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Study on the Best Practice of Character Building with Value Clarification Technique Approach at the Integrated Islamic Elementary Schools

ABSTRACT: The advancement of time in modern era is not only brought a positive impact but also negative effects, including the degradation of ethics values and politeness. The most effective way to inculcate character building values is through formal education, especially since Elementary School. To anticipate the degradation of ethics values and politeness among children aged 7 to 12 years, there are some SDIT (Sekolah Dasar Islam Terpadu or Integrated Islamic Elementary Schools) try to integrate religious values to anticipate negative impacts of modern life. The purpose of this study is to find out the best practice from some SDITs in Serang City, Banten, Indonesia. Meanwhile, the theory used is VCT (Values Clarification Technique) to dig and to investigate the best values in school as well as its implementation. The method used is survey by giving questionnaires, interviews, and direct observation to the subjects and objects, in this case are SDIT Widya Cendekia, SDIT Al-Izzah, SDIT Peradaban, and SDIT Muhammadiyah in Serang City. The results of this study show that the entire of SDIT have practiced the values and Islamic teachings in daily life of students during school, such as reciting and memorizing short "surah" (division of the Al-Qur'an) and daily prayers; help each other; wearing neat clothes; praying "Duha" (morning) in congregation; discipline in time; keeping the cleanness of environment; and students have accustomed to give "sadaqah" (contribution) and "infaq" (donation). All the good habits are started from the implementation of character building to students for their future lives.

KEY WORDS: Character Building; Ethics Values; Integrated Islamic Elementary Schools; Values Clarification Technique; Best Practice.

INTRODUCTION

Nowadays, social phenomenon of Indonesia society experienced a negative behavior, such as violence, intolerance, increasing corruption, using bad language, decreasing work ethic, declining sense of responsibility, dishonesty, and weakening social cohesion. The social phenomenon is believed

to be due to "the degradation of moral" in individuals character and Indonesia society (Hallak & Poisson, 2007; Pearson, 2014; and Satria, 2017).

T. Lickona (2013) states that now many people-minded individualism, selfish egoism, and deviate from the existing system (Lickona, 2013:18). Ironically, a wide

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variety of problems in public penetrating to learners at the SD (*Sekolah Dasar* or Elementary School) level. Thus, resulting in the emergence of non-educative behavior, such as cheating in the national examination, low respect to the teacher, and no respect for others. It makes government to respond quickly to seek for settlement solution. One of them through character building.

Character building is very important to be implemented in school, because it has significant role and function as a center of civilization and development. School may be the scope of national character development targets, through: an integrated approach in all subjects; the cultural development of education unit; implementation of co-curricular and extracurricular; and habituation of behavior in life of education unit (Setneg RI, 2010:5). Character building will also be effective, when it is an education institution which has a "school culture" (Seider, 2012; Curren, 2014; and Arthur *et al.*, 2017).

T.E. Deal & K.D. Peterson (2009), as cited also by Wagiran (2011), said that "school culture" is a set of values that underlie behavior, traditions, everyday customs, and symbols which have been practiced by headmaster, teachers, administrative staffs, students, and the society around schools (Deal & Peterson, 2009; and Wagiran, 2011:4). In the socio-education review, social culture is created from the interaction of students, teachers, principal, administrative staffs, and parents/society, which cooperate in creating a school atmosphere in such a way.

Furthermore, character building at school level is a preventive step, as an effective deterrent power from the swift of negative values on globalization and modernization. So, as to minimize the damage of national character values, it can be ensured that the national character building without character education, which is done in school level, will not be effective (Jolls, 2008).

The implementation of character building in the process of teaching-learning activities should be adjusted to the age of learners, who will receive learning process (UNESCO, 2004). Learning in character building, which is appropriate for basic education level or early

childhood, is a learning that gives a space for students to be able to find out and judge by themselves the value of good characters, not by providing theoretical and doctrinative teachings. Here, the importance of selecting the right teaching approach for the success of character building.

One of approaches that can be used is VCT or Value Clarification Technique (Simon, 1972; Hall, 1973; Sanjaya, 2008b; and Wijayanti, 2013). A character building approach that provides opportunities to learners to be able to assess, review, and analyze an act, so learners are able to understand the cause and effect of an action or the value of certain characters. With diverse VCT model, teacher can design fun moral learning, so moral education in classroom becomes effective (Fwu & Wang, 2001; Sanjaya, 2008b; ILO, 2012; and Wijayanti, 2013).

Serang City is the capital of Banten Province in Indonesia, and the youngest city in its formation. However, the progress in education level is high enough. According to data of BPS (*Biro Pusat Statistik* or Central Bureau of Statistics) and BAPPEDA (*Badan Perencanaan dan Pembangunan Daerah* or Regional Body for Planning and Development) of Banten Province in 2015, there are 18 private Elementary Schools or Islamic Elementary Schools (BPS & BAPPEDA Provinsi Banten, 2015).

Every private SD (*Sekolah Dasar* or Elementary School) / MI (*Madrasah Ibtidaiyah* or Islamic Elementary School) has a "school culture" that became the basis of values in developing special characteristics of school. The special characteristics based on religion which correspond to motto of Serang City as a civil city. From four SD/MI reflect the mapping of private school which Islamic religion based and Christian religion (BPS & BAPPEDA Provinsi Banten, 2015).

On the premise above, researcher interested in conducting study that explores between character building in SD/MI and VCT approach in Serang City, Banten, Indonesia. Therefore, researcher gives the title of this study is "The Study of the Best Practice of Character Building with VCT Approach at SD/

MI Based on Religion in Serang City”.

As for formulation of the problem of this study is “How best practice of character building with VCT approach at SD/MI based on religion in Serang City?”. To sharpen the study, then drafted the detailed research questions as follows: (1) How the process of character building with VCT approach at SD/MI based on religion in Serang City?; (2) How the result of character building with VCT approach at SD/MI based on religion in Serang City?; and (3) How the obstacles of character building with VCT approach at SD/MI based on religion in Serang City?

Based on formulation of the problem above, the objectives of this study are: (1) Describing the process of character building with VCT approach at SD/MI based on religion in Serang City?; (2) Describing the result of character building with VCT approach at SD/MI based on religion in Serang City?; and (3) Describing the obstacles of character building with VCT approach at SD/MI based on religion in Serang City?

This study is expected to give benefits, as follows: firstly, the theoretical benefits, the results of this study are very useful for theoretical development on character building with VCT approach, especially in SD/MI based on religion; and secondly, practically, the findings of this study can be used as an input in improving the quality of character building in the context of basic education, Education Department of Serang City, Government of Serang City, Education Department of Banten Province, and Government of Banten Province.

Theoretical background will elaborate on: Character, Character Building, Principles of Character Building Development, the Function of Character Building, and Approach and Objective of VCT. The elaboration is following here:

Character. Before discussing the general concept of character building, it is better to know the study of character in advance. The word “character” comes from Greek, i.e. *charassein* and *kharax*, the meaning is to carve (Fauziyah, 2012:233). Many people say that to form character, it is like to carve on gemstone, where carve it is very difficult

because gemstones has a very hard surface. So, to shape a character of person requires long process, in order to match with expeted character (Hapson, 2013).

Character is a good hallmark of thought pattern, attitude, and even action which owned by an individual. This character becomes a distinguishing mark between one individual to another individual. A character is formed from the character of community, and the character of community is formed from the characters of each member of community. Character development, or personality development of community members, either theoretically or empirically, is done since early childhood to adult period. In line with previous statement, R. Megawangi (2012) states that character formation is closely related to preparing internal/inner individuals who always think well, speak well, and act well (Megawangi, 2012:2).

T. Lickona (2013) explains the characteristics of good characters are: understand the moral knowledge; appreciate the moral sense; and act morally (Lickona, 2013:84). Therefore, the value in the character is an opearative value or value in action.

Character Building. Characters are typical values either hardwired inside and represented in behavior. Strengthening the policy, in document which published by Research and Development of Curriculum Center of the Ministry of National Education of the Republic of Indonesia, character is defined as nature, behavior, moral or personality of someone, which is formed from the internalization of virtues that are believed and used as the foundation for perspective, think, and act (cited in Hasan *et al.*, 2010:3).

R. Megawangi (2010) defines character building as an effort to educate children in order to be able to make decision wisely and practice it in daily life, so that they can give postive contributions to their environment (Megawangi, 2010:2). Character building can be interpreted as a serious effort, in which the trait of postive personality is developed, encouraged, and empowered by model, studies (history and biographies of sages and great thinkers), as well as emulsion practice



Diagram 1:
 Micro Strategy of Education Building
 (Source: Ditjendikti Kemdiknas RI, 2010:28)

(maximal efforts to realize the wisdom from everything observed and learned).

Character building is a deliberate and conscious education which inherited by teacher to learners with spesific positive goals, either a knowledge or the exemplary model in order every student has good characters (Conway *et al.*, 2009). In this case, school as a development media of character building in the context of micro, based on unification and integration in teaching-learning activities in each lesson, habituation of daily life in education unit, integration in extracurricular activity, as well as habituation of daily life in home, can be seen in the diagram 1.

From diagram 1, it can be seen a unification in teaching-learning activity in each lesson, habituation of everyday life in education unit, integration in extracurricular activities (scout, sport club, and scientific papers group) as well as habituation of daily life in home. In line with the Ministry of National Education, education is a conscious and deliberate effort to create an atmosphere of learning and the learning

process, so that learners are actively develop their potentials to elicit religious spiritual power, self-control, personality, intelligence, noble character, and skills which are needed for them, society, nation, and state (Ditjendikti Kemdiknas RI, 2010).

In line with T. Lickona (2013)'s statement that a strategic place to teach and disseminate character building is in school (Lickona, 2013:67). The development should be done with good planning, appropriate approach, and effective learning method. In accordance with the nature of character building value, which is a joint effort of school and therefore it must be carried out jointly by all tecaher, all subjects become an integral part of school culture.

Again, T. Lickona (2013) explains some very urgent reasons and it urgency of national character building is needed in school, that is: *first*, if we want to be whole human beings, so we need a good character. A good charater requires mind, heart, and a strong will, for example honesty, empathy, attention, perseverance, self-dicipline, and moral

encouragement. *Second*, school is a good place to teach and disseminate the values of national character. *Third*, character building is very important to build a moral society (cf Conway *et al.*, 2009; Megawangi, 2012; and Lickona, 2013).

Principles of Character Building Development. In principle, character building does not become a subject, but through integration and habituation. The following is the principles of character building development, which refers to "Reference Framework of Character Building" issued by Directorate for Personnel of Directorate-General of Higher Education of the Ministry of National Education:

Firstly, *Continuous*, it means that character building is the process of developing a long lasting values, since Kindergarten to College.

Secondly, *Through all subjects, self-development, and culture education unit*, it means development through each subject in the process of curricular activities, extracurricular, and co-curricular.

Thirdly, *Values are not taught but developed through the learning process*, it means not delivered in form of concepts, theories, procedures or facts. Media or materials are used to development of character values; subject matter is not changed but the subject matter is used to develop values. Learning activities are used to develop skill in cognitive, affective, psychomotoric, and conative matters. So, the values are not tested on a test.

Fourthly, *Educational process is conducted actively and fun*, it means the most important point of character building is done by learners, not by educator. Education should apply the philosophy of Ki Hajar Dewantara, namely "*Tut Wuri Handayani*" (From Behind Giving a Morale Boost). The learning environment in state of fun and not indoctrination (Ditjendikti Kemdiknas RI, 2010:11-13).

The Function of Character Building.

According to the Ministry of National Education of the Republic of Indonesia, there are some functions of character building, namely:

Firstly, *Media of development*, that is: character building has function as the

potential development of learners to be good behavior for learners, who have had attitude and behavior which reflect on character.

Secondly, *Media of reparation*, that is: character building can strengthen national education gain to be more responsible in the improvement and development of potential of learners, which more dignified.

Thirdly, *Media of screening*, that is: character building has function to filter our national cultures and other national cultures which do not conform with the character values (Ditjendikti Kemdiknas RI, 2010).

Approach and Objective of VCT.

Wina Sanjaya (2008a) explains that value clarification technique can be defined as learning technique to form students in finding and determining a value, which is considered good in facing a problem through analyzing process of the existing value and embedded in the students (Sanjaya, 2008a:283).

From some definition above, we can understand that VCT (Value Clarification Technique) is a value clarification method where students are not asked to memorize the values that have been chosen, but are helped to find, select, analyze, develop, account for, take a stand, and practice the values of his/her own life (cf Simon, 1972; Hall, 1973; Sanjaya, 2008b; and Wijayanti, 2013).

Therefore, Wina Sanjaya (2008a) explains on value clarification model which is one of learning techniques that can fulfill value educational achievement goals and the way how to inculcate and dig or express certain values from student's self (Sanjaya, 2008:284). In the process, VCT has function for: (1) Measure or find out the level of students' awareness on a value; (2) Fostering students' awareness on their own values either positive or negative and then guided towards improvement and its correction; and (3) Inculcating a value to student through a rational manner and accepted by students as their personal property (cf Sanjaya, 2008a; Conway *et al.*, 2009; Megawangi, 2012; and Lickona, 2013).

METHODS

This research is conducted by using qualitative approach. Nana

Syaodih Sukmadinata (2009) states, related to the turning point qualitative research assumption, that reality was multidimensional, interactive, and shared social experiences have been interpreted with individual (Sukmadinata, 2009:94). Many qualitative researchers believe that facts are social constructions, while person and social groups get a meaning to unities, objects, events, persons, and processes (cf Creswell, 1994; Porta & Keating eds., 2008; and Sukmadinata, 2009).

Qualitative research is to dedicate for understanding social phenomena from all participant perspectives. Participants who joined for interviews, observations, showing data, opinions, perceptions, and thoughts. Understanding is received from analysis coherence from participants, and descriptions of participants' meanings in situations and events with natural settings (Sukmadinata, 2009:94). A meaning of participants is obtained from feelings, beliefs, ideas, thoughts, and programs of participants. In qualitative opinion, a phenomenon is holistic with natural settings containing place, actors, and activities in interaction and synergy. Social settings in rooms are classrooms, teachers and students, and activities of instruction (Sugiyono, 2009:285).

Moreover, this study used the survey method. This method is used to obtain research questions on "why" and "how". The survey method selects an event or phenomenon to be investigated (Iacono, Brown & Holtham, 2009). This survey is aimed to learn intensively on the background of the problem, the state and position of an event that is currently underway, namely character building as well as interaction with social, cultural, and pedagogical units.

Field research can also be regarded as a comprehensive approach in qualitative research or as a method to collect qualitative data (Creswell, 1994; Porta & Keating eds., 2008; and Sukmadinata, 2009). The important idea is that the researcher goes to "field" to conduct observations on a phenomenon in a natural site or *in situ* (Sukmadinata, 2009). In this case, this approach is closely related to making extensive field notes, then creating and analyzing the

code in a variety of ways.

R.E. Stake (2005) and Y.S. Lincoln & E.G. Guba (2009) state that, as a research, a survey is determined by the interest of research (Stake, 2005; and Lincoln & Guba, 2009:299). Using the survey method, so the purpose of this study is to explore the factors of cognitive, affective, psychomotor, social, cultural, and economic matters, which influence character building in the education environment, in this case is Elementary Schools throughout the Serang City in Banten, Indonesia. This research is not an intervention research toward the subject of research.

Survey research is used for data collection or gathering information about a large population with using a small relative sample (Sukmadinata, 2009:82). That population is a kind of both person, institution, organization, and unit of society, etc., but a core source was person. There are three characteristics of the survey method: information was collected from a large group of persons to describe several aspects or characteristics, for example skill, attitude, belief, and knowledge from the population; information was collected through proposed many questions (questionnaire, written or oral) from the population; and getting information from a sample, not from the population (cf Stake, 2005; Lincoln & Guba, 2009; and Sukmadinata, 2009).

Survey research aimed to get general information about characteristics of the population, for example the composition of society according to age, sex, education, job, religion, ethnicity, nation, etc. Survey can also be used for gathering many data containing attitudes, values, beliefs, incomes, opinions, needs, behaviors, and habits (Iacono, Brown & Holtham, 2009). In education, curriculum, and instruction, survey is used for data collection a habit of students, for example: attitude, interest, habit of studying, relation and interaction in groups of students, hobby, and career.

Survey method is most popular and majority using in research. There are three backgrounds many persons using survey method in research. Firstly, versatility can be used for data collection in several sectors and any problems. Secondly, using survey method was efficient for collecting many

information where valid. Thirdly, survey can use data collection a both biggest population from relative small sample (Stake, 2005; Iacono, Brown & Holtham, 2009; Lincoln & Guba, 2009; and Sukmadinata, 2009).

For getting data collection in survey research method, a technique with direct interview and indirect interview is able to be done. According to L.M. Rea & R.A. Parker (1992), as cited also by Nana Syaodih Sukmadinata (2009), many values added of direct interview are: flexibility, greater complexity, ability to contact hard-to-reach population, high response rate, and assurance that instructions are followed (Rea & Parker, 1992; and Sukmadinata, 2009: 84-85).

Survey study investigates and presents best practice on interaction, relation and social-culture situation, social-culture practices, school organization, educational values in character building, and education in school (Stake, 2005; Iacono, Brown & Holtham, 2009; Lincoln & Guba, 2009; and Sukmadinata, 2009). In this research, the researcher involved from observation and planning to implementation in the field in Elementary Schools throughout the Serang City in Banten, Indonesia.

Research Instruments. One of the main characteristics of qualitative research is a human instrument or researcher as the main instrument (Moleong, 2014:168). In this case, thus which becomes the research instrument is the researcher himself. Researcher is as human instrument, collects data, analyzes quality of data, interprets data, and draws conclusions on its findings (*cf* Lincoln & Guba, 2009; and Sugiyono, 2009:306).

There are some reasonings why man/woman as a collecting data instrument, such as according to Y.S. Lincoln & E.G. Guba (2009), as cited also by Sugiyono (2009), that is: (1) *Responsiveness*, man/woman can perceive and respond to the instruction both individuals and environment; (2) *Holistic empathy*, holistic in surrounding environment will require humans as an instrument which able to capture the overall of natural environment symptoms; (3) *Adaptability*, human power to adapt is very high, so it can collect information about many

aspects of various levels simultaneously; (4) *Knowledge-base expansion*, capable to do function simultaneously in the domain of propositional knowledge and in the knowledge gathered based on experiences; (5) *Processual immediacy*, human capacity as instrument to process data as soon as collected and immediately able to develop; (6) *Opportunities to explore typical or idiosyncratic response*, having ability to investigate answers of data resources and information to a higher level of understanding; and (7) *Opportunities for clarification and summarization*, having a unique ability in summarizing data as well as asking revision and explanation directly from the source of information (Lincoln & Guba, 2009; and Sugiyono, 2009:307).

Y.S. Lincoln & E.G. Guba (2009), also as cited in Sugiyono (2009), states further, as following here:

The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay (Lincoln & Guba, 2009; and Sugiyono, 2009:306).

From those statement, it is clear that human excellence as an instrument in naturalistic research, because this instrument can be seen, heard, read, felt, and so forth, which commonly done by humans. It was done by participatory observation, deep interview, documents collection, picture, and so on. The overall methods are basically concerning the relationship of researcher with research subjects or objects (Creswell, 1994; Porta & Keating eds., 2008; and Sukmadinata, 2009).

Data Collection Technique. Data collection technique is an important step in the research, because the main purpose of research is to get data (Creswell, 1994; Stake, 2005; Porta & Keating eds., 2008; Iacono, Brown & Holtham, 2009; Lincoln & Guba, 2009; and Sukmadinata, 2009). Without understanding data collection technique, so the researcher will not get research findings which meet determined data standard.

In this study, researcher is in the position

as an observer and data collector. Data are gathered through three sources, namely: document, interview, and observation (Yin, 2014:101). Observation and data collection are natural, and each data collection can be described as follows:

First, Document. According to R.K. Yin (2014), document is important to support and add evidence from other sources (Yin, 2014:104). Document data are in form of letters, memoranda, official announcement, agenda, conclusion of the meeting, a written incident reports, administrative documents (proposals and progress reports), research on the same site, and clipping in the mass media. In details, the benefits of document are as follows: (1) Documents help to verify spelling and title or correct name of the mentioned organizations, for instance in an interview; (2) Documents can add more specific details to support other sources; and (3) Document provides a reference, which can be signs of the next or previous research (Creswell, 1994; Stake, 2005; Porta & Keating eds., 2008; Iacono, Brown & Holtham, 2009; Lincoln & Guba, 2009; Sukmadinata, 2009; and Yin, 2014).

Besides, Y.S. Lincoln & E.G. Guba (2009), as cited also by Sugiyono (2009), said that documentation and records were used as data collection based on several things, namely: (1) document and records can always be used primarily, because it is easy to obtain and relatively cheaper; (2) are good information, either in the sense reflect the situation accurately or can be analyzed without changes therein; (3) documents and records are rich information sources; and (4) both of them are official sources which cannot be denied, which illustrate formal fact (Lincoln & Guba, 2009; and Sugiyono, 2009). Unlike human sources, either document or non-creative records do not give reaction and respond or treatment of research.

Second, Interview. To carry out this study, researcher will conduct the interviews with various parties, including the principal to obtain an overview on leadership as head of school. Moreover, interview with the vice principal for student affairs to obtain data on aspects in character building; furthermore,

with parents on students' problems in terms of achievement, attitude, and behavior; and then, with teachers and extracurricular coaches on the implementation of character building process in and out the classroom.

To find data on students' understanding on character building, researcher tries also to carry out interviews with students on how their understanding after employing school environment in developing character building. The obtained information will be processed and confirmed through member checking (Creswell, 1994; Stake, 2005; Porta & Keating eds., 2008; Iacono, Brown & Holtham, 2009; Lincoln & Guba, 2009; Sukmadinata, 2009; and Yin, 2014). This is done to obtain input on the stability data with research informants.

Third, Observation. Observation is a good technique for qualitative research. M.Q. Patton (1990); Sorimuda Nasution (1998); and Sugiyono (2009) say some benefits of observation technique in data collection, as follows: (1) to be on the field, the researcher more understand the context of data in the overall situation; (2) direct experience allows researcher uses inductive approach, so it is not influenced by concepts or previous view; (3) researcher can see things that are less or not observed by others, especially those who are in the neighborhood, because it was considered normal and the arena will not be revealed in the interview; (4) researcher can find things that originally were not revealed by the respondents in the interview, because it is sensitive or want to be covered because it can harm the institution; (5) researcher can find things outside the respondents' perception, so that the researcher obtains a more comprehensive picture; and (6) in the field of research did not only do observation, but also gain personal impressions (Patton, 1990; Nasution, 1998; and Sugiyono, 2009:313).

Research Settings and Subject. This study took place in several Elementary Schools with the characteristics of data to be taken, especially those integrated Islamic clues in the learning process, among others are: firstly, SD (*Sekolah Dasar* or Elementary School) Muhammadiyah Serang,

Address: Jalan R.M.H.S. Jayadiningrat No.13, Telephone: 0254-224048, Serang City, Banten, Indonesia; secondly, SDS (*Sekolah Dasar Swasta* or Private Elementary School) Peradaban, Address: Jalan Raya Sepang, Kecamatan Taktakan, Serang City, Banten, Indonesia; thirdly, SDIT (*Sekolah Dasar Islam Terpadu* or Integrated Islamic Elementary School) Al-Izzah, Address: Jalan Tubagus Husni Qodir, Kelurahan Unyur, Serang City, Banten, Indonesia; and fourthly, SDIT Widya Cendekia, Address: Jalan Lingkar Selatan, Perum Taman Widya Asri, Ruko BB No.4, Kecamatan Serang, Serang City, Banten, Indonesia.

Research subjects in this study were principal, vice principal, teachers, coaches of extracurricular, and students of Elementary Schools in Serang City, Banten, Indonesia. The basic consideration implemented character building in Elementary School is mostly done by principals, vice principals, and teachers; while principals are fully responsible for the running well of vision and mission of school. Besides, extracurricular coaches have also responsible, because they are actor in implementing character building outside the classroom. It has become a reference for researcher to determine the research subjects in the study of character building.

FINDINGS AND DISCUSSION

As for the research results, which obtained in the field such as complete data, were obtained through observation participatory, document, interview, and field notes (Creswell, 1994; Stake, 2005; Porta & Keating eds., 2008; Iacono, Brown & Holtham, 2009; Lincoln & Guba, 2009; Sukmadinata, 2009; and Yin, 2014). The research results will be presented as a whole on description of the profile of schools, results of research, and discussion of research results, as follows:

About SDIT Widya Cendekia. One of Elementary Schools in Serang City, Banten, Indonesia, is precisely in Perumahan Komplek Taman Widya Asri. The location is very strategic and education quality ensures their students to become expected generation. The programs which implemented in SDIT (*Sekolah Dasar Islam Terpadu* or Integrated

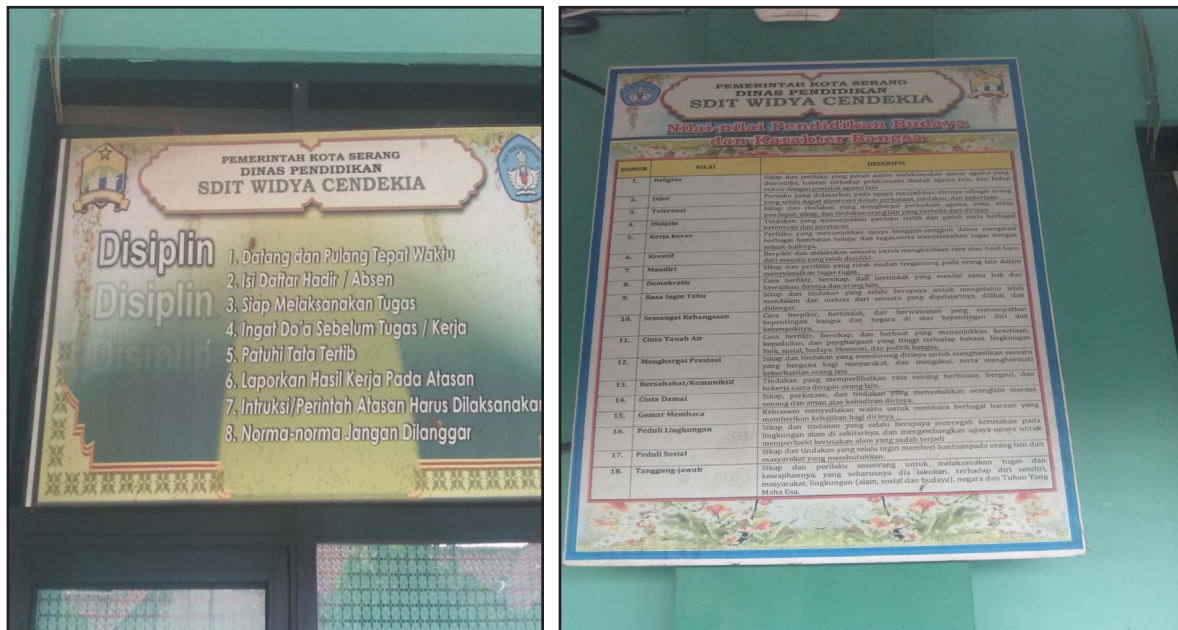
Islamic Elementary School) Widya Cendekia are highly qualified, especially in inculcating values 18 characters, not only excellent programs but is supported by the quality of teachers, facilities and infrastructure, as well as the support from parents in realizing the educational programs that have been implemented by the SDIT Widya Cendekia.

The school emphasizes students to become an Islamic individuals and also able to compete with the public later. Started by habituation of small things, such as maintaining personal hygiene, maintain cleanness of classroom and school environment; accustom students to always conduct *Duha* (morning) prayer; recitation and reading *Asmaul Husna* (Divine names); and prayed before learning (interview with Respondent A, 19/11/2016).

In realizing the values of 18 characters are required cooperation among all parties, such as parents and school; school activities should be known by parents and need to be supported as well as in SDIT Widya Cendekia does not provide the honesty canteen or cafeteria like the most other schools, and also not allowed to bring pocket money to school even less to their students to buy foods or drinks outside the school during school hours. It aims to make students more focused on participating in learning activities at their school (interview with Respondent B, 20/11/2016; and interview with Respondent C, 21/11/2016). See, for example, picture 1.

In the learning process at the SDIT (*Sekolah Dasar Islam Terpadu* or Integrated Islamic Elementary School) Widya Cendekia in Serang City, Banten, Indonesia, in shaping the character, especially honest character, has their own character which has been modified from National Curriculum (Ditjendikti Kemdiknas RI, 2010; and interview with Respondent A, 19/11/2016). The purpose of the modified curriculum that is school is more focused on religious values, because the school gives priority to moral teachings which was taught by Prophet Muhammad SAW (*Salallahu Alaihi Wassalam* or peace be upon him).

One of the efforts to realize the program of character formation, especially the formation of honest character by holding



Picture 1:
Slogan of Discipline of SD Widya Cendekia

“Market Day”; and this activity is held once in every semester. Market day is an activity in which students are given the responsibility of managing a product, which has been agreed to be marketed in these activities. The purpose of this activity is to foster a sense of honesty, when students manage the results of the “Market Day” (interview with Respondent B, 20/11/2016).

To measure achievement of the program of honest character formation, the school has regular activities for the teachers, namely teacher meeting in every weekend. If in learning process occurs a deviation of undesirable behavior, then, in the meeting will be discussed to find a solution for the future. When in the meeting discussion of board of teachers or principal have no found a good solution, so it will be discussed again at a meeting next week (Portin *et al.*, 2003; and interview with Respondent D, 22/11/2016).

Besides the principal and board of teachers, there are several parties involved in settlement of students’ problems, such as foundation party, school committes, and parents. From the results of evaluation of character formation program, school more emphasize to the board of teachers to

explore or equip themselves to be practiced to students (Mulford, 2003; interview with Respondent A, 19/11/2016; and interview with Respondent C, 21/11/2016).

From the result of interviews at the SDIT Widya Cendekia with classroom teacher of the fifth grade about how the methods used in learning process to reach the learning goals on children in terms of affective skills, especially about the honesty that is, a teacher needs to think carefully how learning methods that may be given and also accepted by students and, then, students are able to apply the knowledge the have acquired (interview with Respondent D, 22/11/2016).

Instilling honest attitude to each student is absolutely necessary, either in family environment, school, society, or in the environment of state and nation (Louis *et al.*, 2010). Method which is used in learning process to be able to instill honesty attitude in children is, the firstly, a teacher should provide stimulus in form of exemplary, consistency of reward and punishment must be enforced, so that students will be accustomed to being honest; then, the secondly, by giving the children a story that can provide motivation to be honest, usually

a child will be carried away by a story well and will record the story, and then apply it in everyday life (Louis *et al.*, 2010; interview with Respondent B, 20/11/2016; and interview with Respondent D, 22/11/2016).

From the statement of classroom teacher of the fifth grade, he said the good punishment for students who do dishonesty attitude, that is by giving an educated punishment in form of a reprimand. Reprimand actually is a punishment and will not be felt by students as a punishment if it delivered smoothly. This way will be more effective to correct students' mistakes, rather than using sarcasm or criticism. Punishment in form of reproach as far as possible will be avoided by him, because it can lead to a sense of hopelessness and can reduce the learning motivation of students (Clark & Wells, 1995; Louis *et al.*, 2010; and interview with Respondent D, 22/11/2016). The classroom teacher, then, also said as follows:

[...] the punishment were usually for students who do not do their homework, forgot to bring the task book, and I will give students a task to do homework outside the classroom. After doing their homework, they were allowed to enter the classroom and submit their homework. I also point out that the students were not instructed to leave classroom during the two hours lesson without doing homework, so students were wandering outside the classroom. During I become a classroom teacher of the fifth grade, I never found my students did dishonesty attitude, such as cheating while examination (interview with Respondent D, 22/11/2016).

Honest is one of aspects of the 18 character values according to the National Education System; honest will bring an individual to be moral and character person, to realize it needs to be instilled from an early age, since these individuals do not have the mature mindset and still looking for its identity, the individual that is children, especially who have been given habituation of honest attitude are also learning in school until the application in daily life (Ditjendikti Kemdiknas RI, 2010).

In shapping the character to be honest, it was not easy but with the habituation that has started since early childhood by giving

examples in its application, and it will take children to be expected person (Hasan *et al.*, 2010). School as a means which is expected by parents in improving children's behavior is necessary elements in supporting what is expected by teacher in sending their children to their selected school (interview with Respondent A, 19/11/2016; and interview with Respondent C, 21/11/2016).

About SDS Peradaban. Based on the observation in the SDS (*Sekolah Dasar Swasta* or Private Elementary School) Peradaban in Serang City, Banten, Indonesia, that the overall number of students in class 1-B consists of 21 students, including 15 male students and 6 female students; and there is also students with special need. In class 1-B, there are two teachers, that is classroom teacher and teacher assistant, where classroom teacher is to guide overall students and assistant teacher is specifically to help children with special need (interview with Respondent E, 25/11/2016).

Based on the researcher's observation and interview, teachers present in learning with creative and fun, so the students are very active and enthusiastic in learning process. In each lesson, teachers always insert character building values. In learning process that takes places a lot of character values that can be observed in particular the value of the character manners and ethics, which become the main view of researcher (Ditjendikti Kemdiknas RI, 2010; Hasan *et al.*, 2010; and interview with Respondent F, 26/11/2016).

The values of character's manners and ethics, which the researcher obtained from learning processes, among them are: (1) Teacher inculcates religious characteristics and respect among them with accustom students to say Islamic greeting when entering the classroom, shake teacher's hand, sit neatly, pray before learning, pray of *Duha* or "morning praying" with orderly, and memorize short *Hadiths* or words and deeds of Prophet Muhammad. This can be summarized that character building has embedded in each student; (2) Children are taught to respect each others, do not discriminate among friends, especially on children with special need, they always

receive special attention from their friends when they were facing difficulties; (3) When there was a friend who was talking, it was found a high tolerance, not mocking friends who was speaking; (4) Children are familiar with queue culture; (5) Children look so polite, when his/her friends sat down and there was a student who wants to pass, he/she was saying "excuse me, sorry"; (6) In learning activities, occasionally children are given opportunity to drink, and most children drink while sitting, even there was a few student who drink while standing and they got a reprimand from a teacher; and (7) When learning takes place, teacher guides and directs students politely, using firm language but there was no word which harm children. So, the children were also seen well mannered when facing their teachers (interview with Respondent F, 26/11/2016; and interview with Respondent G, 27/11/2016).

Based on the observations of researcher when break hours students of SDS Peradaban, there are many students who are ethical and either those that are less good. The researcher found some students when eating snack while standing, walking, chatting, and even some students that litter by using left hand. In addition, the researcher also found that there was an attitude of students to parents impolite, but when teachers find it, they always be reminded (interview with Respondent F, 26/11/2016).

Ethics and good manners for the entire students have seen obviously, speak politely, invite friends to break together, and does not distinguish children with special needs, taking children with special need to keep hanging out with other friends, so a sense of tolerance and confidence of children with special need is increasing, because there is no difference in treating friend (Ditjendikti



Picture 2:

One of the Students' Activities in SD Peradaban

Kemdiknas RI, 2010; and Hasan *et al.*, 2010). See, for example, picture 2.

From the interview which have conducted by researcher, the researcher obtained data that the values of character which have applied in the SDS (*Sekolah Dasar Swasta* or Private Elementary School) Peradaban in Serang City include honesty, discipline, responsibility, respect, leadership, courtesy, manner, and so on. Among some of these characters in the SDS Peradaban put more emphasis on the character of leadership, because as an effort to realize the vision of school to become a future school that spawned a generation which have excellent characters (interview with Respondent E, 25/11/2016; and interview with Respondent G, 27/11/2016).

In SDS Peradaban, the implementation of character building is incorporated into every subject, character building embedded in the learning activities or other activities. The successful implementation of character building in SDS Peradaban can be seen from the ability of students to do or apply those characters, for example in SDS Peradaban has taught how responsible attitude after lunch, they had to wash their own plate and spoon. For the following days, the students have been accustomed to do that, so it can also be used as a benchmark to what extent

these characters have been extended in students (interview with Respondent E, 25/11/2016; and interview with Respondent G, 27/11/2016).

The obstacle which is encountered in implementing character building in SDS Peradaban, the Principal said as follows:

[...] there are some students with different characteristics, student as a unique individual that strategies or approached used were different. Especially in the SDS Peradaban, there are also children with special need. In practice differ from other normal children, it is difficult to be applied with such strategies like children generally, so teachers need to do personal approach and it requires diligence and patience (interview with Respondent E, 25/11/2016).

But from the results findings, the researcher found children with special need are ethical and polite, when they meet people directly greetings without having governed by teacher, they did it based on their initiative. The researcher also obtained data that the things students do from come to school until go home is 5-Ss, that are: *Senyum* (a smile), *Salam* (give Islamic greeting), *Sapa* (say hello), *Sopan* (polite), and *Siap* (well manner). Moreover, there is worship of *Duha* (morning) prayer, ask about each other in the early learning, and asking how they honor their parents, how they perform worship in home, then they pray before the study begins. Besides, teacher also pays attention by asking about breakfast, pocket money, and reminds them to always say *Bismillah*, or in the name of God, before doing something and say *Hamdallah*, or thanks God, after finishing activities (Tauhidi, 2001; and interview with Respondent F, 26/11/2016).

In the learning process, they behave polite and enthusiastic; when break time, they go out from classroom orderly; and at noon, they pray midday prayer in congregation, orderly time. Moreover, students turn to picket and before go home, school held the monitoring, students gathered in a small community to do "liqo" to learn the *tajwid* (science of recitation for holy book of *Al-Qur'an*) and reading holy book of *Al-Qur'an* together. Then, before going home, they prayed and said good bye, shook hand with teacher who teach them

and with other teachers, they encounter in school area (interview with Respondent E, 25/11/2016; and interview with Respondent G, 27/11/2016).

In addition, the researcher also obtained data that the right moments to inculcate character building, especially on well manners and ethics, are in worship moments. Through worship moments, the values of character building internalized into students selves. Moreover, teacher also teaches students respect for elder people through celebration event. In this event, all students are gathered and they respect each others. The older nurturing the younger and the younger respect the older. From this event, the character of respect inculcated to student (Seider, 2012; and interview with Respondent G, 27/11/2016).

To be able to create an effective learning, which is integrated into character building in SDS (*Sekolah Dasar Swasta* or Private Elementary School) Peradaban, applies the learning model of *creative learning* through games, materials, and evaluation; where in the *game*, teacher can instill a social character, namely how ethical and virtuous character well to friends. When learning process, teacher can instill character associated with subject matter. In the evaluation, teacher can drill students to behave politely, when they talk to teacher; while expressing their opinions and ask about anything that are not understood (Conway *et al.*, 2009; and interview with Respondent F, 26/11/2016).

The obstacles which faced by teachers of SDS Peradaban, when instilling character to students, are a mismatch of characters that are taught at home with taught at school. Because basically, at home, they usually accompanied by assistant of household, not by their parents. This obstacle forces teacher to teach back good characters to students. So no wonder if teachers of SDS Peradaban concurrent positions as their parents (interview with Respondent E, 25/11/2016; interview with Respondent F, 26/11/2016; and interview with Respondent G, 27/11/2016).

About SDIT Al-Izzah. Based on the interviews with Ibu Hajah Siti Rumayah,

S.Sos.I., M.Pd., as Vice Principal for Student Affairs of SDIT (*Sekolah Dasar Islam Terpadu* or Integrated Islamic Elementary School) Al-Izzah in Serang City, Banten, Indonesia that, as for the task of student affairs is planting base character, conduct programs in the cultivation of character to know the agility, resilience, courage, and leadership (interview with Respondent H, 29/11/2016).

In the Elementary School revives the ability activities, one of them has a Scout coordinator for training Scout programs started from basic exercises and activities, like camping from district level until national level. The Elementary School has a Scout coordinator, then, she conditioned the Scout activities which enable students to be explored well. From the Scout, children who are gifted and active can be channeled through these activities. Then, this activity can also inculcate the spirit of nationalism and patriotism. In learning Scout, students do not feel that learning burden them. Then, the Scout in the Elementary School uses a separate unit system, it means male Scouts and female Scouts are made separately (BSA, 2016; and interview with Respondent I, 30/11/2016).

Both when held camping activity, female tents and male tents are made separately and bordered with coach tent. Moreover, the coach also uses a separate unit system. So, in themselves have trained that men and women should not be merged or usually called *ikhthilat*, except with her *mahrom* or spouse (Tauhidi, 2001; and interview with Respondent I, 30/11/2016). See, for example, picture 3.

Furthermore, in culcating character building in the school held KIT (*Kajian Islam Terpadu* or Integrated Islamic Studies) Program. This program is implemented in high grade, namely grade IV, V, and VI; and made in group which consisted of 10 students and led by a coach. The subject is not include in curriculum, like *Fiqh* (Islamic jurisprudence) about the obligatory bathing,



Picture 3:
Students' Teaching-Learning Activity in SDIT Al-Izzah

and preparing the students to participate in the competition (Tauhidi, 2001; Fauziyah, 2012; and interview with Respondent H, 29/11/2016).

Then, from the aspect of discipline, there is a Coordinator of TPD (*Tim Penguatan Disiplin* or Dicipline Enforcement Team), who has had the agendas: (1) Officers of flag ceremony which performed in rotation; and (2) Standard Operating Procedures for TPD (interview with Respondent H, 29/11/2016).

The responsible party in the TPD is: *Classroom Teacher*, in one class is preparing two classroom teachers; *Coordinator*, collection classroom per level; and *Vice Principal for Student Affairs*. The way to motivate at school in the following ways: (1) Morning assembly, i.e. making yells and ice breaking; (2) Testimonials of successful people before learning begins from the historical figures, Companions of the Prophet Muhammad, and other figures; (3) Named class name with the name of Companions of Prophet Muhammad and Muslim scientiests to be example; and (4) School and parents must have a good relationship and should work together in educating children, because students were not in school for 24 hours (interview with Respondent H, 29/11/2016;

and interview with Respondent J, 1/12/2016).

Programs at the Elementary School are to create good relationship between parents and the classroom teachers, for example: (1) Activity book of *yaumiyyah* or daily, which contain prayer habituals, making the bed, and etc., then students give checklist and signed by a parent; (2) Providing a media of communication, such as making WAG, or WhatsApp Group, for classroom and committee; (3) Holding recital of holy book of *Al-Qur'an* for parents on Friday; and (4) Report book should only be taken by the parents in order establish good communication between classroom teachers and parents (Fauziyah, 2012; interview with Respondent H, 29/11/2016; and interview with Respondent J, 1/12/2016).

Related to the programs at the SDIT (*Sekolah Dasar Islam Terpadu* or Integrated Islamic Elementary School) Al-Izzah in Serang City, Mrs. Hajah Siti Rumayah, S.Sos.I., M.Pd., as Vice Principal for Student Affairs, said in an interview with the reseacher, as follows:

The programs in improving sanitation in the schools, among others are: LISA (*Lihat Sampah dan Ambil* or See Trash and Take it) program; Sorting organic and inorganic waste; Giving the materials in Scout; and Competition of class cleanliness after morning exercise on Friday. Things to do in instilling honesty are: Reminding not to cheat; Ensuring not to do the plagiarism; and Give the finding things to information section. Thing to do in instilling courage are: Instilling deliberation custom in the classroom; Seating alternately; and Making friends with anyone. Lastly, things to do in instilling the character of a leader are: leader of classroom is rotated in each semester; and turnover the officers of flag ceremony, *adzan* and *iqomah* or prayer call and *wirid* or passage of *Al-Qur'an* (interview with Respondent H, 29/11/2016).

Barriers in instilling the values of caharacter are: *External factor*, that is misunderstanding on the part of parents about the punishment, which given to their son or daughter; and *Internal factor*, this



Picture 4:
Process of Teaching and Learning in SD Muhammadiyah

factor comes from the teacher, for example, teacher who are not willing to bear when applying punishment for violations which committed by students (interview with Respondent H, 29/11/2016; and interview with Respondent J, 1/12/2016).

About SD Muhammadiyah. SD (*Sekolah Dasar* or Elementary School) Muhammadiyah in Serang City, Banten, Indonesia has approximately 230 students and 16 teachers, including administrative staff. Based on researcher observation on 26 November 2016, the researcher found habituals which instilled by teachers in a way gathered students at square to read the holy book of *Al-Qur'an*, *Juz* (section) 30 together and guided by classroom teachers. When entering classroom, they remove their shoes and put it on the reach which provided by the school. It is implemented since the first time entered the SD Muhammadiyah in Serang City or since the first grade level (interview with Respondent K, 4/12/2016). See, for example, picture 4.

The characters, which is embedded at the SD (*Sekolah Dasar* or Elementary School) Muhammadiyah in Serang City, one of them is the discipline of time, where based on the researcher's observation, the students arrive to school on time and they played educated game previously before studying. Then, there are some students who use bicycles to go to school; and on arrival at the school, even

there is no bicycle parking, but they keep the bike in an orderly manner and neatly. Based on the observation of researcher, there is a good relationship between teachers and students. So, teachers can instill characters building from the smallest to the biggest things, starting from arranging shoes, parking bicycle, and reciting the holy book of *Al-Qur'an* (interview with Respondent L, 5/12/2016).

But, unfortunately, thing that is not available at the SD Muhammadiyah in Serang City is the honesty of canteen which enable the researcher to know the honest characters in the Elementary School. Nevertheless, the researcher is able to interview traders in the outside of school. According to one of the traders, almost all students of SD Muhammadiyah in Serang City have good characters, although there is a small portion of students who are not honest when she leaves her goods. However, the trader believes that actually the students of SD Muhammadiyah in Serang City are good kids, well-mannered, honest, and polite; she also believes that the students will be the successors of nation (interview with Respondent M, 6/12/2016).

According to Mr. Dani Zakaria, as a Principal of SD Muhammadiyah in Serang City, attitude is emphasized in order that students have a good character, that is starting from small things in advance, such as students are required to say Islamic greetings before and when out of classroom. Then, they must recite *do'a* (prayer) before and after studying. Mr. Dani Zakaria, further, said as follows:

After graduating, the learners of SD Muhammadiyah in Serang City will get 2 certificates, namely general education certificate and *madrrasah* (Islamic primary education) certificate. Besides, SD Muhammadiyah in Serang City also has had the extracurriculars, such as: *marawis* (Islamic music genre), Scout, *tapak suci* (martial art), *gamelan* (art orchestra), and *pianika* (musical instrument). If there is student who violates the rules, such as do not say Islamic greeting, he/she will be given reprimand first by the teachers. Bel entered at the SD Muhammadiyah in Serang City is at 07.15, and almost civitas academica of SD Muhammadiyah have to come on time. There is nothing of teachers at the SD Muhammadiyah in Serang City come late, because there is a strict

regulation, such as the implementation of absent system and cutting the transportation money (interview with Respondent N, 7/12/2016).

The habits that performed at the SD (*Sekolah Dasar* or Elementary School) Muhammadiyah in Serang City, that is on Monday, all students must follow the flag ceremony; while on Tuesday, Wednesday, and Thursday, they must pray of *Duha* (morning) in congregation and recite the holy book of *Al-Qur'an* before starting the lesson; and finally on Friday and Saturday are carried out ceremony before entering classroom (interview with Respondent L, 5/12/2016).

The number of teachers at the SD Muhammadiyah in Serang City is 16 persons and it already includes administrative staffs. Dress code of teachers at the SD Muhammadiyah is: on Monday is wearing brown clothes, on Friday is wearing Moslem clothes, and Saturday is wearing neat and polite clothes. Meanwhile, for students, on Sunday and Tuesday are wearing green and white colored clothes. On Wednesday and Thursday are wearing a batik shirt, on Friday is wearing Moslem clothes, and on Saturday is wearing scout clothes. When entering classroom, all students must take off their shoes first. The regulation was enacted, because the classroom is always used for pray of *Duha* and *Dzuhur* or Middy's prayer (interview with Respondent N, 7/12/2016).

According to one of SD Muhammadiyah in Serang City's teachers, namely Mrs. Nurlaela, her students' character are good, but there is a naughty student who is difficult to be educated. This is the challenge for a teacher. This is a duty of a teacher to improve the characters of student. Although in fact is very difficult to change students' characters without the support from parents. Therefore, in building a good character for students, it needs a good cooperation between teachers and parents (interview with Respondent L, 5/12/2016).

Students of SD Muhammadiyah in Serang City are already familiar with the character which implemented by the school, such as praying before study, say Islamic greeting before entering or exiting the classroom, and

also praying midday prayer in congregation in their respective classes (interview with Respondent N, 7/12/2016; and interview with Respondent L, 5/12/2016).

CONCLUSION

The results of research show that the average of SDIT (*Sekolah Dasar Islam Terpadu* or Integrated Islamic Elementary Schools) in Serang City, Banten, Indonesia have been practicing the values of Islamic teachings in daily life of students, like reciting and memorizing short *surah* (divion) of the *Al-Qur'an*; daily *doa* (prayer); helping each other; wearing neat clothes; *Duha* (morning) prayer in congregation; time dicipline; keeping cleanliness; students accustomed to give *infaq* (contribution) and *shodaqoh* (donation); trained leadership; honesty; independent; creative; and responsible. All good habitual is started from character building to students for their lives in the future.

As for the constraints which experienced in instilling character building, one of them is the number of students with different characteristics, students as unique individuals have different personalities, so it needs a proper strategy or a different approach. Meanwhile, barriers or constrains which faced by tecaher while inculcating character building was the mismatch between habituels at school and home, different friends at home, and influence from the use of technology, such as smartphone and video game.¹

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¹**Statement:** I, hereby, declare that this article is my original academic work, so that it is not product of plagiarism, due to all sources used and cited in the analysis are showed clearly and available in the References. This article is also not submitted, reviewed, and published yet in other scholarly journals.

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Students of SDIT (Integrated Islamic Elementary School) in Indonesia
(Source: <http://www.smp-im.com>, 15/4/2017)

The average of SDIT (*Sekolah Dasar Islam Terpadu* or Integrated Islamic Elementary Schools) in Serang City, Banten, Indonesia have been practicing the values of Islamic teachings in daily life of students, like reciting and memorizing short *surah* (division) of the *Al-Qur'an*; daily *doa* (prayer); helping each other; wearing neat clothes; *Duha* (morning) prayer in congregation; time discipline; keeping cleanliness; students accustomed to give *infaq* (contribution) and *shodaqoh* (donation); trained leadership; honesty; independent; creative; and responsible. All good habitual is started from character building to students for their lives in the future.