The Cultivation Of The Religious Values As Character Forming Students

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Abstract

Character education in schools aimed at improving the quality of the implementation and results of school education towards achieving the formation of character and noble character of learners as a whole, integrated, balanced and appropriate competency standards. Character education is applied in the implementation of learning by using a contextual approach for students to connect or associate materials studied to real life. This study aimed to describe the implementation of character education, the curriculum used, and the results achieved in shaping the character of students. The research was carried out by a naturalistic qualitative approach, and its subjects were the Elementary School's principal, vice principal, teachers/homeroom teachers and students and the students' parents. The data were collected through observation and interviewing and document analysis. The validity of data was used the source, method, and theory triangulation, the prolongation of observation, continuous observation, sufficient reference, checking partners through discussion, and member check. The data analysis included the data reduction, data display and conclusion. The result of the research are: (1) character education planning is done by integrating the religious values are matched with the standards of competence and basic competence, suitability with the material, and are translated into a learning device. Character values developed or implemented through habituation and exemplary school culture, (2) the implementation of character education is done in learning is divided into three sections, the first integrated into the subjects, both in local content, and the third through the self-development of habituation, exemplary, and extracurricular. Character education in extracurricular activities carried out by entering the value of the main characters in each activity option. Barriers to implementation of the characteristics of students, families, and communities. Facilities and support facilities play an important role in the integration of the value of the character, (3) character education evaluation process carried out during the learning process and when students interact outside the classroom which in turn reported to students parents.

Key words: religious values, character, students

INTRODUCTION

Character education in schools aimed at improving the quality of educational outcomes and conducting at the school that leads to the achievement of the noble moral character and formation of the students as a whole, integrated, balanced and appropriate standard of competency graduates. Through character education at school, students are able to implement the values of divinity, humanity, noble character, academic competencies are integrated, and behave in accordance to applicable norms. In the formation of the character it should be also noted the problems experienced by learners, thus forming the character opposite of concrete problems. The dominant issue is lazy taste and is often found on a student who was sitting on the bench elementary school. One effort that can be done to reduce the problem of laziness in students is by instilling the values of discipline and effort of hard work and perseverance (Muh. Barid Nizarudin Wajdi 2016).

Character education at school is applied in the implementation of learning using a contextual approach in order that students can connect or relate the material studied in real life. Thus, students are expected to have skills that can be used in applying the knowledge in everyday life. Through that approach, students will better understand the knowledge that not only emphasizes on the cognitive aspect but also affective and psychomotor aspect, the process of the cultivation of the values is done, and the results achieved in instilling the values of Islam into the attitude and behavior of students (Sari 2017).

Based on previous research note that character education need careful planning with the full support of all the elements that are associated i.e. the school, family, and community or environment so that character values can animate learners in every deed. He did become an important research because the concept of education in the SDIT combines two curriculum i.e. curriculum Department of education and culture as well as the curriculum of the department of religion, each of which has different characteristics. In addition, the implementation of full day school demanded students learn in school longer than any other school (Ifit Novita Sari 2015).

Religious Values

Williams (Macdonis, 1970:33) posited that the value is: "... what is desirable, good or bad, beautiful or ugly." Being Light, Keller, & Calhoun (1989:81) gives the following value: "Value is the general idea that people share about what is good or bad,

desirable or undesirable. Value transcend any one particular situation. ... Value bro wsehold tend to color their overall way of life".

The value of not only made reference to be and do in the community, but also as the Foundation of the correct size is not a phenomenon of deeds in the community itself. If there is a social phenomenon which is contrary to the system of values embraced by the community, then the deed be declared contrary to the system of values embraced by the community, and will get a rejection from the community (Muh Barid Nizaruddin Wajdi 2016).

Thus, it can be concluded that the value is believed to be the truth and embraced as well as serve as a basic reference for individuals and communities in defining something that is good, true, value or worth. The value is a part of the personality of the individual that influence on the selection of ways as well as the purpose of the action from a number of alternatives as well as redirecting to the behaviour and satisfaction in daily life. The value is the driving power in life, which give meaning and pengabsahan on one's actions. Therefore, the values in each individual group or personality coloring can personality of the nation.

Aspects of Islamic values at its core can be distinguished into three types, namely the values of faith, values, and moral values. The values taught humans to believe in faith of God Almighty and the Almighty as the creator of the universe, which will constantly monitor and take into account all the human beings in the world. With feel whole heartedly that God exists and is Omniscient, then humans would be more obedient to run everything that was ordered by God and scared to do dhalim or damage on Earth (Lestari 2017).

Characters

Characters according to Prayitno and Manullang (2011:47) is a relatively stable private properties on the individual that became the Foundation for the appearance of a standard behavior in high values and norms. Whereas Suyanto (Mone, 2011:8) defines the behavior of the characters as the enshrined values based on religious norms, culture, the law/Constitution, customs, and aesthetics.

Based on some of the opinions that the character is a great value and inherent to the human self as well as used as a foundation for doing the deed and determining in conjunction with each other, the environment, and the Lord. Character education is a deliberate process to instill noble values to learners involves knowledge, feelings, and behaviors that will shape the nature and deeds that can be used in the life of society.

Character education should be included in every aspect of teaching and learning activities in the classroom, the practice of everyday life in school, and integrates with any extra-curricular activities such as Boy Scouts, nature lovers, sports, Red Cross, and scientific papers. After that each student is expected to apply them at home and in the surrounding environment. All aspects ranging from schools, families, and society must always maintain the character values (Muh Barid Nizarudin Wajdi 2017).

METHOD

This research aims to describe and analyze the implementation of character education in the SDIT Nurul Ilmi the city of Jambi. In accordance with the purpose, then the research was categorized as a qualitative research using a naturalistic approach. The role of investigators in this research as a gatherer of data and analyze the data and report on research results. The data source in this research are people, places, events, and documentation of the school.

Data analysis was done at the time of data collection takes place, and after the completion of data collection within a certain period. Miles and Huberman (1992:15-20) suggested that activity in the analysis of qualitative data is done interactively and lasted continuously until thoroughly so that the data is already saturated. Activity in data analysis, namely data reduction (reduction), the presentation of data (data display), and draw conclusions/verification (conclusion drawing/verification).

FINDINGS AND DISCUSSION

Planning of the character education in the SDIT Nurul Ilmi The City of Jambi

In planning for character education in the SDIT Nurul Ilmi, each teacher in parallel at the beginning of each semester compose, match, discuss, and analyze the values of character with subject matter that is subsequently presented in the learning devices such as the syllabus, lesson plans, and also the scoring sheet in accordance with the standards of competence and basic competence.

Planning of character education in the SDIT Nurul Ilmi includes several components such as school personnel selection, value judgment that will be applied, as well as the formulation of the character values in the device of learning by teachers in parallel which aims at shaping the character of students. Planning emphasis on effort selecting and connecting things with the interests of the future and attempt to achieve it. What his form is going to come of it and how the effort to achieve it is the activity of putting together planning.

Based on the study of technology education in the realm of design, in this case includes the application of the theories, principles, and procedures in planning or designing a program or learning activity that is done in a systemic and systematic. In addition, at the stage of planning the first performed is the analysis of the standard of competence and basic competence, development, preparation of lesson plans characteristic syllabus character, and preparation of learning materials characteristic (Marzuki, 2011:12). The summary data at the stage of planning character education is presented in the following table:

The planning stages of character education

Component Planning	Preparation	Implementation
Learning device format	Identify all the elements to be included in a learning device	Apply all elements into a format that is prepared
Standards of competence and basic competence	Prepare and understand the standards of competence which becomes the ultimate	Conduct an analysis of the standard of competence so that the ultimate goal of learning achieved maximum

	purpose of the learning process	
The learning syllabus	Prepare a syllabus with attention to the value of the character that will be developed	Match the overall components with activity discussion between teachers so that the syllabus drawn up describing the character value
Lesson plans	Preparation of lesson plans at the beginning of each semester	Teachers doing the preparation plan of learning with some consideration of revising the objectives, namely to change the method of learning, revising the assessment, preparing learning materials.
Learning materials	Prepare learning materials to suit the needs of learners	Textbooks, practice and all devices that can support learning materials
Assessment	Drawing up the assessment techniques that can describe the learning outcomes of the affective domain	Make sheet assessment sheet, observation checklist form attitudes conducted in the classroom and outside the classroom
The characteristics of learners	Understand each learner characteristics making it easier for teachers in determining appropriate learning strategies and best	Implement a learning strategy in accordance with the characteristics of the students so that learning objectives will be achieved maximum

The values of the characters developed in the SDIT Nurul Ilmi The City of Jambi

Based on research findings, that the main character developed in the SDIT Nurul Ilmi religious. Where religious values are values that contain elements of divinity and humanity in it already includes the values of honesty, caring fellow (social and environmental), responsibility, discipline, determination, and compliance in the running rules and appreciate each other. The development of the character values in the school must be based on principles so that the objectives to be achieved can be realized. To streamline the cultivation of character values to the students needed robust curriculum that can internalize the value both in the learning process as well as in the culture of the school with the example of teachers and educational personnel as well as full support of families and communities so as to achieve the desired goals.

Implementation of Character Education in the SDIT Nurul Ilmi The City of Jambi

Character Education in Learning in the SDIT Nurul Ilmi The City of Jambi

As it is written in the research findings, that the character education in the process of learning in the SDIT Nurul Ilmi is divided into three parts, namely, integrated into the subjects, in local content, and self development which includes conditioning, example, and extracurricular activities. Character education implemented in the SDIT Nurul Ilmi to use integration model into every subject, this means character education is not carried out separately in new subjects. The development of religious value as the core characters in the SDIT Nurul Ilmi, requires that teachers bring up and always instilled in each subject, which is of course accompanied by the values of the other characters look for compliance with the material taught to students.

Character Education in Extracurricular Activities in the SDIT Nurul Ilmi The City of Jambi

Extracurricular activities in the SDIT Nurul Ilmi is to carry out extracurricular activities that can improve the knowledge, passion, and execution against a core character values (religious). The efforts of the implementation of extracurricular activities not only to bring up talents, interests, and abilities of mere students however preferred is students have the sensitivity of the value of the existence of these activities. The sensitivity i.e. students know, feel, love, and ultimately want to do goodness-goodness of fit with the characters that have been formulated so that it will become a habit and is widespread.

Barriers to Implementation of Character Education in the SDIT Nurul Ilmi The City of Jambi

Barriers experienced in the implementation of character education in the SDIT Nurul Ilmi consists of three things, namely the characteristics of the students, family environment, and the environmental community. The construction of the character that is associated with the cultivation of the values of the God head shall include coaching against the beliefs, attitudes, behaviours, and sublime cultural values of the nation. These aspects can take place when there is understanding and religious and cultural insights gained from knowledge as well as the internalization of the values of religion and culture. In the process over the value of good schools, families and communities must be an environment of mutual support so that the obstacle is found to be scaled down and ultimately could be beneficial to students as a good character-forming. The family as a vehicle first and foremost in character education students have an important role in the progress of a nation. According to Bennett (Muslich, 2010:98) family is the most early and effectively to perform the functions of the Department of health, education, and welfare.

Availability of Facilities and Support Facilities in Implementation of Character Education in the SDIT Nurul Ilmi The City of Jambi

The utilization of means and facilities in schools as a complementary learning process will work properly while the teacher is able to use and customize with the material presented so that raises the motivation of students in learning. The existence of the facility and the facility became the attraction for the students in the learning material presented by teachers so students would enthusiastically follow the lesson. For example the use of the facilities of existing worship at the school mosque and the use of the library as a learning tool.

The Process of Evaluation of The Character Education in the SDIT Nurul Ilmi The City of Jambi

In character education, an assessment should be done well and right. Assessment of cognitive achievement concerns not only students, but also the achievement and affective psychomotor. Assessment of the characters more concerned with the achievement of the affective and psychomotor the students compared the achievement of kognitifnya. The assessment of character education in fact is the evaluation of top learning continuously from individuals to live up to the role and his freedom along with others in a school environment for the sake of the growth of its moral integrity as human beings (Koesoma, 2007:281). This means that only individuals that are open on the experience myself with others who are able to determine whether he has become a human characteristic or not.

According to Prayitno and M (2011:160) assessment of character education should refer to triguna learning outcomes i.e. *maknaguna*, *dayaguna*, *karyaguna* and intelligent character in it is contained the whole dimension of learning. Assessment of learning outcomes is not just a symbol of a moment in the form of score that rated, but rather has the meaning of development with the principles of continuous progress refers to the principle of Mastery Learning in the sense of the truth.

The assessment of character education in the SDIT Nurul Ilmi is planned and implemented in the process of learning by using techniques scoring recap about the attitude that students do during class and outside of class, i.e., the observation to student portfolio earned from a given task master, which subsequently created in the form of student progress report are addressed to the parent.

CONCLUSION

Based on the results of the research on implementation of character education in the SDIT Nurul Ilmi Jambi City can be summed up a few things, namely as follows: a summary of the study are: (1) education planning carefully crafted characters that are contained in the learning device, the main character, namely religious and supported the other characters; (2) implementation of character education in learning is integrated into each subject, local content, as well as conditioning at the school; character

education in extracurricular contains great value; barriers to implementation include the characteristics of the students, family environment and community; power support facility and adequate facilities; (3) the process of evaluation of character education is carried out continuously. The advice is to research the SDIT Nurul Ilmi continues to improve the quality of teachers in order to become an example and role model for students, and parents to support the implementation of character education.

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