IMPLEMENTATION OF CHARACTER EDUCATION MANAGEMENT IN DEVELOPING POSITIVE INTERESTS, ATTITUDES AND BEHAVIOR OF STUDENTS AT SLB AL-HIJRAH

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Abstract

The implementation of religious character education is currently very necessary to overcome moral criticism and foster good morals. This study aims to describe and analyze the application of religious character building in fostering good morals in SLB Al-Hijrah. The type of research used is a descriptive qualitative field. This study uses data collection in the form of interviews, observations and documentation. The results showed that: 1. Planning for the implementation of religious character education in SLB Al-Hijrahwas carried out through learning activities and extracurricular activities. 2. The implementation of religious character education in SLB Al-Hijrahis carried out on: (a) integrated learning activities in each subject, and (b) learning activities carried out through extracurricular activities and school culture. 3. Efforts to implement religious character education at SLB Al-Hijrah are carried out through the real application of integrated religious character development planning in learning activities, school cultural activities, and extracurricular activities, accompanied by moral and spiritual support and evaluation of the coaching program. Supporting and inhibiting factors implementing it, namely. Supporting factors include: (a) a conducive situation, (b) programmed activities, (c) supporting infrastructure, (d) leadership and good teacher examples. Inhibiting factors include: (a) lack of communication between schools and parents, (b) lack of awareness of students, and (c) understanding of different school members about religious character education.

Keywords: Religious Character Education, Fostering Morals

INTRODUCTION

Education is the key to the progress of a nation. Advanced and strong education will accelerate social change, and backward education will be counterproductive to the process of social change, and can even cause disharmony in the social order.(Duryat, 2021). Education in Indonesia in general has three main problems, namely financial, administrative and cultural. If these three problems can be minimized, then efforts to realize the National ideals can be done. Because the existence of education is basically to build educated human beings, however, education will be more functional if various kinds of problems that hinder education are eliminated.(Andriani et al., 2022).

Madrasahs are educational institutions that are able to guide students to a more comprehensive realm, such as intellectual, moral, spiritual and skills

aspects in an integrated manner.(Adnan, 2017). Madrasah is believed to be able to integrate religious maturity and modern scientific expertise to students at the same time. With this ability, madrasah will also be able to produce intelligent, creative, and civilized people to face the era of globalization.(Andiarini and Nurabadi, 2018). So far, the characteristics of madrasahs have only been understood as educational institutions that provide religious subjects alone. In fact, more than that, madrasahs are the embodiment of Islamic values in the totality of madrasah life. The madrasah atmosphere that gives birth to these characteristics contains elements, such as: The embodiment of Islamic values in the entire life of the madrasah, an actualized moral life, professional, open management, and playing an active role in society.(Tantowi, 2022). Specifically regarding the management, the number of madrasas that have been able to carry out good education management is not yet large.

This is often caused by the quality of human resources (HR) which is still very minimal, coupled with the budget given being much lower than in public schools, which also weakens the quality of madrasah management.(Warisno, 2017). One of the efforts to maximize the quality of education is through improving the quality of management based on character. Character can also be referred to the concept of to mark or mark, namely marking a person's actions or behavior.(Murtafiah, 2022). In addition, character can also be understood as the ability to act proactively, not reactively. Proactive means using the tools within oneself to refer to the principles of life, such as justice, integrity, honesty, dignity, service, quality, and growth. The components or elements that will be managed in character-based madrasah management are: First, improving the curriculum according to the character-based education design, so the designed curriculum must contain four main elements, namely: Heart training, including: faith and piety, honesty, trustworthiness, fairness, responsibility, empathy, courage to take risks, never give up, willing to sacrifice, and patriotic spirit(Manasikana and Anggraeni, 2018). Heart exercises always lead to spiritual and emotional management. Thought exercises, including: intelligent, critical, creative, innovative, curious, open-minded, productive, science and technology oriented, and reflective. Thought exercises lead to intellectual management. Sports, including: clean and healthy, disciplined, sporty, tough, reliable, resilient, friendly, cooperative, determinative, cheerful, competitive, and persistent. Sports lead to physical management. Feeling or intention exercises, including: friendly, mutual respect, tolerant, caring, helpful, mutual cooperation, nationalist, cosmopolitan, prioritizing public interest, proud to use Indonesian language and products, dynamic, hard work, and work ethic. Feeling exercises lead to creativity management(Abror, 2020).

The religious character in the madrasah environment or other educational institutions must be reflected in the daily life practices of all madrasah residents, including employees, teachers, students and the head of the madrasah (Murtafiah, 2022). Student management is the arrangement and regulation of

activities related to students from the time they enter until they leave a school/madrasah. Student management is not only in the form of recording student data, but also includes broader aspects that can operationally help efforts for the growth and development of students through the educational process at school.(Indrawan and Pedinata, 2022).

Teachers as presenters of learning materials are required and must pay attention to the individual aspects of students as subjects who receive learning materials. In presenting materials, teachers must also pay attention to the abilities and conditions of students and then find appropriate methods. Because the teaching and learning process is an effort by teachers to communicate with students in delivering knowledge. There are five components of communication in this process, namely: teachers (communicators), learning materials, learning media, students (communicants), and learning objectives.(Warisno, 2017). A teacher must be able to demonstrate his/her abilities in front of students and show commendable attitudes in every aspect of life. A teacher is an ideal figure for every student. Usually what a teacher does will be a reference for students, thus the teacher as a model for students, then all his/her steps will be an example for every student.(Yusnidar, 2014). Teacher performance is work achievement in implementing educational programs that must be able to produce graduates/outputs that are increasingly improving in quality, able to show the community in the form of good service, costs borne by consumers or the community who entrust their children are affordable and not burdensome, task implementers are getting better and developing and are able to follow the dynamics of community needs that are always changing according to progress and the demands of the times. Teacher performance is the key that must be worked on. Performance is the appearance of work behavior that is characterized by flexibility of movement, rhythm, and work sequences that are in accordance with procedures, so that results are obtained that meet the requirements of quality, speed and quantity. In line with that, it is also said that performance is "output derived processes, human or other wise" So performance is the result or output of a process(Umi and Mujiyatun, 2021).

RESEARCH METHODOLOGY

YesThe research method used is descriptive analytical/descriptive analysis(Sugiyono, 2013).Descriptive analysis is understood as a form of analysis aimed at solving problems that occur in the present. It is called analytical because the essence of this study is to analyze the work ethic of the Principal in his capacity as a leader. The data collected was first compiled, explained and then analyzed.(Surachmad, 1998). This research was conducted by SLB Al-Hijrah. The research was conducted in stages and started from research preparation, initial survey, conducting literature review in accordance with the selected variables, compiling proposals, creating research instruments, instrument trials, instrument validity analysis, data collection, data analysis, thesis preparation, revising the thesis with consultation with the supervisor, and thesis examination. The data sources in this study are primary data and secondary data.(Sugiyono, 2013).

YouData collection techniques use various techniques, namely interviews, observations and documentation. The data analysis procedure used in this study is qualitative analysis, as stated by Matthew B. Miles and A. Michael Huberman who divides it into three activity flows, namely: data reduction, data compilation and data verification (drawing conclusions)(Miles and Huberman, 2007).

RESULTS AND DISCUSSION

Character education is designed with the aim that students know, realize and practice the character values taught in everyday life both formally and informally. The implementation of character education is not only during learning, but more broadly, namely in everyday life. The implementation of religious character education is not only the task of the school, but all components of the school such as: Principal, teachers, employees, even parents. Because the goals of character education will not be achieved if it is only left to the teacher. Therefore, all stakeholders are obliged to instill character values in students. Thus, the implementation of character education needs to be carried out together.

1. **Religious Character Education Development Strategy at SLB Al-Hijrah**

The strategies used in implementing religious character education at SLB Al-Hijrah are carried out through 1) Teaching and Learning Activities (KBM), 2) School Cultural Activities and 3) Extracurricular Activities.

a. **Teaching and Learning Activities (KBM)**

The integration of religious character education in the teaching and learning process is carried out starting from the planning, implementation, and evaluation stages of learning in all subjects. The process of integrating character values can be done by selecting character values that are in accordance with the Basic Competencies to be achieved. The success of learning that contains character values needs to be supported by appropriate learning ideas and learning resources. Planning the learning process is not only the syllabus that needs to be prepared by the teacher, but the Learning Implementation Plan (RPP) is also very important to support the success of the learning process. The integration of religious character education in the learning process at SLB Al-Hijrah is carried out starting from the planning, implementation, to evaluation stages of learning in all subjects. These stages will be described as follows:

1) Learning Activity Planning

Before implementing learning, teachers at SLB Al-Hijrah make plans such as compiling lesson plans which are used as guidelines in implementing learning. In learning planning carried out by teachers, it begins with compiling lesson plans. The lesson plan compiled by teachers contains religious character values that teachers will instill in students through the learning process. The compilation of lesson plans that teachers will instill in students through the learning process by instilling character education in the learning process. The integration of religious character education at SLB Al-Hijrah in lesson plans is quite good. In the lesson plan, there are nine religious character values that are developed or implemented at SLB Al-Hijrah, namely religious values, tolerance,

honesty, democracy, national spirit, self-confidence, caring, discipline, and responsibility. The nine character education values are inserted/inputted into the lesson plan (RPP) that teachers make, as a guideline in the learning implementation process. Implementation of Learning Activities Based on the lesson plan that has been made by teachers at SLB Al-Hijrah, of course the lesson plan is used as a guide for teachers in implementing learning. If the lesson plan already contains good character value instillation planning, of course its implementation will also run well. The implementation of religious character education through the integration of character education in the learning process aims to make it easy for students to understand and integrate with the values of character education through the material taught, it is hoped that by providing this material, students can get used to applying character education values both to themselves and socially in the school environment, family and society. The character education values that are implemented in stages are written in each lesson plan that has been made by the teacher. In the lesson plan, each learning material does not only contain one value, but several values at once adjusted to the subject matter. With this, the teacher will know that each subject will focus on the values that must be developed.

2) Evaluation of Learning Implementation

Assessment is an important element in the educational process, especially in the context of religious character education. This assessment must be carried out carefully and in accordance with the correct principles. In addition to measuring students' cognitive achievements, assessment must also pay attention to their affective and psychomotor achievements. In character education, assessment emphasizes the affective and psychomotor aspects more than the cognitive aspect. Assessment of the cognitive aspect can be carried out through various methods, such as structured assignments, independent tasks, discussions, and so on. Meanwhile, assessment of the affective aspect involves observing the behavior or attitudes of students during the learning process, while assessment of the psychomotor aspect involves direct observation of their behavior.

By integrating religious character values into the learning process, it is expected that students will not only have cognitive abilities, but also be able to apply these values in their lives at school and in society. The development of character values is not limited to certain subjects, but is inserted into all subjects, student self-development, and school culture. Therefore, teachers and schools need to align character values into the curriculum, syllabus, and learning plans used in schools. So it can be concluded that the implementation of religious character education is carried out in an integrated manner in each subject by referring to the RPP adjusted to the values that need to be developed in the subject matter, so that the school's hope is that every year students can be more mature in learning and applying religious character education because religious character education is implemented continuously.

b. School Culture Activities School culture is a set of values that underlie behavior, traditions, daily habits, and symbols practiced by the principal,

teachers, administrative staff, students, and the community around the school. A pattern of basic assumptions that underlie behavior, traditions, daily habits, and symbols that are practiced. School culture is a set of values that underlie behavior, daily habits practiced by teachers or educators at SLB Al-Hijrah school. Habituation is the process of forming attitudes and behaviors that are relatively permanent and automatic through repeated learning processes, because habituation is part of character education. School culture is directed at the development of character habits because of the importance of creating related school habits/cultures as a form of implementing better religious character education.

c.   Extracurricular Activities

Extracurricular at SLB Al-Hijrah is an activity outside of class hours that aims to facilitate the development and self-expression of students according to their needs and potential. This facility is provided to support students in developing their talents, especially for those who do not excel academically but have potential in non-academic fields. This extracurricular activity is focused on developing religious character, talents, interests, independence, and happiness of students that are beneficial to themselves, their families, and society.

Extracurricular activities in this school are adjusted to local potential, such as Scouting, Paskibra, PMR, Futsal, Volleyball, Dance, and Quran Memorization. Although it does not have an official document such as RPP containing the values developed, these extracurricular activities are a supporting part of the character education program. To ensure its effectiveness, schools must provide a variety of activities that are in accordance with the needs, potential, and interests of students, as well as hold activities that allow them to express themselves through character building both independently and in groups.

At SLB Al-Hijrah, the method of fostering religious character education involves clear explanations to students about good and bad behavior, giving advice, and providing motivation with wise words. Control is carried out continuously to ensure the achievement of the expected religious character formation.

1. **Advantages and Disadvantages of the Methods Used in Religious Character Development at SLB Al-Hijrah**
a. Method of Habituation The advantages of implementing the habituation method in the formation of religious character at SLB Al-Hijrah are as follows: 1) Can save energy and time well 2) Habituation is not only related to the external aspect but also to the internal aspect 3) Habituation is recorded as the most successful method in the formation of students' personality or character. The disadvantages of implementing the habituation method in the formation of religious character at SLB Al-Hijrah are as follows: 1) Students have not been able to identify between right and wrong 2) Requires educators who can be used as good examples and role models for students. Requires educators who can apply the theory of habituation to reality/or practice.
b. Exemplary Method The advantages of implementing the exemplary method

in the formation of religious character at SLB Al-Hijrah are as follows: 1) Makes it easier for students to apply the knowledge they have learned at school 2) So that educational goals are more felt and achieved well. 3) A harmonious relationship is created between educators and students. 4) Indirectly, educators can apply the knowledge they teach. 5) Encourage educators to always do good because they will be emulated by their students. The disadvantages of implementing the exemplary method in the formation of religious character at SLB Al-Hijrah are as follows: 1) If the figure they emulate is not good, then they tend to follow bad. 2) If theory without practice will lead to verbalism.

c. Advice Method The advantages of implementing the advice method in the formation of religious character at SLB Al-Hijrah are as follows: 1) It does not take too much energy and cost 2) As much material as possible can be delivered in a short period of time. The disadvantages of implementing the advice method in the formation of religious character at SLB Al-Hijrah are as follows: 1) The communication process is mostly focused on educators and students only listen 2) It is difficult to measure the extent of mastery of the learning materials that have been given to students 3) Students get bored easily with this method.

d. Reward and Punishment Method The advantages of applying the reward method in the formation of religious character at SLB Al-Hijrah are as follows: 1) It has a significant influence on the souls of students to do positive actions and be progressive. 2) It can be a motivator for other students to follow children who have received praise from their educators; both in behavior, manners or enthusiasm and motivation to do better. The disadvantages of applying the reward method in the formation of religious character at SLB Al-Hijrah are as follows: 1) It can have a negative impact if educators do it excessively, so that it may result in students feeling that they are superior to their friends. 2) Generally, rewards require certain tools and costs.

The advantages of applying the punishment method in the formation of religious character at SLB Al-Hijrah are as follows: 1) Punishment will make improvements to students' mistakes. 2) Students will no longer make the same mistakes. 3) Feel the consequences of their actions so that they will respect themselves. The disadvantages of applying the punishment method in the formation of religious character at SLB Al-Hijrah are as follows: 1) Will create a chaotic atmosphere, fear, and lack of self-confidence. 2) Students will always feel narrow-minded and will cause them to like to lie (because they are afraid of being punished). 3) Reduce children's courage to act

2. Supporting Facilities in the Implementation of Religious Character Development at SLB Al-Hijrah

In the application of religious character development methods, there are several means and factors that support the success of the application of this method, namely:

a. Educator Commitment Educators have a very important role and function in the effort to instill character education. A good educator is an educator who

can provide theory or lesson material, and can also provide a good example for students.

b. Principal's Commitment The principal is the person who has the highest authority in determining school policies. The running of the school organization including the good and bad of learning activities, achievements and other activities in the school environment are determined by school policies.

c. Provision of Adequate Facilities and Infrastructure Facilities and infrastructure are supporting factors that must be present in the implementation of character education in schools.

With adequate facilities and infrastructure, it is expected that its implementation can be carried out well. The commitment of educators and principals in fostering religious character education at SLB Al-Hijrah is very strong, this can be seen from the activeness of educators and principals in the program by not only giving instructions and directions, but also being actively involved and being a role model in its implementation. In addition, the principal also always tries to complete and fulfill the facilities and infrastructure needed in the character education development program at SLB Al-Hijrah.

3. Supporting and Inhibiting Factors in the Implementation of Religious Character Education at SLB Al-Hijrah

An activity that is carried out must encounter obstacles in carrying out its activities, as well as in various activities carried out at SLB Al-Hijrah, not all of them run smoothly and also reap obstacles both from the students themselves or from the teachers. Based on the description above, it is emphasized that the process of implementing religious character education has several supporting and inhibiting factors, but all of that the teachers always try to improve the learning and coaching process so that it runs well. Although other factors also have a lot of influence such as increasing school facilities, increasingly developing information and technology media, and different psychology and backgrounds of students. In the process of implementing religious character education, of course, it cannot be separated from various factors both that support and inhibit the implementation process. The following are supporting and inhibiting factors in implementing religious character education at SLB Al-Hijrah as follows:

a. Supporting Factors Based on the results of observations and interviews, it is known that supporting factors in the implementation of religious character education at SLB Al-Hijrah include:

1) Internal Factors (from within) Psychologically, factors within the child can support the process of implementing religious character education, because when in his soul he feels happy to do an activity, then the activity easily enters the child's soul. Therefore, continuous habituation is needed accompanied by role models and advice so that the activities carried out can be embedded in the students which will ultimately be able to form a religious character in the students.

2) External Factors (from outside) Supporting factors that influence the implementation of religious character education for students from outside

the students themselves, namely: 1) Family: the family background of students at SLB Al-Hijrah is very influential in the formation of their personality, that parents who are accustomed to providing religious values since childhood greatly help students accept all coaching activities to improve their character in the school environment. 2) Teachers: In the learning process, teachers not only teach the subjects taught but also educate the morals of their students, therefore at SLB Al-Hijrah, they always provide good examples to students directly during the learning process in class or outside the classroom wherever they are, they also supervise the implementation of religious character development at SLB Al-Hijrah. 3) Environment: Based on the results of observations and interviews with teachers, the environment at SMP 1 Madang Suku III is very supportive in implementing religious character formation, this can be seen from the conduciveness of the school environment both psychologically and geographically. 4) Facilities: The facilities at SLB Al-Hijrah are sufficient for student activities, where this school has facilities that support carrying out religious activities routinely or extracurricularly in improving students' understanding of religious values and to improve the personality of the students themselves. 5) Society: Society is a supporting factor for the internalization of religious values because society is a place for them to socialize in their lives, so if the society where they socialize is a religious society, it will support the formation of religious character in students of SLB Al-Hijrah.

b. Inhibiting Factors
From the results of observations and interviews, it is known that the implementation of religious character at SLB Al-Hijrah has inhibiting factors both from within and from outside, namely:
1) Internal Factors (from within) The different characters and backgrounds of students formed from the results of education, experience, and environment greatly influence the formation of religious character, so that in the coaching process carried out by the teachers of SLB Al-Hijrah sometimes it does not go well with the presence of students who can understand and carry out the coaching well and there are students who cannot understand and cannot carry out the coaching well.
2) External Factors (from outside) Supporting factors that influence the implementation of religious character education for students from outside the students themselves, namely: 1) Family: Family is the main factor in influencing all psychological and behavioral aspects of students because the family is the first educational process carried out. If the family does not support the program carried out by students at school, the process of implementing religious character education for students will be in vain. 2) School Environment: in the environment of SLB Al-Hijrah there are principals, teachers, and students who can also be inhibiting factors in the process of implementing religious character education. 3) Information media: this media is one of the main needs that can be an inhibiting factor in

the process of implementing religious character education for students, such as computers, internet, cellphones, magazines and so on if not utilized properly then it can influence students into negative things. 4) Society: Society is an inhibiting factor in the implementation of religious character education, because society is a place where they socialize in their lives so if the society where they socialize is far from religious values then whether they realize it or not it will also form a child's character that is far from religious values.

CONCLUSION

Based on the results of the study on "Implementation of Religious Character Education to foster good morals at SLB Al-Hijrah, the following conclusions can be drawn: 1). The approach to religious character education to foster good morals at SLB Al-Hijrah is carried out through various activities, including learning, school cultural activities, and extracurricular activities. All of these processes have gone well; 2) The implementation of religious character education to foster good morals at SLB Al-Hijrah is supported by several internal and external factors. Supporting factors include a conducive situation, programmed activities, supporting facilities and infrastructure, and good leadership and role models from teachers. However, there are also inhibiting factors, such as lack of communication between schools and parents, lack of awareness among students, and differences in understanding of religious character education among school residents. 3) Efforts to implement religious character education to foster good morals at SLB Al-Hijrah are carried out optimally by implementing integrated religious character development planning in learning activities, school cultural activities, and extracurricular activities. Moral and spiritual support from the environment schools and evaluation of the coaching planning program is also carried out to ensure the success of its implementation.

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