

Analysis of Character Education Patterns About Social and Religious Values at SDIT As-Salam Samarinda

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ABSTRACT

This research was conducted based on observations of the Integrated Islamic Elementary School (SDIT) As-Salam Samarinda which is a school with good social and religious character cultivation. The purpose of this study was to analyze the process of strengthening character education at SDIT As-Salam Samarinda. This method of research used descriptive qualitative methods with a phenomenological approach to reveal more deeply the phenomenon of individual change processes in changing the character of students at SDIT As-Salam. Data collection techniques are carried out by means of observation, interviews, and documentation. The data source for this research is primary data obtained from interviews with the principal, class teachers, subject teachers and students at SDIT As-Salam Samarinda. The research data validity technique used the criteria for the degree of trust (credibility) with the triangulation technique. The results of the study can be concluded that the system for forming patterns of character education for SDIT As-Salam students is carried out by to grow character education values through the components of the learning system. Habits carried out by schools and teachers can motivate students and change the character of students in the long future. The application of religious activities and teacher discipline in every step of learning activities is visible and can be applied continuously. Furthermore, there is the role of the teacher as executor of program development activities when the learning

process takes place both inside and outside the classroom so that students' character education values are reflected in everyday life. The implication of this research was to provide a reference regarding the learning process and the role of teachers in schools in order to instill good character values, especially social and religious values in students.

Keywords: Character Education Value, Learning Theory, Education School System.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process that make students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Depdiknas, 2003). The purpose of education based on Pancasila has the goal of increasing piety to God Almighty, intelligence, skills, enhancing character, strengthening personality so that they can build themselves and are jointly responsible for nation building. Indonesia's national education is currently still facing various problems. The achievements of educational outcomes still do not meet the expected results. Learning in schools has not been able to fully shape the personality of graduates who reflect the character and culture of the nation (Suyitno, 2013).

The quality of education needs to be considered to achieve educational goals, while the quality itself can be known from the success achieved by a student while participating in teaching and learning activities. The important thing in the learning process is the activity of understanding the meaning of learning for students so that learning outcomes are useful for their lives in the present and the future. One of the determining factors is how the learning and teaching process can run as expected. Meaningful learning is a teaching and learning process that is expected to involve students directly in the learning process and discover their knowledge directly.

Further, the process of implementing the 2013 curriculum in schools, especially at the basic education level, does not always run smoothly because it is still exposed to several obstacles. The obstacles that occur in several schools include the lack of teacher knowledge about the curriculum itself, the lack of educational teaching aids. Teachers' are difficulties in carrying out learning activities in accordance with curriculum provisions (Ardianingsih et al., 2017). Teachers experience has difficulties in transferring and forming the character that exists in students. The formation of the character of students which includes several aspects of learning requires high skills that must be possessed by teachers and schools. In the activity of educating students with character, there are eighteen character education values that must be instilled in students by the teacher. The eighteen characters are; religious, honest, tolerance, discipline, hard work, creative, independent, democracy, curiosity, love of the motherland, national spirit, friendly/communicative, appreciate the achievement, love to read, love and peace, care for the environment, care for social, responsibility (Kesuma, 2012 ;Amri, 2012; Daryanto, 2013; Anggraini & Kusniarti, 2016).

Strengthening character education implemented in the 2013 curriculum has an

impact on students. Basically education is one of the most important and fundamental needs for human life, community groups, or nations. Quality character needs to be formed and nurtured from an early age. Early age is a critical period for the formation of one's character (Cahyono, 2016). Therefore education needs to be continuously developed in a systematic, integrated and planned manner by authorized policy makers in the field of education, so that education as one of the development sectors responsible for developing human resources can really make a real contribution. positive, and significant in the effort to participate in educating the nation's life as mandated by the founding fathers as outlined in the preamble of the 1945 Constitution (Ichsan, 2021; Jumiati, 2018).

In Law No. 20 of 2003 concerning the National Education System in Article 3, which stated that national education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life. National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Siregar et al., 2021).

As a result, there are several facts that are happened around us which have recently become an issue that is happening a lot. This nation lost a role model in the field of education. The goal of character education is to build and raise children to become insightful, caring, highly behaved and pious people and individuals who use their capacity to do their best and understand the purpose of life (Turan & Ulutas, 2016).

Therefore, the development of national character can only be done through the development of one's individual character. However, because humans live in a certain social and cultural environment, the development of one's individual character can only be carried out in the social and

cultural environment concerned. The development of national culture and character can only carry out in an educational process that does not separate students from the social environment, community culture and national culture. The nation's social and cultural environment is Pancasila, so cultural education and national character must be based on Pancasila values. In other words, educating culture and national character is developing Pancasila values in students through heart and physical education (Suriadi et al., 2021).

The success of an educational institution is not only supported by facilities and infrastructure, but quality teachers or good student input also greatly influences it. School culture is very important in building the character of students. School culture includes interactions between school principals and teachers (Hasnadi, 2019). Teachers with teachers, teachers with parents, teachers with students, students with other students, school employees with schools. The implementation of character education in schools leads to the formation of school culture, namely the values that underlie behavior, traditions, daily habits, and various symbols that are practiced by all school members and the surrounding community (Putry, 2019 ; Silkyanti, 2019). This shown that school culture has a major influence on the process of achieving success in character education.

Character education is defined as explicit teaching about socio-emotional and social norms that are clearly expected in defined actions and behaviors that are considered socially acceptable (Kim et al., 2018). The formation of elementary school character and in social life makes an important impact on student learning systems. Creativity in the learning process in the classroom can develop along with the character that exists in students. Creativity is a harmonious work in learning based on three aspects of creativity, taste and intention which will produce something new in order to arouse and instill self-confidence in students so that

they can improve their learning achievement.

Furthermore, schools as centers of change need to seriously pursue education based on national character and culture. National character and culture developed in schools must be harmonized with local, regional and national character and culture. For this reason, character education and national culture need to be developed based on local wisdom (Suyitno, 2013). In the process of teaching and learning in the classroom, a teacher must interact with his students to convey the material, the teacher helps students to understand the material and like it. With the teacher's creativity in teaching that is what makes students interested in participating in the learning process. Thus, teachers are required to be creative, professional and create a pleasant atmosphere when the teaching and learning process is in progress.

SDIT As-Salam School is a school with good social and religious character cultivation. This is supported by the existence of a joint recitation program every morning, reading the Koran/Newspaper every morning and Duha prayer at 10:00 a.m., as well as school bazaar activities which are held once a month, where students' parents help sell the work of students' assignments in the form of food or weaving works. To grow character values in students begins with cultivating faith and morals in students. This is included in eighteen-character education namely religion, discipline and enthusiasm. In this case students at SDIT As-Salam can cultivate a spirit of honesty as well as attitudes and behavior in accordance with the values and norms that apply in the school environment and the community environment.

Based on the description above, the author will conduct research on Analysis of Patterns of Character Education About Social Values at SDIT As-Salam Samarinda.

MATERIALS & METHODS

This study used a descriptive qualitative method with a phenomenological approach to reveal more deeply the phenomenon of the process of individual change in changing the character of students at SDIT As-Salam. This research was conducted at SDIT As-Salam. The data sample in this study was carried out using a purposive sampling technique. The data source was selected based on certain characteristics by choosing an Islamic-based elementary school, namely SDIT As-Salam Samarinda. The data collected in this study was through in-depth face-to-face interviews with the process of submitting structured questions to the principal, class teacher, subject teacher, SDIT As-Salam students and deepened by using participatory observation techniques and document searches to find out things which will be examined about the pattern of character education of students. The data validity technique in this study uses the criteria for the degree of trust (credibility) with a triangulation technique which is divided into theory triangulation by cross-checking whether the data found in the field regarding patterns of character education about social values at SDIT As-Salam Samarinda are in accordance with the theories stated. already exist and triangulation methods to compare observed data with data from interviews with school principals, class teachers, subject teachers and students. The focus of this research is to analyze the process of strengthening character education at SDIT As-Salam Samarinda.

RESULT & DISCUSSION

This research was conducted at SDIT As-Salam Samarinda, by looking at various integrated Islamic schools located in Samarinda SDIT As-Salam is one of the best schools with character education. SDIT As-Salam is located in the middle of a residential area with public road access which makes it easier to drive vehicles and makes it easier for the community to come

when they have important needs with the school.

The results of the research were gained from observations and interviews with school principals, class teachers, subject teachers and students, namely the pattern of character education which shows the profile attitude of strengthening Pancasila at SDIT As-Salam Samarinda and the results of the pattern of character education which has a lasting impact on students.

Strengthening character education (PPK) which is held in schools solely to build and shape the character of students in accordance with the values and norms that apply in Indonesia. In this case, point 8 of Nawacita: National Character Revolution and the Ministry of Education and Culture Movement Mental Revolution in education which wants to encourage all stakeholders to make a paradigm shift, namely a change in mindset and way of acting, in managing schools. For this reason, the PPK Movement places character values as the deepest dimension of education that cultivates and empowers educational actors (Hendarman et al., 2018). Character education which is being intensively implemented now is included in the independent teaching curriculum, in strengthening the Pancasila profile where students are educated to become individuals who have noble character in accordance with the Pancasila points. In order to face and anticipate the negative impacts of the 21st century, that can be used as the spearhead is that character education is actually not a new product, not a subject, not a new curriculum but a strengthening or focus of the learning process and as the axis/spirit/soul of education (Andayani, 2011).

The latest curriculum emphasizes that every student must reflect Pancasila in himself and in everyday life. The pattern of character education carried out by schools structurally and non-structurally is expected to apply Pancasila to students. Character education has become the concern of various countries in order to prepare a quality generation, not

only for the benefit of individual citizens, but also for society as a whole. Character education can be interpreted as a deliberate effort from all dimensions of social life to help build character optimally (Dalmeri, 2014).

In choosing the curriculum that was outlined in the learning process, SDIT As-Salam chose to use a mixed curriculum, namely a combination of the National Education Curriculum and the Ministry of Religion Curriculum. The combination of the two curricula will produce students who are able to realize social and religious values in students so that good character is reflected in everyday life and students are able to compete with elementary schools that apply the national education curriculum.

The process of the pattern of character education for SDIT As-Salam students is described as follows: First meeting on Monday, October 28 2022 at SDIT As-Salam in class IV, structurally every morning before all students carries out teaching and learning activities students carry out marches and pray jointly led by a teacher in the field of Islamic Studies. This activity is intended to form the religious character of students towards their respective religions and beliefs, as well as to highlight the first point of the Pancasila precepts. The teacher arouses the motivation of students by inviting all students to be active in religious activities singing about religion then praying dhuha, these things are done continuously every day.

This is aligned with Thomas Licona's research which stated that character is related to moral concepts (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior). Based on these three components, it can be stated that good character is supported by knowledge of goodness, the desire to do good, and to do good deeds (Dalmeri, 2014). There are various kinds of efforts that can be made to develop the character of students, one of which is developing and displaying a good school culture in front of students. School

culture is a system of values, beliefs and norms that are mutually accepted and implemented with full awareness as natural behavior shaped by the environment by creating a common understanding of school activities (Johannes et al., 2020 ; Sunarti et al., 2020). School culture becomes a set of values that underlies behavior, traditions, habits, everyday practices by school principals, teachers, parents, students and the community (Dewi et al., 2019 ; Norianda et al., 2021)..

The second observation meeting which was held on Friday, 2 November 2022 can be described as follows: The application of character education which is carried out structurally and repeatedly every day makes this character education process well planned. As for the addition to students, namely in each learning activity students are invited to get to know more about social life, by inviting students to see video shows about heroes in the past. The process of this educational pattern is one of the reasons for the formation of character in students. With the teacher giving examples of how to say hello before entering class, apologizing when wrong and daring to admit mistakes are included in a responsible attitude. During recess the teacher invites students to go to the canteen to see how everyone interacts with others. The formation of children's character is indeed influenced by various supportive surrounding environments. Children interact not only with their parents or their families, but with friends at school, the community, even within the nation. it can affect the formation of children's character. The character formed since childhood will become a habit until adulthood. For that, form the child's character well and don't make mistakes in educating children because it will affect the child until adulthood. It should be noted, the child's character is a reflection of his family, the surrounding environment, and his friends (Pradana et al., 2021).

Based on the results of interviews with class teachers and field teachers at SDIT As-

Salam, that the to grow of character values is given to students when in an atmosphere of a learning process that requires the teacher to play a good role in creating activities to inculcate character education values. In the activity of cultivating character education values, the teacher should play a good role that focuses on the characteristics, talents and interests of students.

In practice, the As-Salam SDIT study organizes the planting of character education values by committing to carry out its role as an educator and maintaining the learning strategy model that has been set to continue to provide the best for students and teachers must be involved in the learning process in class to always incorporate the value of character education into every learning activity. Sofiasyari et al., (2020) suggested that one of the ideal ways to instill character education values is to integrate them through learning. Through learning, the character of students can be formed simultaneously with the implementation of the learning itself. The same thing was also stated by Illahi, (2020) that in to grow character education there must be involvement between the teacher and students, so that the role of the teacher is not only teaching in front of the class and delivering material in front of students, but more than that. It is said that a teacher fulfills his role if he has a sense of responsibility and love for his students as parents do for their children.

The character values seen in SDIT As-Salam students are social care, religion, honesty, discipline, independence, and responsibility. Character values that appear in students are reflected through learning both inside and outside the classroom. Through these activities, the values of the social-religious character are prioritized over the values of other characters. The implementation of religious social values at SDIT As-Salam takes place through the existing school culture and can be seen from routine activities and habits. Routine activities that can be seen include reading

prayers before and after learning, students are also accustomed to social activities such as giving and helping friends in terms of goodness, other religious activities such as praying on time, midday prayers in congregation, reciting the Koran, answering the call to prayer, helping each other with friends in need as a form of worship. This activity shows that the religious social values shown by SDIT As-Salam students are in accordance with the purpose of to grow character, namely preparing students to be able to carry out orders taught by religion and become students who have a social spirit, prepare themselves to be able to establish interactions between fellow human beings, both of different races and different religions. Then there will be a relationship between human beings and a relationship with their creator through religious teachings that have been internalized within themselves and relationships with their creatures which are reflected in their attitudes and daily behavior (Jamhariani et al., 2021).

Based on the results of observations at meetings one and two, the researcher concluded that the process of forming patterns of character education for students can be formed structurally and non-structurally. Habits carried out by schools and teachers can motivate students and change the character of students in the long future. The management of social and religious activities and teacher discipline in every step of learning activities is visible and can be applied continuously. This is in line with research conducted by Pradana et al., (2021) that character development in accordance with life values is developed through various educational channels, not only through formal learning processes. One form of character development is through school culture. students as citizens must develop their character. School culture can be interpreted as a school activity program that aims to instill the values of national character in students and other school members (Kurniawan & Lutfiana, 2021).

CONCLUSION

Based on the results and discussion of the research, it can be concluded that the system for forming character education patterns for SDIT As-Salam students is implemented by to grow character education values through the components of the learning activity system. Habits carried out by schools and teachers can motivate students and change student character in the long future. The application of religious activities and teacher discipline in every step of learning activities is visible and can be applied continuously. Furthermore, there is the role of the teacher as executor of program development activities when the learning process takes place both inside and outside the classroom so that students' character education values are reflected in everyday life. The implication of this research is to provide a reference about the learning process and the role of teachers in schools so that they can instill good character values, especially social and religious values in students.

Declaration by Authors

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