International Journal of

Students Education

STRENGTHENING CHARACTER EDUCATION TO IMPROVE STUDENT CHARACTER PATTERNS IN PRIVATE IBTIDAIYYAH MADRASAH TAPANULI TENGAH

Rani Nursafitri[1], Dinda Rahayu[2]

[1,2]Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara
Email: [1] raninursafitri568@gmail.com , [2] dindarahayu656@gmail.com

Abstract

The purpose of this research is to find out the efforts to strengthen character education in elementary schools, using the pattern of character education that is applied in Madrasah Ibtidaiyyah / Elementary Schools. This research uses a qualitative descriptive research type with a case study design. In this study, to collect data using observation techniques, and interviews. The results of this study conclude that: 1) strengthening character education for students at the MI/SD level is the responsibility of schools and parents, 2) The values of educational character patterns are applied and shown at MIS Ikhwanul Muslimin with good habits, such as dhuha prayer, prayer noon in congregation at the mosque and others. 3) In the application of character education, teacher strategies that can be used by being role models, routine activities that are applied every day, when learning the application of religious values, responsibility, honesty, tolerance and so on. 4) the obstacles encountered in efforts to strengthen character education are due to the environment that does not support the process of strengthening character education, the factor of teachers who do not apply good habits, parents who do not teach character education at home, and the factors of the students themselves. 5) Strengthening class-based character education (PPK) at MIS Ikhwanul Muslimin is carried out by incorporating into school programs that have religious values, integrity, nationalism, mutual cooperation, independence, formation of suritauladan, stakeholder violence, establishment of school rules. 6) The success of strengthening character education (PPK) has supporting and inhibiting factors both internally and externally. Teachers' internal supporters have characters that deserve to be role models, internal obstacles some teachers do not understand the K-13 curriculum, external supporters of student guardians play a role in strengthening student character education.

Keywords : Character Education, Elementary School, Pattern of Character Education

Introduction

The formation of national character is one of the goals of National education. Law No. 20 of 2003 states that the goal of National education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable. , creative, independent, democratic and responsible. The meaning of the sentence is so deep and very noble, because the purpose of education contains the principle of balance, namely not only to form children to be intelligent, but also to have noble character/morals, so that a generation that is intelligent and competitive is born. Character building is one of national education purposes . Article 1 of the Law on the National Education System (Sisdiknas) of 2003 states that among the goals of national education is to develop the potential of students to have intelligence, personality and noble character. The mandate of the 2003 National Education System Law intends that education does not only form intelligent Indonesian people, but also personality or character, so that later generations of nations will be born who grow and develop with characters that breathe the noble values of the nation and religion. Character education has a higher meaning than moral education, because character education is not only related to right and wrong issues but how to instill habits about the good things in life. so that students have high awareness and understanding as well as concern and commitment to implementing policies in everyday life. Thus it can be said that character is a person's character in

responding to situations morally, which is manifested in concrete actions through good behavior, honesty, responsibility, respect for others, and other noble character values. The nature of character in general has the goal of helping everyone to become smart and intelligent. Character knowledge is obtained from the social sciences that we know. One example is the scientist Aristotle who used the term "ethe", for characters that are etymologically linked to "ethics" and "morality". Etymologically, the term character comes from the Latin "kharakter, kharassein and kharax" which means carved or "tolls for making" (a tool for marking) (Hidayatullah, 2010). There are also those who mention the notion of character, which comes from the Greek "charassein" which means to make in or "to engrave" which means "to engrave:, "to find" (Wynne, 1991), which acts as a comparison (Bohlin, 2005), then from it was in the form of dancing, and different from the others.

This word (charassein) was often used in French with a blind character in the 14th century and after that it entered English, namely it was called "character" and at that time finally became Indonesian with the utterance "character". The term refers to the form that distinguishes one thing from another. In Poerwadar Minta's large Indonesian dictionary (Elbubharak, 2008), character is defined by (inner, personality, morals or manners with what distinguishes people. According to Viktoria New Del and David B.Guralik, interpreting character with distinctive traid, distinctive quality, moral strength , pattern off behavior found in individual of group (Muslich, 2011,). Character education is carried out in a structured, evaluation, and coherent manner to make it easier for students to understand moral values, values of human behavior related to God Almighty himself, fellow human beings and the environment which is embodied in thoughts, attitudes, words, feelings, and behavior following religious values, laws, etiquette, culture and customs. Up to now, character education has only lasted fluency and theory and has not yet achieved the main objective which is practical and efficient. Efforts to develop quality in students, especially in elementary schools in terms of personality and character, are very important activities that we must pay attention to, know, learn that in character and personality are things that are unified, important, of course, need to be taken seriously. Strong personality and character are the qualities of human resources that are important in determining a better future direction. The assignment given by the teacher is homework that must be done correctly. The key or subject of discussion of the main problem is the effort to instill and encourage the formation of the character of students from an early age. According to the opinion of Kollier, Houston Schematz, and Wallsh in CD (2003), basic character education helps students develop their intellectual and spiritual dimensions and helps them grow as social beings, to help exist, to support students to live with changes in their environment and to increase their creativity. Functions that must be considered in the formation of character education: first, the function in developing the potential of the learner. Character education is carried out so that students are able to think critically, have a good conscience and behave like Pancasila norms. Second, as reinforcement and improvement. In developing educational character, it is necessary to improve and strengthen the role of the family, educational units, local environment, and the government that contributes to developing the potential of its citizens and is also responsible for building the progress of the State into a more advanced, independent, prosperous and peaceful nation. The third is the filtering function, character formation functions to organize one's own culture, and exclude cultures that are not in accordance with their teachings, norms and cultural values. Strengthening character education is actually not a new policy at all because since 2010 character education in madrasas has become a national movement. Madrasas are strategic advice for character building, students because they have systems, infrastructure, and support for the existence of education that is spread throughout Indonesia, from urban to rural areas. There have been many good practices developed by madrasas, but there is still a lot of homework to be completed to ensure that the culture of character values goes on and is sustainable. In addition, policies that are more comprehensive and based on local wisdom are needed to respond to the challenges of an increasingly complex era, starting from issues that threaten the needs and future of the nation, up to global competition and the way all students act becomes better and integrated. (Ministry of Education and Culture 2017: 1-2). Strengthening character education in madrasas is very important as an effort to improve the quality of students who have character and respect the noble values of the nation and religion. Strengthening character education is carried out to prevent the erosion of the character of students. Madrasas are formal educational institutions that generally carry out mentoring, learning and training program activities in order to help students develop their potential, both related to moral, spiritual, intellectual, emotional and social aspects. Madrasas as learning centers function to foster abilities , value attitude, character and behavior . 1-2).

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Religious character values in madrasah ibtidaiyyah are very important as the behavior of loving and obeying the integrity of God's creation. The values that are instilled in the values of religious characteristics are affection for fellow friends, respect for teachers and parents, tolerance, not ridiculing each other, then obeying Allah and always being grateful. Parents must also contribute to the development or formation of the character of students. Because it is parents who have a very, very important mandate in the process of character learning. Parents must be able to guide their children in developing these characters so that the character formation of the child becomes better. Madrasahs must be able to create harmony with the parents of students so that they can be equally contrasting in guiding the character of students. Madrasas must be able to take advantage of the role of parents who are perfect in shaping the character of their children. Ways to maximize the position of parents so that they work properly in strengthening character education in an effort to strengthen the characteristics of students. A social observer says that children can learn behavior only by observing and having relationships with people in their environment. Therefore, as parents set a good example. Because, exemplary is a powerful method for instilling good moral values in children. A social observer says that children can learn behavior only by observing and having relationships with people in their environment. Therefore, as parents set a good example. Because, exemplary is a powerful method for instilling good moral values in children. A social observer says that children can learn behavior only by observing and having relationships with people in their environment. Therefore, as parents set a good example. Because, exemplary is a powerful method for instilling good moral values in children. From the results of the study that exemplary parental behavior is a positive relationship with the child's attitude. Learning is said to have character if it is carried out towards normative and holistic principles, so that there will be students who have strong character, good conscience, strong abilities and brilliant achievements. Character learning needs to be designed as well as possible by the teachers with the help of the head of the foundation, then learning is truly independent from activities with proper administration and should not be dominant, and character learning can be carried out based on strengthening thinking, behavior, and actions that will students do.

Research Methodology

In the journal of research articles on strengthening character education in order to improve the character patterns of students in class III Private Madrasah Ibtidaiyyah, the research decided to use qualitative research methods with the aim of understanding the phenomena experienced by the research subjects. For example, such as

behavior, views, opinions, motivations, actions and so on. In this qualitative assessment we will study people by listening to what they experience, what they say, about themselves and their experiences from the perspective of the people we study, of course with great care. The qualitative method seeks to understand and interpret the meaning of events for each individual carried out in certain situations according to the perspective of the research itself. The author uses qualitative methods intending to be able to understand an object that is studied extensively. The other goals are to broaden the concept of sensitivity to a problem that is being faced, to explain realistic related to the search for theory from below and to broaden understanding of a phenomenon that is being lived. Qualitative methods are also flexible, which means openness to suitability under changing conditions and allows for striking insights. An observer must be free from strict formalities in order to be able to encounter new discoveries. The thing that needs to be underlined is the qualitative method, data and sources are always obtained first-hand and direct experience from sources, research objects. So in essence, data is not allowed to pass through the hands of third parties. Data must be strictly from first-party experience. In its presentation, the qualitative method usually uses action verbs and adverbs of life, because in this way the reader feels helped to feel and develop the situation that really happened. Basically someone must express himself in the form of symbols, of course this symbol has meaning. Therefore, interviews can be the most important media in order to capture the planting and understanding of people or symbols used. The advantages of the qualitative method: 1) the data is very basic because it is in accordance with facts, events and reality. Therefore it is not a research engineering. 2) detailed and in-depth review analysis, because the data pumps in depth. 3) qualitative methods are more open to more than one view of information and participants. Be realistic, researchers who use qualitative methods believe in the dynamics of the process. The advantage of using a qualitative method is that the qualitative method really places humans as their nature. Humans are very sublime creatures beyond compare. Humans not only exist but they know their existence can speak, can think and can determine their own future.

Result & Discussion

From the results of interviews with class III tutors MIS Ikhwanul Musimin the design was made to shape the character of students in learning, namely through various kinds of good habits, namely from a spiritual and physical perspective. MS Ikhwanul Muslimin biases spiritual activities such as reading prayers before and after learning, getting used to praying sunnah dhuha at school, reading juice 30 before each lesson. Lifting from the vision and mission of the Muslim Brotherhood MIS, namely with the vision of "producing a generation of good morals based on faith and piety". According to the class III MIS Ikhwanul Muslimin teacher, every process must have obstacles to be faced because the characters possessed by the students are different and they are in different environments, especially when the family factor is of course very different, there must be its own challenges. The way to fix these obstacles is of course the teacher and parents of students must have a good relationship with each other so that the students are easy to control and easier to form character. Moreover, the homeroom teacher must really understand the nature and character of his students, so that the homeroom teacher for class III always makes it a habit to read prayers, memorize jus 30, perform sunnah duha prayers, and pray 5 times a day. Based on the results of an interview on May 8 2023 with the class III teacher at MIS Ikhwanul Muslimin, it was stated that at school there were already character education biases starting from religious aspects, tolerance and so on, but surely there are students who still have not implemented character education such as responsibility. responsibility, honesty, complying with the rules, and according to him, instilling character education there must also be a contribution from the parents and there is cooperation between the parents and the school. The time for instilling character education at school is limited, unlike cultivating character education at home, because students spend more time at home than at school. Research at private Islamic elementary schools conducted interviews with information that there were many ways to introduce character education to third grade teachers from various religious aspects, responsibility, tolerance and so on. From these aspects, it can be carried out through learning, the rules that exist in schools, the practice of daily worship, and achievement competition activities. In implementing the pattern of character education, values must be instilled that are not regulated absolutely.

The most important thing is when the values of character education can be understood, embedded, and it is hoped that these behaviors will be permanently embedded and not change in each student. At MIS Ikhwanul Muslimin often instills patterns of character education in daily life in various ways. In fact, the implementation of character education patterns in schools, especially in MI/SD has a good goal, namely to create or produce the desired characters and be able to produce behavior that is in accordance with religious, social and cultural rules and norms. Character education starts from the basics, good character education is for example responsibility, honesty, wisdom, morality and ethics, discipline and so on. School is one of the means that is quite effective in teaching, developing, implementing character education, because students will be more obedient and obedient. When at school the strategy' of the MIS Ikhwanul Muslimin can strengthen character education in order to improve students'

character patterns in learning is to condition learning by focus on student-centered activities, guiding and familiarizing students with good things and with the nuances of imprint science inside and outside of school, facilitating facilities and providing full guidance to develop students' talents in scouting, arts, sports, and other areas of expertise. Teacher empowerment extracurricular activities to optimize activities in the KKG and intellectual and external training that are expected to show the potential and ability of professional teachers as a means of improving the quality of education. Therefore the goal of the MIS Ikhwanul Muslimin is "to achieve alumni of the MIS Ikhwanul Muslimin students who are accomplished and independent with imtak and imtek insightful backgrounds so that they can spread benefits for personal, family and society" and become respected and independent individuals. This can be achieved by strengthening Gubu character education by improving the character patterns of students in learning. In the process of forming student character patterns in learning, of course there are obstacles that occur. Teacher empowerment extracurricular activities to optimize activities in the KKG and intellectual and external training that are expected to show the potential and ability of professional teachers as a means of improving the quality of education. Therefore the goal of the MIS Ikhwanul Muslimin is "to achieve alumni of the MIS Ikhwanul Muslimin students who are accomplished and independent with imtak and imtek insightful backgrounds so that they can spread benefits for personal, family and society" and become respected and independent individuals. This can be achieved by strengthening Gubu character education by improving the character patterns of students in learning. In the process of forming student character patterns in learning, of course there are obstacles that occur. Teacher empowerment extracurricular activities to optimize activities in the KKG and intellectual and external training that are expected to show the potential and ability of professional teachers as a means of improving the quality of education. Therefore the goal of the MIS Ikhwanul Muslimin is "to achieve alumni of the MIS Ikhwanul Muslimin students who are accomplished and independent with imtak and imtek insightful backgrounds so that they can spread benefits for personal, family and society" and become respected and independent individuals. This can be achieved by strengthening Gubu character education by improving the character patterns of students in learning. In the process of forming student character patterns in learning, of course there are obstacles that occur.

Conclusion

MI school is the main thing in creating character attitudes for students. Which is based on the results of research in the implementation of the MIS Ikhwanul Muslimin school in Central Tapanuli Regency so as to provide character education. Character knowledge is one of the first things of the learning process. The growth and development of character knowledge from students in its formation takes quite a long time as life goes on to create something good. In carrying out character knowledge at MIS, the Ikhwanul Muslimin is formed from integration activities, self-creation programs contained in the school. The process of forming one's character knowledge is by carrying out the activities of salah dhuha, and praying dzuhur in congregation. Regarding the obstacles that occur in the process of character education activities, namely that there are students in their family environment who are always treated spoiled, the impact of friendships outside of school and the environment that does not have a good influence on students' personalities. As a result, some students will need a long time to create character education. The existence of parents in a position to foster enthusiasm is very necessary because the formation of this character plays an important role in helping students to understand themselves from good character education.

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