Implementation of Character Education Values in Elementary School Age Students in Nurul Huda Islamic Boarding School

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ARTICLE INFO	ABSTRACT
	The purpose of this study is to identify and analyze the inculcation of character education, as well as to identify and analyze the impact of character for education on students of elementary school at the Nurul Huda Islamic Boarding School. This type of research is qualitative, with the subject being caregivers, administrators, and the person in charge of the Nurul Huda Islamic Boarding School. Data collection techniques using observation, interviews, and documentation. The data analysis technique uses data reduction, data display, and conclusions. The results showed that the cultivation of character education at Islamic Boarding School of Nurul Huda Pesanggrahan consisted of character values believing in the existence of Almighty God and always obeying His commands, tolerance, discipline, responsibility, developing self-potential, love and compassion, respect, etiquette, courtesy, honesty, and independence. The impact that arises is the increasing understanding and ability of students in applying character values, believing in the existence of God Almighty and always obeying His commands, tolerance, discipline, responsibility, developing self-potential, love and compassion, respect, manners and courtesy, honesty and independence.

1. Introduction

School is a center of formal education are entrusted to provide bounded education on a formal rule that have clear programs and targets, as well as an official leadership structure for implementation or management (Tatang, 2015: 16-43). One of the schools' roles is helping in developing students' attitudes or behavior and skills. One of the education's purposes is student's good character, so the Indonesian government has implemented character education which integrated into each learning in school.

Character is a way of thinking and behaving that characterize each individual in living and working together, within the family, community and nation. Good character Individuals are able to make decisions and responsible to the effect of decision making. Character is the good disposition underlies an individual's behavior in responding stimulant. As stated in (Susiatik, 2013: 60), there are three important elements of character; moral of knowledge, feelings, and behavior. Meanwhile, Aunillah (2011: 18-19) explains that character building is a system instilling character values on students, which contains knowledge component, individual awareness, determination, and desire in implementing good values, as well as to the Almighty God, ourselves, others, environment and the nation, so resulting a perfect human being.

Character building needs to be studied because it is very important (Sudaryanti, 2012: 11). This is normal because now days strengthening character building is very relevant to overcome the moral crisis occurring in Indonesia. We realize that, the crisis occurs now in society is worrying since involving children. It includes the increase of promiscuity, violence involving children and teenagers rating, crimes against friends, teenage theft, cheating habits, drug abuse, pornography, rape, robbery and vandalism of other's

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property which has become a major social problem, and it has not been completely resolved (Zubaedi, 2011: 1-2).

2. Literature Review

There are many previous studies that investigate character building, as follows: *First*, research by Suyitno (2012: 1) entitled "Development of Character Building and National Culture Education by a Local Wisdom Insight". The research results show that the charracter buiding and national culture developed in schools must be harmonious with local, regional and national culture. Therefor, character building and national culture should be developed based on local wisdom

Second, research by Setiawati (2017: 1) entitled "Character Building as a Pillar in Forming National Character". The research results show that quality character must be early formed and developed because it requires long process. Family, community, friendship, school are highly influencing the formation of child's character.

Third, research by Sultoni (2016: 1) entitled "Character Building and Country Improvememnt: Cross-Country Comparative Study". The research results show that character building in Indonesia, Malaysia and America is caused by moral problems, although the variety and intensity are different. Character Bulding in Indonesia is integrated with school, whereas in Malaysia and the United States, is a course. The character values developed in three countries are different, and the method of character building in Indonesia have more scope, complexity and variety than in Malaysia and America.

Fourth, research by Christiyanto (2016: 1) entitled "The Influence of Learning-Based Charracter Building to the Student Learning Achievement in Composite Material of VIIth grade of Pangudi Luhur Boro junior high school, Yogyakarta, Academic Year 2015/2016." The research results show that there is an influence of learning-based character building on Student learning achievement in ccomposite material in VIIth grade of Pangudi Luhur Boro junior high school, Yogyakarta, academic year 2015/2016.

Fifth, research by Akbar (2017) entitled "Comparison of Multicultural Based Character-Building Model of Darusy Syahadah Islamic Boarding School and Self-Potential Based on Takmirul Islam Islamic Boarding School for 2016/2017 Academic Year". The results show that the comparison between both boarding schools lies on students understanding in character building.

Sixth, research by Annisa, et al. (2020) entitled "The Importance of Character Building for Elementary School Student in the Digital Era". The results show that a personal character will be formed if an activity done repeatedly then into a habit, and become a character. Therefore, character building must be applied as early as possible so children are able to carry out the possitive effect until teenager. Character building in schools can be applied to all subjects. Every subject related to norms then developed and linked in daily life.

Seventh, research by Putri (2018) entitled "Character Education in Elementary School Student". The results show that character will be formed if an activity is carried out repeatedly until it becomes a habit, which in the end does not just become a habit but becomes a character. Character education can be applied to all subjects. Every subject related to norms needs to be developed and linked to everyday life.

Eighth, research conducted by Prastowo (2018) entitled "Character Building in Elementary Schools/Madrasah Ibtidaiyah Based on Empowerment of Subconscious". The results show that in this digital era, family, teacher and surrounding community participation is very important in improving character of nation's next generation. Family as the main and first place where students socialize should supervise and guide them with love, empatic and thorough. Teacher role in building students' character is getting increase, complex and difficult. They not only teach the concept of good character, but also how to direct students can implement it in their daily life. Teachers as role models must also apply good character. The surrounding community also have a role in monitoring and motivating the students' character development.

Ninth, research by Wahyuningsih (2015) entitled "Implementation of Character Building at Glagah State Elementary School, Umbulharjo, Yogyakarta". The results show that school principals and teachers have concurring opinions about character building, namely instilling good values in students and guiding them to be a good habit in school, family and community. There are also namely santri, ustadz/ustadzah, school principals, teachers, students and parents who have a role in building character. By character building approach used is a instilling values. The characters developed are religious, disciplin, national spirit, social and environmental conscious also love of homeland. The implementation of character education is done spontaneously, routine habituation and environmental conditioning, integrated in learning and socoalizing process of Islamic boarding and general schools. Integrated in activities around you.

Tenth, research by Nurlatifah (2015) entitled "Moral Values in Character building Practices at SDIT Luqman Hakim International, Yogyakarta". The result concluded that moral values in character building

practice are summarized in the seven basic character potentials of SDIT LHI; visible moral values include spirituality, honesty, independence, hard work, discipline, responsibility, love nation, creativity, curiosity, enthusiasm, friendly, appreciates achievements, likes reading, cares about the environment and social.

Character building is also provided in Islamic boarding schools, such as in Nurul Huda Pesanggrahan Islamic Boarding School. The aim of this research is to find out and analyze the application of character building for elementary school students, as well as knowing and analyzing the impact of character building on elementary school students of Nurul Huda Islamic Boarding School, entitled Instilling Character Building Values for Elementary School Students at the Nurul Huda Islamic Boarding School

3. Result and Discussion

This is qualitative research. The location of this research is at Nurul Huda Pesanggrahan Islamic Boarding School, Paguyangan District, Brebes Regency. The data were taken from 23 December 2021 to August 2022. There are two data and sources of this research; primary data and secondary data. The subjects of this research are caregivers, administrators and people in charge at Nurul Huda Islamic Boarding School. Data collection techniques and instruments use observation, interviews and documentation. Data analysis techniques use data reduction, data display, and drawing conclusions.

Result

This research was carried out at Nurul Huda Pesanggrahan Islamic Boarding School, Paguyangan District, Brebes Regency. The application of character building in this Islamic boarding school consists of character values in believing the existence of Almighty God and always obeying His commands, tolerance, discipline, responsibility, developing individual, love and affection, respect, attitude, honesty, and independence. These character values are instilled through special subjects which contain about these character values, through this subjects, habituation activities, role model, rules and regulations that applied at Islamic boarding school.

The effect arises by instilling character values at Nurul Huda Pesanggrahan Islamic Boarding School is the increasing of students' understanding, ability in applying character values, believing in the existence of Almighty God and always obeying His commands, tolerance, discipline, responsibility, developing personal potential, love and compassion, affection, respect, attitude, honesty, also independence. This has an effect in creating effective learning, a conducive learning atmosphere, and a comfortable Islamic boarding school environment.

Discussion

The results of this research are in line with the explanation of Elkabumaini and Ruhyana (2016: 43-46) that teachers are required to be able to instill eighteen characters to students in implementing character building. The seventeen characters as follows. *First,* believe in the existence of Almighty God and always obey His commands. Attitude that reflects it, which is applied by carrying out all His commands and avoiding prohibitions or piety, is proven by believing in the heart and deeds.

Second, obeying the religious teaching, the application of religious beliefs that adheres by practicing them in daily life. *Third,* having tolerance attitude, that reflects respect for opinions, ideas, or dissent with others. *Fourth,* having self-respect reward, by understanding your strengths and weaknesses and trying the best as you can. *Fifth,* instilling self-discipline, reflecting obedience, conformity, order, loyalty, thoroughness, regularity to the applicable norms and rules.

Sixth, developing a work/study ethic, is a reflection of enthusiasm, love, discipline, obedience/loyalty, and acceptance of learning outcomes progress. *Seventh,* have a responsibility sense, is to carry out his duties and obligations, that should do to himself, society, the natural and social environment, country, and the Almighty God. *Eighth,* having an openness sense, that reflect the openness regarding the thinking, wanting, knowing, accepting suggestions and criticism from others.

Ninth, self-control, are able to self-regulate regarding abilities, passions, ambitions, desires in fulfilling satisfaction and life needs. *Tenth,* positive thinking, is able to think clearly, not to be prejudiced, and prioritize the positive thing of a problems. *Eleventh,* developing self-potential, is able to make decisions according to their abilities regarding talents, interests and achievements and aware of self-uniqueness so they can realize self-potential. *Twelfth,* fostering love and affection, is a reflection of elements in caring, protecting, respecting, responsibility and sacrifice of love.

Thirteenth, having sense of togetherness and mutual cooperation, is a reflection of an awareness and willingness to work together, help each other and give selflessly. *Fourteenth,* having a solidarity sense, is reflection of concerning for others, determination, loyalty to friends, and love for others. *fifteenth,* respect

each other, is a respect relationship between individuals and groups based on applicable norms and procedures.

Sixteenth, having etiquette and manners, Polite attitudes in acting, speaking towards parents no offending or hurting and respecting the procedures that applicable according to norms, culture and customs. *Seventeenth*, having shame sense, that show feeling bad, inferior because of doing something violates the norms and rules and despicable.

The efforts in instilling character building at Nurul Huda Pesanggrahan Islamic Boarding School that have been explained above are in accordance with Zubaedi's explanation (2011: 244-246) that there are several models of character building, as follows. *First*, modeling as a separate subject. In this model, character building is considered as a separate subject. Therefore, the character building has the same position and enforced like other subjects or fields of study. There are characteristics of this character-building model; special field of study, there are teachers who teach character building subjects, and there is structured schedule of character-building lesson. Teachers must develop a curriculum, syllabus, lesson implementation plan, learning methods, and learning evaluation that specifically discusses regarding character building subjects.

Personal development program through routine activities of school culture, role models, spontaneous activities during incidents, conditioning and integration of education character values with the subject course, as well as referring to the development of basic competencies in each subject (Bahri, 2015).

The advantages of this character-building model include that the presented material is well-planned, mature, focused and measurable, and the disadvantage is so dependent on the curriculum demands, then the instillation of character-building value is seems to be one teacher responsibility, likewise the effect that arises from character building only touches the cognitive aspect, and un-touch the internalization of these values.

Second, the integrated model in all fields of study. In this character-building model, teachers can choose character building subjects in accordance with the theme or subject of the course. Through this integrated model, every teacher is a character-building teacher. There are characteristics of this character-building model; that the implementation of character building is the responsibility of all teachers, there are no subjects that specifically discuss character building, and teachers can choose the material that will be included to the character-building material.

The advantage of this model is that each teacher responsible for instilling character-building values, and the character-building values are more applicable in accordance with the context in each field of study rather than informative-cognitive. While the disadvantage is the perception understanding about the values will be instilled must be clear and equal for all teachers, but ensuring equality for each teacher is not easy, because considering the different backgrounds of them. In addition, if there are differences interpretation of values among them, causing the students confuse.

Third, the outside model of teaching. This character-building model prioritizes processing and instilling values through activities to discuss and explore life values. This model can be used by teachers who receive the assignment or entrusted to institutions outside the school to do it. There are characteristics of this character education model; the instillation of character-building values is done outside learning, it can be carried out by teachers who have additional duties to carry out activities outside teaching related to character building, and the instillation of character-building values can be carried out by institutions outside the school.

The advantage of this model is that the children gain values through concrete experiences and involvement in exploring the character-building values will be deeper and more encouraging for them. while the weakness of this character education model is that there is no fixed structure within the framework of education and teaching in schools. Therefore, teachers and student need more time to gain the values of character building.

Fourth, combined model, means using a combination of integrated and outside the lesson models. Values are instilled by integrating formal teaching along with activities outside of lessons (Zubaedi, 2011: 44-246). There are characteristics of this model; the existence of cooperation in implementing character building between school and parties outside.

The advantage of this character-building model is that all teachers are involved and must learn from all involved parties to develop students. They know the values of character building to shape their character in an informative way and strengthened by experience through well-planned activities. While the disadvantages are requiring the involvement of many parties, need more time for coordination, a lot of funds and deep understanding, especially if involves outside parties. Moreover, not all teacher's incompetence and skills to instill these character-building values. This must be acknowledged and accepted as reality.

4. Conclusion

Based on the research results discussed previously, it can be concluded that the instilation of character building at Nurul Huda Pesanggrahan Islamic Boarding School consists of character values of believing in the existence of Almighty God and always obeying His commands, tolerance, discipline, responsibility, developing self-potential, love and affection, respect, etiquette, honesty, and independence. These character values are instilled through special subjects which contain material about these character values, through subjects which have been integrated with these character values, through habituation activities, through role model, the rules and regulations applied at the Islamic boarding school.

The effect arises from instilling character values at Nurul Huda Pesanggrahan Islamic Boarding School is escalating the students' understanding and ability to apply character values, believing in the existence of Almighty God and always obeying His commands, tolerance, discipline, responsibility, developing personal potential, love and compassion, affection, respect, etiquette, honesty, and independence. This has an effect on creating effective learning, a conducive learning atmosphere, and comfortable Islamic boarding school environment.

The students of Nurul Huda Pesanggrahan Islamic Boarding School are expected to be able to improve their character values that still low and maintain their good character values, by following the lessons in Islamic boarding schools and obeying all applicable regulations.

Educators at Nurul Huda Pesanggrahan Islamic Boarding School are expected to be able to develop learning methods that can improve the character values of students more effectively. This is very important as their useful provisions in the future. This research only examines the instillation of character building and the occurred impacts. So, I hope the future researchers are expected to be able to study character education in more complex and in-depth analysis.

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