through models, and teaching good character through universal values. Character education stated by [Soedarsono \(2010: 33\)](#) that it is the provision of views on various types of life values that will show identity as conscious human beings, citizens, and men or women. A person's character is a measure of his dignity so that he thinks objectively, openly, critically, and has self-esteem that is not easily traded. In line with [Zubaedi \(2012: 55\)](#) states that character education is essentially that of developing moral intelligence (building moral intelligence) or developing moral abilities of students. This is according to what was written by [Lickona \(1991: 21\)](#) stating that character education emphasizes the importance of three components of good character, namely moral knowing or knowledge of morals, moral feelings and moral actions.

While according to [Zubaedi \(2011: 18\)](#) states that character education when viewed from its function has three main functions. First, the potential of the formation and development. Character education forms and develops the potential of students to be good-minded, kind-hearted, and behave following the philosophy of the Pancasila. Second, the function of repairs and reinforcement. Character education improves and strengthens the role of families, educational units, communities, and the government to participate and be responsible for developing the potential of citizens and building nations towards a developed, independent and prosperous nation. Third, the filter functions. Character education sorts out the nation's own culture and filters other national cultures that are not in accordance with national cultural values and dignified national character.

Based on the thinking flow of the development of the nation's character, education is one of the basic strategies of national character development which in its implementation must be carried out coherently with several other strategies. The strategy includes namely, socialization/awareness, empowerment and cooperation of all components of the nation. Character development is carried out by a systematic and integrative approach involving families, educational units, the mass media, the business world, and the industrial world. So that the education unit is an important component in character development that runs systematically and interactively along with other components ([Wibowo, 2012: 45](#)). Therefore character education must be carried out through educating values or virtues which are the basic values of national character. The policy that is the attribute of a character is value. Therefore, character education is the development of values that are based on the live view or ideology of the Indonesian nation, religion, culture, and values formulated in national education goals ([Zubaedi, 2012: 72-73](#)).

This is in accordance with [Mulyana \(2011: 104\)](#) stating that the relationship between values and education can be seen from the purpose of education itself. as contained in the national education goals, developing the potential of students to become human beings who believe and fear the Almighty God, have noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens contain several important values for the development of national character.

Furthermore, according to [Mulyana \(2011: 109\)](#) that value education is intended to help students understand, realize, and experience values and be able to place them integrally in life. To achieve good and right behavior, educators need to be introduced.

RESEARCH METHODOLOGY

The research approach used by researchers in this study is qualitative. This research was carried out at the higher school education of Al-Khairiyah (STIT). In this study, primary data was obtained by researchers from the results of in-depth interviews with key informants (key informants), including chairman of the Foundation of Al-Khairiyah, chairman of higher education of Al-Khairiyah (STIT), deputy chairman I, Lecturer, and students. After the data collected, it is analyzed using inductive techniques that take steps: data reduction, presentation of data, and data verification (conclusion drawing/verification).

RESULT AND FINDINGS

Character Values Contained in the History of Al-Khairiyah

Based on the results of the research in the field through observation and interviews with the Chairman of the al-Khairiyah's Foundation ([H. Ali Mujahidin, SH.I](#)), Chairman of STIT Al-Khairiyah ([Hikmatullah Djamud, M.SI](#)) and Deputy Chair I ([Rafiudin, M.Si](#)). Stating that the values of the Character contained in the history of al-Khairiyah are obtained as follows:

"The values reflected in the history of Al-Khairiyah are Islam, sincerity, empathy and courage" ([Interview with H. Ali Mujahidin, SH.I, 2/2/2019 in Cilegon](#)).

"The values reflected by al-Khairiyah that can be transformed are religious, heroic, persistent and appreciative" ([Interview with Hikmatullah Djamud, 9/03/2019 in Cilegon](#)).

"The values reflected in the history of Al-Khairiyah are the value of religious character, perseverance, love for the homeland, and keiklasan ([Interview with Rafiudin, 9/03/2019 Cilegon](#)).

"Then the values reflected in the history of Al-Khairiyah are the values of patriotism, exemplary, Islamic, real and love of the alma mater ([Interview with Atiqah 23/03/2019 Cilegon](#))."

Then the results of the observations at STIT al-Khairiyah were obtained, the values of the history of al-khairiyah can still be maintained by STIT al-Khairiyah, such as applying the history course of al-Khairiyah on expertise courses, clean Friday activities for STIT students, Shodaqah Jariyah on every Friday to assist the branches of al-Khairiyah, conduct scientific studies/seminars, recite the Koran and the book every Wednesday, visit history (pilgrimage), scouting, commemorate the birthday of Al-khairiyah. This can be a good character value in the STIT Al-Khairiyah campus environment. Citangkil. While the results of the documentation both in the form of archival documents, photographs of al-Khairiyah from time to time, texts and books about the history of al-Khairiyah as reference material for teaching history of al-Khairiyah which are loaded with character loads.

Based on the results of the study, on observation, interview and documentation, the values contained in the history of Al-khairiyah Cilegon that can be transformed in student life on campus are Islamic values, patriotism, sincerity, respect and empathy, exemplary, simplicity and love of the country or homeland.

This, as explained by [Tilaar \(2007, p. 37\)](#) states that the formation of consensus that will become a national identity requires its coaching habitués. In this case, education has a tremendous centripetal power which is formed by behavior, way of life, ways of thinking and feeling in society. Religious and character education are very important in building an Indonesian national identity. In these two forms of building, the importance is not the procedure but the content. Moral, character and religious teachings should be behaviors manifested in everyday life as educators both in schools and in families and communities.

On the other hand, [Megawangi \(2004: 145\)](#) states that the process of building individual character values is completely complex, it is time for a manners approach to be reviewed so that it can involve all aspects "knowing good, loving and desiring the good, and acting the good simultaneously and continuously. So, the process of character education can be carried out well. According to [Syafri \(2012: 12\)](#) states that if character education is implied in the National Education Law No. 20 of 2003 was developed following the conditions and culture of the Indonesian people, then character education will receive attention and a very important position in developing potential in forming the character of students.

In line with what was written by [Koesoema \(2007: 80\)](#), stating that character people means people who have personality, behavior, character, or attitude. While according to [Lickona \(1991: 53\)](#) argues that, having knowledge of character values is not enough to be human in character, moral values must be accompanied by moral character. Included in this character value are three character components (components of good character), namely knowledge about morals (moral knowing), feelings about moral (moral feeling), and moral actions (moral actions). This is needed so that students can understand, feel, and simultaneously work on the virtues in school in education.

Design of Character Education in the History of Al-Khairiyah through Developing Semester Learning Plan in Expertise Course (MKK) at STIT Al-Khairiyah

Based on the results of interviews conducted by researchers towards lecturer and student course at STIT al-Khairiyah regarding the design of the history of Al-Khairiyah in the developing semester learning plan (RPS). What is the historical design of Al-Khairiyah in developing a semester learning plan on MKK Courses?

Respondents from the lecturer of MKK courses at STIT al-Khairiyah namely Atiqoh and STIT Al-Khairiyah Students produced answers: According to Mrs. Atiqah stated that there was no design of learning planning because it happened spontaneously, and STIT had not paid attention to Al-Khairiyah's history learning material through designing al-Khairiyah's historical semester learning plan (RPS) to be taught ([Interview with Atiqah \(lecturer\), 23/03/2019](#)). Then according to Lailatul Janah that the historical design of al-Khairiyah has not yet been given a special introduction to the history of al Khairiyah by his lecturer, only knowing at the level of the al-khairiyah history material as the education institution only when he first entered in the first semester ([Interview with Lailatul Janah, 03/16/2019](#)).

Furthermore, according to Mahmudah, the design of Al-Khairiyah's course of expertise with historical material exists but is not written, because MKK in Al-Khairiyah's history material is conducted when students enter college in the first semester (Easy Interview, [Mahmudah, 03/16/2019](#)). Then according to Rahmatullah that the design in the subject of expertise with al-Khairiyah's historical material is present but not written, the campus only teaches history as it is known. Material about al-Khairiyah was given in the first and second semesters. Some students did not particularly understand the history of al-Khairiyah in particular ([Interview with Rahmatullah, 03/16/2019](#)). Meanwhile, according to Fatha Nur Hidayah stated that the introduction of the history of al-Khairiyah on campus was not very detailed, especially until designing specifically about this material in MKK. Knowledge about the history of Al-Khairiyah is only obtained from the campus introduction period to students ([Interview with Fatha Nur Hidayah, 02/16/2019](#)).

While the results of the documentation obtained by researchers in the form of a semester learning plan (RPS) designed by the lecturer to teach has not seen any material about the history of al-Khairiyah in detail. Documents in the form of RPS only teach what is in the curriculum. This shows that the campus has not been so concerned with the development of al-Khairiyah's historical design because there must be a curriculum study specifically about the development of RPS in the expertise courses. Reference books on the study of the history of Al-Khairiyah are still limited. It only uses the al-Khairiyah history book that is published by PB Al-Khairiyah.

Based on the results of the research, both through interviews, observation, and documentation, the historical design of Al-Khairiyah through MKK at STIT al-Khairiyah Cilegon, there was a semester learning plan (RPS) design that was arranged by the lecturer simply and by running spontaneously. Meanwhile, to design the history of al-Khairiyah with character in STIT al-Khairiyah, the design of the semester learning plan (RPS) is needed as an administrative lecturer to teach it.

Developing a semester learning plan (RPS) designed by expertise lecturer can serve as a basis for strengthening the development and planting of values in the material of al-Khairiyah history, especially history at the university level, namely STIT Al-Khairiyah Citangkil Cilegon. Because it is hoped that by designing specifically about the subject of expertise on al-Khairiyah's history material as a local learning resource, it will be an inspiration for lecturers and students to develop their local knowledge. The source of the locality that can be used as teaching material is in accordance with the context in the local area where students are located. The design in the expertise course can contain character values that can be integrated with the al-Khairiyah history material taught.

This was written by [Gredler \(1991: 401-403\)](#) states that the design of instructional materials that are designed must have an essential component of learning is a model that deals with the behavior, reinforcement of the model created and cognitive processing of model behavior by the student. To carry out the teaching component in each learning activity, the educator must pay attention to the following: (1) regarding the appropriate learning model in the classroom, (2) determining the functional value of behavior, and (3) carrying out cognitive processing in students. If the learning component is applied both to the learning of the natural sciences, as well as to the social sciences, then the learning will be more directed at the learning objectives.

Inline which states that the curriculum is a set of plans and reinforcement of the objectives, content and learning material, and the methods used to guide the implementation of learning activities to achieve certain goals. These specific objectives include the objectives of national education and conformity with specificities, conditions, and potential of the region, educational units, and students. Therefore, the curriculum is prepared by the education unit to enable the adjustment of educational programs to the needs and potential in the region.

Transformation of Character Education in Expertise Courses at STIT Al-Khairiyah Cilegon

Based on the results of interviews, with lecturer and student regarding the transformation of Character Education in the Expertise Course at STIT Al-Khairiyah is:

According to [Atiqah \(22/03/2019\)](#) as a lecturer in the history course of Al-Khairiyah stated that the transformation of character education in the history of al-Khairiyah is important by referring to semester learning plan(RPS) temporarily because it needs more specific assessments of RPS for the history of al-Khairiyah. The aim of transforming in-class lectures is to be better understood the character values reflected in the history of Al-Khairiyah in the subject matter of expertise (MKK). So that after the implementation of the teaching there were results obtained by the students to have a

greater sense of caring, heroism, a sense of nationalism, respect for the founder of al-Khairiyah, which would be applied both within the campus environment and the community environment where students lived.

Whereas according to [Rahmatullah \(03/16/2019\)](#), a second-level student majoring in Islamic Education (PAI) STIT Al-Khairiyah, that the transformation of character values carried out by lecturers of expertise in historical material al-Khairiyah strongly emphasizes the aspects of patriotism, nationalism which has the goal is to be more aware of the role of students in preserving and safeguarding the noble values of the al-Khairiyah education. Besides that, it has the vision and mission of al-Khairiyah to always strengthen the values contained in the history of al-Khairiyah as a subject of expertise taught. This is in line with what was stated by [Fatha Nurhidayat \(03/16/2019\)](#), an Islamic education of the second Level student, that the transformation of character values can enlighten students about the history of al-Khairiyah which is filled with educational character values. So that students can understand and carry out both the contents of the material history of al-Khairiyah but also on the content of its value.

Then according to [Mahmuddah \(03/16/2019\)](#), 4th semester of kindergarten Islamic education (PIAUD) students stated that the planting of character values in the transformation of al-Khairiyah's history is very helpful to understand the history of al-Khairiyah from the past, which is very thick with the character values contained in it. As students feel grateful for the transformation of character values in this expertise course so that students better understand the values reflected, such as Islamic / religious values, respect, patriotism and courage that can be emulated from the founder of Al-Khairiyah, Brig. Gen. KH. Syam'un.

While according to [Lailatul Jannah \(03/16/2019\)](#) 4th semester of kindergarten Islamic education (PIAUD) students stated that character education transformation is certainly very good to be conveyed to students in the MKK lecture class because many character values must be known by students regarding the history material of al-Khairiyah. Moreover, this expertise course has been determined by the Al-Khairiyah Citangkil Cilegon Foundation which is loaded with the value of its educational character, KH. Syam'un to be delivered to students. By learning the history of al-Khairiyah it is expected that students can understand and understand positive character values to motivate students who are studying at STIT Al-Khairiyah.

This is reinforced by the results of observations in the field that researchers found the practice of character education carried out at STIT Al-Khairiyah. Such as character learning activities in the classroom by MKK lecturers developed through RPS for 2 hours (100 minutes) each meeting which has two credits study, the purpose is to instill patriotism, nationalism and heroic values from the founder of Al-Khairiyah by referring in the KKNi curriculum. While the application of character education in the campus environment is applied by STIT al-Khairiyah which is to familiarize charity (with the aim of instilling sincerely values and respect each other), scientific studies / discussions / seminars (with the aim of instilling the value of seriousness in the knowledge and values of loving science)), cleaning Friday activities (with the aim of instilling an attitude of values of concern for the environment and the attitude of mutual cooperation), a historical tour to the tomb of the founder of Al-Khairiyah (with the aim of instilling a value of heroism and patriotism from the figure of Brigadier General KH Syam'un), scouting (with the aim of inculcating the attitude of nationalism and the value of citizenship), routine recitation is carried out (with the aim of harnessing a deep Islamic / religious attitude).

Whereas to strengthen the research, in the form of RPS documents as complete lecturer teaching, documentation of student activities, both documentation of charity, cleaning Friday documentation, documentation of historical visits to the tomb of founder al-Khairiyah, documentation of scouting activities carried out by STIT which coincided with Al-Khairiyah's birthday, documentation of scientific seminars, and documentation of Islamic studies.

Based on the results of the study through observation, documentation, and interviews that character education within the scope of the al-Khairiyah history course at STIT al-Khairiyah was transformed through a semester learning plan(RPS). The management of the Expertise course (MKK) is carried out intensively by using character education design, character education implementation, and evaluation of character education. First, the transformation of character education at STIT Al-Khairiyah was carried out when the design of Expertise Course (MKK), namely semester learning plan (RPS). All semester learning plans(RPS) are ensured to include character education content. Second, the implementation of character education is carried out through face-to-face meetings in lecture classes and independent activities outside the classroom. Third, evaluation of the implementation of character education at STIT Al-Khairiyah is carried out by directly assessing and observing. The assessment is directly carried out with the event incorporating elements of character education in quiz questions, daily tests, midterm tests, and end of semester tests.

The transformation of character education at STIT al-Khairiyah in an integrated manner in the subject of expertise is the introduction of local cultural values, which gained awareness of the importance of character values reflected in the history of Al-Khairiyah, and the internalization of character values into student behavior a daily activity through the learning process. The lecture activities in the Al-Khairiyah history course want to instill existing values effectively, in addition, students to master the targeted material competencies (material) are also designed for students to recognize, realize/care, and internalize values characters in the history of al-Khairiyah and make behavior.

This is as written by [Yamin \(2012, p. 60\)](#) stating that the success of a process is strongly supported by supporting factors around the environment, and vice versa the environment around a good process can support the process to work optimally. The process carried out by educators to produce quality graduates is a process that is carried out maximally by involving

and empowering all the elements, sub-sub, parts, components or related elements. The curriculum that is supported by this, can make the learning process as expected.

In line with what stated by [Zubaedi \(2012: 191\)](#), character education includes the development of substances, processes, and atmosphere or an environment that inspires, encourages and facilitates someone to develop good habits in daily life. This habit arises and develops based on the awareness, belief, sensitivity, and attitude of the person concerned. Furthermore, according to [Zubaedi \(2012: 198\)](#) shows, the development of character education is a process that occurs continuously. Character is not a product or a product but a life effort. This business will be more effective when humans do what is the ability of individuals. The process of karaker education is not easy to build on individual or group loyalties because in the process many factors determine success in shaping human character.

Character education in a college environment can be a priority in instilling value. This is based on the principles of specificity, vision, mission, and character of each college. [Mulyana \(2011: 107\)](#), states that education in the school/campus environment should give priority to raising the values of life, and explain the implications for the quality of life of the community. [Mulyana further stated \(2011: 113\)](#) states that for that to build the quality of human life through education continues and will not stop as long as humans exist. the process takes place simultaneously and continuously. In line with [Wibowo \(2012: 142\)](#) states that character education in tertiary institutions is expected to be born with an educational model that has meaning for students as individuals, not only giving cognitive, but also effective, and cognitive knowledge of groups of teaching and skills materials and skills.

The transformation of character education in higher education should be carried out with various approaches and there is always sustainability. This is in accordance with that building character describes, (1) is a process that is continuously carried out to shape character, character, and psychological traits based on the spirit of devotion and togetherness. (2) Perfecting existing characters to realize the expected character. (3) Fostering character/character to display a conducive character in the life of the community, nation, and state-based on values and philosophy of life.

CONCLUSION

The results of the study and discussion on the transformation of character education in the history of al-Khairiyah in the subject matter of expertise, the authors concluded that the Character values contained in the history of al-Khairiyah, namely, Islamic values, patriotism, sincerity, respect and earnestness, exemplary, simplicity and love for the motherland. Historical Design of Al-Khairiyah in developing Semester learning plan (RPS) at Expertise Course is a semester learning plan (RPS) design that is prepared by the lecturer simply and by running spontaneously. The transformation of character education in the expertise course at STIT al-Khairiyah Cilegon, namely the management of the Expertise course (MKK) in al-Khairiyah's history material was carried out intensively by lecturers using character education design, the implementation of character education in al-Khairiyah's history went well , evaluation of character education in the history of al-Khairiyah resulted in an understanding of the character values of Islam, patriotism, sincerity, respect and earnestness, exemplary, simplicity and love of the motherland.

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INTERVIEW

H. Ali Mujahidin, S.HI (Ketua Yayasan Al-Khairiyah), di Cilegon, 2 Maret 2019

Drs. H. Hikmatullah Djamud, M.SI (Ketua STIT Al-Khairiyah), di Cilegon, 9 Maret 2019

Rafiudin, M.Si. (Wakil Ketua 1 STIT Al-Khairiyah), di Cilegon, 9 Maret 2019

Atiqah (Dosen Sejarah Al-Khairiyah), di Cilegon, 23 Maret, 2019

Rahmatullah (Mahasiswa STIT Al Khairiyah), di Cilegon, 16 Maret 2019

Fatha Nur Hidayah (Mahasiswi STIT Al-Khairiyah), di Cilegon, 16 Maret 2019

Lailatul Jannah (Mahasiswa STIT Al-Khairiyah), di 16 Maret Cilegon 2019

Mahmudah (Mahasiswa STIT Al-Khairiyah), di 16 Maret Cilegon 2019