

ESTABLISHING STUDENT CHARACTER IN ISLAMIC RELIGION-BASED SCHOOLS

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Abstract: *Character building is very important for us to review, because character building is one form of the government's efforts to develop the next generation of young people with character. To make this happen, support from all parties is needed, one of which is the educational forum. Education can be used as one of the perfect solutions to shape and develop the personality of students. Even so, there needs to be extra effort from educators so that this can be done. Within the scope of character education can be made through personal learning that is also not exclusive and is carried out continuously so that students can know and practice it in everyday life.*

Keywords: *Student Character, Based On Islamic Religion*

Abstrak: Character building sangat penting untuk kita ulas, karena character building merupakan salah satu bentuk upaya pemerintah untuk membangun generasi penerus bangsa yang berkarakter. Untuk mewujudkan hal tersebut diperlukan dukungan dari semua pihak, salah satunya forum edukasi. Pendidikan dapat dijadikan sebagai salah satu solusi yang tepat untuk membentuk dan mengembangkan kepribadian peserta didik. Meski begitu, perlu ada upaya ekstra dari para pendidik agar hal itu bisa dilakukan. Dalam lingkup pendidikan karakter dapat dilakukan melalui pembelajaran pribadi yang juga tidak eksklusif dan dilakukan secara terus menerus agar siswa dapat mengetahui dan mengamalkannya dalam kehidupan sehari-hari.

Kata Kunci: Karakter Siswa, Berbasis Agama Islam

Introduction

The education system that exists in Indonesia today seems to have no more power to develop Indonesian people who are spiritually, socially and intellectually intelligent. There are negative factors that seem to have stuck in our nation, such as honesty, decency, discipline and others that are relatively a concern and the population in Indonesia who are predominantly Muslim feel powerless to embody Islamic values as symbols peace, tolerance, mutual respect and uphold democratic values. There are even some Islamic communities in our nation who often commit trouble, violence, and act anarchists using the name of Islam. This is because some Muslims in this country are too extreme in knowing Islam and have not even been able to study Islamic values as a whole. Character education is a basic need for the people (Munir, 2020). Creating national character takes time and must be done continuously.

Our government, represented by the Ministry of National Education, has made continuous efforts to improve the quality of education in Indonesia, but not all of them have been successful, especially in creating Indonesian people with character. Lately there have been several parties demanding the quality of the implementation of character education in formal schools. They demand it not without reason because this is based on deviant social attitudes that are currently developing both in big cities and in rural areas, and these attitudes usually occur at

the age of children and adolescents. such as fights, sexual harassment, lack of respect for parents and various other deviant problems.

With this in mind, formal education forums can be used as one solution to produce and foster students' personalities so that they can become young people with character and dignity through increasing the intensity and quality of character education. it is time for educators, parents and the community to realize and enrich the perception that success or achievement is not only measured by numbers, but as much as possible the relevant parties can build the school situation into a place to shape experiences for students to gain and create a good character (Abarca, 2021). Seeing the general reality that is happening, character education must be instilled from an early age so that they are accustomed to doing positive things starting from a small scope.

Method

In this study the authors used a qualitative research approach using a descriptive analysis method using analysis analysis techniques through library research (Library Research) (Pandey, Prabhat Pandey, 2019). Because this research is library research, the data sources in this study are related literature. As Maman (Chamorro, 2009) said, "the source of qualitative research data is human actions and words in a natural setting. Other data sources are library materials, such as: documents, archives, newspapers, magazines, scientific journals, books, annual reports and so on. By looking at Sugiyono's opinion, the author lists what is within the boundaries of the problem to be the focus of research in this writing. In writing this work, the author takes data from several book sources that are related and closely related to the discussion that the author will discuss, which is called "library research" namely collecting data from books or scientific works related to the problem What will be discussed is the formation of student character in Islamic religious-based schools.

Results and Discussion

Forming and developing the potential of students so that they can have values and character both in terms of culture and nation. (1) Can develop positive behaviors that students already have so that they can be embedded in universal values and religious cultural traditions. (2) Instill and shape students as the nation's successors so they can have a responsible leadership spirit. (3) Instill a sense of trust, honesty, full of strength, and a high sense of friendship in the school environment in order to create a comfortable learning process. From some of the explanations above, it can be understood that the purpose of character education is to form and develop positive values so that you become a good and dignified person.

Character Formation Stage Character building is an important thing to implement in schools. Because character education becomes a foothold in every subject and can be a determinant for students to lead students to become good human beings. The growth and development of good character education can be an encouragement for students to do positive things and have the right goals in life (Abarca, 2021). The school environment is not an absolute thing for children to get complete character education. Therefore parents, family, environment and society also have an important role in building character. Character can be formed through several stages, including (Amirudin, 2019): (1) Knowledge stage. Character education can be instilled through knowledge, namely through every subject given to children. (2) implementation stage. Character education can be carried out anywhere and in any situation. Character education in the school environment can be carried out starting from before the teaching and learning process until learning is over. (3) Habituation stage. Character is not only instilled through knowledge and practice, but must be accustomed to. Because people who have knowledge are not necessarily able to act and behave in accordance with the knowledge they have if they are not accustomed to doing good.

Emotions and self habits also include the scope of character education. Thus, several components related to this are needed, including: moral knowing (knowledge about morals), moral feeling (feelings or strengthening emotions), moral action (moral application). These three components are very necessary to form character in a person, especially in the education system. This is very necessary so that the parties involved in the education system can understand, feel and practice or implement it in everyday life. The formation of character in an education system is the relationship between the components of character that contain behavioral values, which can be carried out or acted in stages and are interconnected between knowledge of behavioral values and strong attitudes or emotions to carry them out, both towards God Almighty. one, himself, fellow, environment, nation and state as well as the international community. The habit of doing good does not always guarantee that humans who are used to it consciously appreciate the importance of character values (valuing). Because maybe his actions are based on fear of doing wrong, not because of the high appreciation of that value. Therefore, character education also requires aspects of feelings (domain affection or emotions). The core component in character education is called desiring the good or the desire to do good. Good character education must involve not only the aspect of knowing the good (moral knowing), but also desiring the good or loving the good (moral feeling), and acting the good (moral action) (Rudiyanto & Kasanova, 2021). Without it all humans will be the same as robots who are indoctrinated by something understand.

Education as Character Building Character building is an integral part of Islamic education. This has the goal of forming a person's personality to behave honestly, kindly, have a sense of responsibility, be able to respect and respect others, be fair, and so on. The formation of character in education cannot only recognize or memorize types of character, but must go through habituation and real practice in everyday life. A teacher not only educates but also takes on the task of caring for and maintaining so that good character can emerge in students and can encourage them to be actualized in everyday life. Important principles in education whose main goal is to shape the character of students, include (Juhdi, 2020): (1) Humans are creatures that are influenced by two aspects, namely the truth that is within them and encouragement or external conditions that affect their awareness. (2) The concept of education in the context of building the character of students emphasizes the importance of unity between beliefs, words and actions. (3) Character education prioritizes the emergence of personal awareness of students to sincerely prioritize positive character in themselves. (4) Character education directs students to become *ulul albab* human beings who not only have the awareness to continue to develop themselves, pay attention to problems, their environment, and improve life according to the knowledge and character they have. A person's character is determined by what he does based on his free choice.

Indicators of Success in Character Education

There are two indicators that can be developed to achieve success in character education. First, indicators for schools and classes. This indicator is used as a marker for school principals, teachers and school personnel in terms of planning, implementing and evaluating schools as institutions implementing cultural and national character education. Second, subject indicators. This indicator relates to the effective behavior of students related to certain subjects.

There are 18 values that must be developed in schools in determining the success of character education, namely (Soraya, 2020): (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) national spirit; (11) love for the motherland; (12) appreciate achievement; (13) friendly/communicative; (14) love peace; (15) likes to read; (16) care for the environment; (17) social care; (18) responsibility. These 18 character values must be applied in education both in theoretical subjects and in practical lessons. By applying character education to subjects, for example in the form of interactions in class, assignments, and developing ideas that can lead to a feedback or reciprocal process between teachers and students.

This process will lead to various things in character building, for example mutual respect arises between students and teachers, courtesy, and there is a sense of responsibility and so on. Adding moral values that are included in the teaching and learning process appropriately will

have a positive effect on students. Students can feel for themselves and can realize without any sense of fear or restraint from the various kinds of rules that have been set.

Thus students unconsciously go through a learning process that is followed by obtaining various values that exist in character education. All of this is not only stated in theory, but students can feel themselves with the process so that students can take it from any perspective and what is expected is that students are able to place themselves when they are in a situation where they experience social problems that arise during the learning process (Fitriana et al. , 2019). In the formation of character there are many positive values contained, one of which is morals/ethics. There are lots of weak ethics found in students today, therefore it is necessary to make efforts to develop this character education in schools. The achievement of forming a character that is in accordance with what is expected includes morals and moral improvement which in the initial formation in the scope of the student's family through parental guidance since childhood the basic nature of the child can be formed. There are several things that parents must learn in terms of forming early childhood character, namely by analyzing their emotions so that they can be muffled and able to stabilize.

In relation to fostering psychic development in childhood includes: feeling, will, and creativity. It is at this time that the formation of a child's character can be determined as the basis for further development. In addition to the family environment, children are also involved in education (school). At this school, various kinds of characters have been collided with all the children who study at the school, so that often the child is easily carried away by various characters from his friends, for example carried away by a hard character, or lazy, some are even more diligent and others. . This is what makes character education appear in education in Indonesia. But not all schools hold this character education. Even character education is also included in subjects to develop it through harmonious interactions with teachers and students (Widiyanto et al., 2022). Thus students unconsciously through the learning process they follow can get various values that exist in character education. All of this is not only stated in theory, but students can feel the process for themselves both from theory and practical lessons so that students can take it from any perspective and what is expected is that students can place themselves when they are in any situation they experience, whether in social problems that arise in during the learning process, problems outside the school environment and others.

Legal Basis for Implementation of Character Education The legal basis for character education is (Sadek et al., 2012): (1) Amendments to the 1945 Constitution. (2) Law Number 20 of 2003 concerning the National Education System. (3) Government Regulation Number 19 of 2005 concerning National Education Standards. (4) Permendiknas No. 39 of 2008 concerning Student Development. (5) Permendiknas Number 22 of 2006 concerning Content Standards. (6)

Permendiknas Number 23 of 2006 concerning Graduate Competency Standards (SKL). (7) The 2010-2014 National Medium Term Government Plan (RPJMN)

Conclusion

Character building must be done early, because character can emerge through repeated habits for a long time and support from the surrounding environment is needed, namely in the form of good examples. One environment that is very influential on the formation of children's character is the educational environment. In character education can be formed through knowledge, implementation and habituation. The formation of character in education must be done optimally. This can be done by: learning is not only carried out in the classroom but learning is also carried out outside the classroom and coupled with a number of extracurricular activities, requiring students to worship at school such as (dhuha prayer congregation and midday prayer) with teacher guidance, and so on.

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