

Implementation of Religious Character Planting of Low Grade Elementary School Students Learning in Islamic Elementary School in Purwokerto City

Alfi Muklis Kurniawan [✉], Samsudi, Siti Alimah

Universitas Negeri Semarang, Indonesia

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Abstract

The purpose of this research to analyze the internalization process of religious character conducted by teachers in the learning process in low class in Islamic elementary school in Purwokerto City. The type of research used is qualitative. Research Data is derived from interviews, observations, and documentation. The data analysis used in this research by triangulation. The results showed that the process of planting religious character in the implementation of learning carried out by associating the value of religious characters into the learning theme integrated in syllabus and RPP and applied in Implementation of learning. Research conclusion shows that the implementation of religious character planting in the low class in the implementation of learning in the city of Purwokerto carried out by integrating religious character book into the implementation of learning. The suggestions presented in this study are necessary to be further developed in subsequent studies.

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[✉] Correspondence Address:
 Kampus Kelud, Pascasarjana Unnes, Semarang
 E-mail: alfimuklis8@gmail.com

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INTRODUCTION

Education is implemented not only to add knowledge, but also have to pay attention from the attitude and behavior aspects of each individual so that the future will be able to print a generation of people who are in fear, science, have Strong character and moral and have glorious morality. Character education is one of the efforts undertaken in the educational process to form individual attitudes and morals.

Character education is one of the efforts made in the formation of characters to become individuals who believe and fear the Lord Almighty to be implanted early in the students so that someday they become accustomed to the character Good until later she mature. Religious character is one of the main pillars in a curriculum. The International Journal of The Journal of Moral Education, in (Tafsir: 2012) values in Islamic religion has been raised specifically in the volume 36 year 2007. The journal gives the message that spirituality from religious values is not separated from character education.

Article 3 of the LAW No. 20 year 2003 on national education system expressly mentions that national education serves to develop ability and shape character and civilization of the nation dignified in order to educate Life of the nation. In such context the school is the most important institution in supporting the achievement of the education function. Schools can develop all students ' abilities and shape their character. The school has the moral responsibility to educate children to be intelligent and positively character.

Maunah (2009) states that the school is a place to obtain education after a family, because it is regularly or able to perform good education, from the matter that the participants will receive good education from A peer and teacher will be more focused on education that is in school. Teachers are claimed to be able to form the character, this is in line with the development of current globalization and even to the children's impact. The school became an educational board responsible for the formation of characters. Teachers are able to cooperate with

all students in the character education. Lickona, Schapss Lewis (Lies, Bronk, Mariano, 2008) states that the elderly and school were partners in the development of the character. The elderly are first and most important educators for his children. Therefore, communication between school and parents is very important in the development of students ' character.

Character education imparts a variety of good habits to individuals in order to behave and act in accordance with the cultural values and character of the nation. Self-value is a common principle used by one size or standard to make judgments and elections on actions that are considered good or bad. There are 18 character values developed in character education consisting of religious, tolerance, honest, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of homeland, appreciating achievements, friendly Or communicative, love peacefully, love to read, care for the environment, social care, and responsibility. Among the character values, each school is free to prioritize which grades will be developed according to the characteristics and needs of the students and the Environment (Kemendiknas: 2011).

Achievement of national education objectives is not fully achievable. Given now the moral condition of the young generation is broken. Consequently, there has been a lot of news related to the students involved in the brawl, acts of crime, theft, abuse of drugs, rape and other sexual acts. Kesuma et al (2011) states that the moral conditions of the young generation have been broken marked by the rise of free sex among adolescents, drug circulation, pornographic video, corruption, and immoral action.

Indonesia has a wide range of cases related to moral degradation and impact on the destruction of Indonesian characters, this stems from small things that are commonly done and considered to be natural for the society, especially For students such as Mecontek during the exam, insulting friends (bullying), disrespectful towards the elderly and lying to the

teacher. These cases are considered very commonplace and often occur in schools in both urban and rural schools.

Fauzi, Arianto Solihatin (2013) explains that the delinquency made by teenagers in this modern era has exceeded its reasonable limits. Many minors have begun to know cigarettes, drugs, free sex, and involved many criminal acts. This fact is no longer undeniable and can be seen from the brutalities of today's youth. Theravada moral value and adverse influence of the media that is easily accessible by each individual is the cause of increasing criminal level in Indonesia which is not only done by adults, but many also done by teenagers.

Quoted from Merdeka.com (2016) preaching a rape action against junior high school students. The perpetrator is a junior high school student, there are even students who are still sitting in elementary schools (SD), grades 3.5 and 6. They perform these actions after viewing from the Internet. Certainly become very concern and worry, that the progress of globalization that should be a reference to the young generation so that the future of the nation's young generation is better but instead makes them become buried into things Negative.

Quoted from mediaindonesia.com (2018) preaching a total of 15 students of SDN Sindangkasih 1 secured by a line of Purwarkarta sector Police assisted Babinsa and residents, Friday (20/4/2018) at 10.00. The fifteenth student was about to attack students at SDN 6 Sindangkasih. When the student is secured, the police find the objects that the children carry, namely 5 machetes, a gear motor, 5 Celurit, 2 machetes, 2 iron rods, and buckles. Violence is a manifestation of the absence of good character from the child, it is a shared responsibility either from an educational institution or a family to form a good character in each child.

If this persists it will certainly damage the character of the successor generation of the Indonesian nation. Due to the rise of the case of brawl, sexual harassment, rape carried out by minors who are the next generation of the nation will certainly impact the details of the character

of each individual. The young generation is a great hope of society, and a good young generation is seen in its individual character, and that means that from each individual plays a role in the development of civilization, with a good character the development of civilization can run Well.

The phenomenon becomes an illustration that it can be concluded that schools have a major role in the formation of student characters, especially religious characters that become the main cornerstone in character education. Each school institution has different strategies regarding how the school imparts religious character to the students whose origin is from different regions with different characters, especially religious characters, this is a duty of a school institution to be able to instill religious character to his students with all the different characteristics of the students, this is in accordance with the opinion of Syamsul Bachri (2010), stating that: "Educators are expected to Able to treat learners according to their traits, needs, characteristics, and differences, individual other".

Annis Titi Utami (2014) mentions that the teacher's perception of the importance of religious values in character education is one of the sources that are based on character education and is very important to be implanted to students early because with the provision of The strong religious foundations of the students in the future. The role of the school in supporting the implementation of religious character values in character education is to provide the necessary facilities, give permission to the teachers to conduct an activity program, support the existence of activities That are outside of school, and provide a good example for students.

Sigit Mangun Wardoyo (2015) mentions that the Islamic character that is to be implanted in it is a character or a praiseworthy moral that includes good behavior, honesty, compassion, keeping the view and keeping the genitals, fair, and other Etc. The character has been buried in the Qur'an. The character follows the behavior of the Prophet Muhammad SAW. The implanted behavior is all praiseworthy forms of

being given to learners. Therefore, in the Indonesian generation gold 2045 hope it is deposited. As a form of hope for the realization of the dream, all elements of society must play an active role in achieving the ideals through character education to achieve the religious 2045 gold generation.

A religious generation can be established early, elementary school is a religious character planting institution that is ideal especially in the low class, Piaget that states that the concrete operational stage occurs in children aged 7 – 11 years, at this stage The child begins to think logically and systematically to achieve problem solving. The problems encountered in this stage are concrete. Children will find it difficult to face abstract problems. This makes it clear that in low-grade elementary school students need a guide for students in the process of planting religious characters, it is a teacher's responsibility.

Thomas Lickona (2013) suggests that a good character with an angle of view that corresponds to moral education, is a character consisting of operative values, functioning values in practice. Thomas Lickona's opinion strengthens that good character is a character whose values are applied in real life, teachers must be able to instill religious character to his students and lead students to be able to apply them in Real life.

Education elearning (2011) This religious character is needed by students in the face of changing times and moral degradation, in which case students are expected to possess and behave in good and bad size based on provisions and of religious decree. The planting of religious characters needs to be done as a shield on students in the face of current globalization influences, religious characters closely related to the relationship between individuals and God also the relationship between individuals with Other individuals.

The planting of religious characters is done early on will be more meaningful to students, meaning in this case will always be embedded in the students and manifested in daily behavior and always in the student's memory. Planting religious characters is

essential to be implanted in children as early as possible because in early childhood is still very easy to be directed and formed character. School environment should give more portion in personality development or about life skills compared with knowledge that only cognitive. The higher the level of education units that students have traveled, the fewer servings are given to develop their personality as more knowledge-cognitive enrichment is being given to him.

Jason Baehr (2017) mentions that intellectual character education, which emphasizes the development of intellectual virtues such as curiosity, open minds, and intellectual courage, is a poorly explored approach but is very Promising. The relationship between intellectual character education and traditional character education, which emphasizes moral and civil welfare development such as goodness, kindness, and tolerance, is also explored.

Elementary school environment is a very strategic facility to implement religious character planting because most children spend their time in school. By often interacting with teachers, teachers will be more freely to embed religious character to their students through formal and nonformal activities. The planting of religious characters to students can be carried out through internalization in the learning process, internalization in the program of conducting extracurricular school and school culture as an effort to prevent the destruction of characters and The moral of current learners and so that learners have a good character or good character.

From some of these descriptions researchers can draw a conclusion that the character planting in elementary school is very important then intend to do a study related to the implementation of religious character planting in elementary school Low-grade learning in the Islamic-based elementary school in Purwokerto which aims to describe, explain, and describe the process of planting religious characters in elementary school in the learning process.

METHOD

The type of research used is descriptive research, using a qualitative approach. Sukardi (2010) mentions that a descriptive research method is a method of study that seeks to describe objects or subjects that are researched as they are, with the aim of systematically describing the facts and characteristics of the objects Properly researched.

By studying the situation in the field directly researchers aim to provide a complete and thorough view of the subject being researched. Qualitative research using the case study approach in this study will be in the analysis using data obtained from interviews, observations and documentation from the school principal, teachers, and students from each of the school's Eudora. The research was conducted on four Islamic-based elementary schools in the city of Purwokerto, namely Al Irsyad Al Islamiyah 01 Purwokerto Elementary School, Madrassah Ibtida'iyah Negeri 1 Banyumas, Muhammadiyah Elementary School 1 Purwokerto, and Elementary School Muhammadiyah University of Purwokerto.

The analysis of data in this research is done through the process in the field and until finished in the field. The analysis of the data used in this study refers to Miles Huberman in (Sugiono, 2013) is a quality data analysis is done interactively and lasts continuously until complete, so the data is saturated, hence the certainty will be obtained.

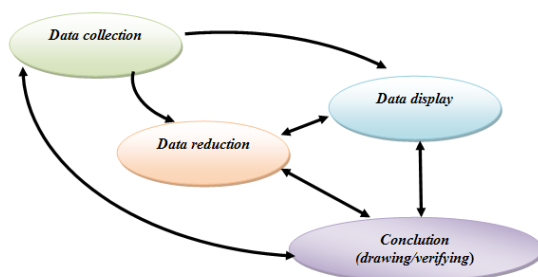


Figure 1. Analyze data Miles Huberman

RESULTS AND DISCUSSION

The results of the research presented in this chapter, namely: The process of implementing religious character planting in learning in Islamic-based elementary school in Purwokerto City by associating the value of religious characters into the theme of learning Integrated in the syllabus and RPP and applied in the implementation of

Marzuki (2013) argues that the integration of the educational value of the learning activities can be carried out from the phases of preliminary, core, and closing activities. After that the teacher can internalize the character values that are targeted in the learning process. In this study, researchers will conduct direct observations on the implementation of religious character planting through integrating in subjects. Researchers want to know the implementation of religious characters in teaching and learning activities in the classroom and the way teachers integrate religious values in the subjects that are being taught to students.

Marzuki (2012) mentions that education should be able to produce human beings who possess noble character, in addition to having adequate academic and skill skills. One way to achieve character is to integrate character education in every learning. The values of the main character that must materialize in the attitudes and behaviors of learners as a result of the process of character education is honest (exercise), intelligent (thought), Tough (sports), and caring (the taste and Carsa). Integrating character education in learning can be done with the loading of character values in all subjects taught in school and in the implementation of learning activities. For that, teachers must prepare character education from the planning, implementation, and evaluation. The school's character education needs to be supported by the teacher's and the parents ' and the culture of the students.

Teachers at the elementary School of Universitas Muhammadiyah Purwokerto Review the SK and KD which will be used to tailor the learning to be performed and to determine the value to be included in the study,

the teacher uses the table to assist in seeing the relation between SK and the value that will be delivered in later learning to facilitate the achievement of students' achievements, besides the teachers list the values of religious characters in the syllabus and RPP. In addition, teachers can also use the existing media assistance both in the form of audio and visual to support the implementation of learning. Wahira (2014) mentions that teacher should be able to design and develop the learning process so that it can provide a good understanding for students through audio-based visual learning as a learning tool.

Teachers also provide assistance to students who have difficulty in internalizing religious related learning, teachers also give students the opportunity to get involved directly. The teacher also associates between the natural events with one of the Qur'an verses as an effort made by the teacher in developing the process of implementing the learning provided to students by associating the planting of religious character values Students.

Nilovan Bavarian et.al (2017) mentions that social-emotional development programs and characters should be considered by schools that seek to prevent a variety of adverse adolescent behaviors. In addition, schools aimed at addressing certain health behaviors can see a greater impact by implementing programs that incorporate the development of social-emotional skills.

Deitje A. Katuuk (2014) mentions that material about character education is taught to students if there is a specific topic in the subject that is related. Material about character education cannot be taught in detail to students.

The development of cultural education values and the nation's character is integrated in each subject and is dicuted in syllabus and RPP. Madrassah Ibtida'iyah Negeri 1 Banyumas integrates religious values into the learning process by associating live and systematic learning themes.

The development of cultural education values and the nation's character is integrated in each subject and is dicuted in syllabus and RPP. The development of religious values that are

integrated in the implementation of learning at Muhammadiyah Elementary School 1 Purwokerto is carried out by associating religious values into the learning theme integrated in syllabus and RPP. In the implementation of learning begins with the activities of greetings, the appeal to be grateful, associate and apply religious values in the implementation of learning besides that teachers also provide opportunities for students to apply the value of and teachers provide guidance to the students regarding the matter.

Asep Habib et al. (2019) mentions that the integration of learning processes in the classroom through the content of the curriculum in the subjects and habituation of the noble values in daily life with 10 (ten) habituation of Akhlaq Noble include: Devoted to parents and teachers; Muslim dress up and Islamic look; Nurturing learning manners; Read, write and memorize the Qur'an; Maintaining self-hygiene; Establish prayers of fardu and circumcision; To implement Ta'lim and Da'wah religion; Accustomed to implementing Infaq; Carrying out mandatory saums and circumcision; and love the homeland.

Surya Atika (2014) states that the implementation of religious character education given such as guruintroducing recitation of prayers to the elderly, prayers willing to learn, prayers of gratitude to ALLAH SWT, recitation Asmaul Husna, courtesy to the person who Older, read the greeting when new comes to school, make friends with anyone, greet with teachers, and more.

The development of cultural education values and the nation's character is integrated in each subject and is included in the syllabus and RPP. Al Irsyad Al Islamiyah Elementary School 1 of Purwokerto integrates the value of religious character into the implementation of learning by associating the theme of learning with some things related to Islam such as Fiqh and creed. Al Irsyad Al Islamiyah Elementary School 1 integrates religious values into learning by inserting religious values into the learning process either with relation to learning materials or themes Religious values that are from outside the theme of such a general learning. The school

also uses the help of other media such as comic books and others, as it is effective for students.

Laylat al-Aslamiyah (2017) states that student responses to the media include very good criteria because it is considered easier to understand and more interesting than the book used. The opinion suggests that the use of media other than textbooks can effectively be absorption of the values delivered by the teacher.

Aji Sofanudin (2015) mentions that the strategy of planting national character values through religious subjects was conducted through the policy of the principal, school system, the quality of facilities and infrastructure, as well as the climate and culture that supported School character Education internalization. Internalizing the values of the nation's character has been done by considering the input factor, that is through the qualifications and competence of the teachers, input facilities and infrastructure, as well as the qualifications of learners.

Agus Nurcholis Saleh (2013) mentions that in order to be a professional, teachers should develop themselves to the fullest extent based on the needs of the students. Thus, teachers are welcome to strengthen themselves to be competent and Professional based on attitudes and behaviors expected by learners. Profession \rightarrow AI means nature imposed on teachers who are expected to be by students. While competent means the existence of teachers can fulfill the expectations of all stakeholders education at all levels.

The planting of religious characters is done early on will be more meaningful to students, meaning in this case will always be embedded in the students and manifested in daily behavior and always in the student's memory. Planting religious characters is essential to be implanted in children as early as possible because in early childhood is still very easy to be directed and formed character. School environment should give more portion in personality development or about life skills compared with knowledge that only cognitive. The higher the level of education units that students have traveled, the fewer servings are given to develop their personality as more

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Some of the implementation of religious character planting to students conducted by elementary school institution in Purwokerto City are all tailored to the needs of students and skills of the school institution, as well as consider and utilize educators and facilities as their visitors. As presented by Moh. Yasir Alimi (2013) which mentions that each subject has its own characteristics to emphasize the difference.

CONCLUSION

Based on the results of research that has been conducted by the method of interviews, observations and documentation in the Islamic-based elementary school in the city of Purwokerto have the result that the religious character planting school conducted through Integrating in learning. Islamic elementary School in the city of Purwokerto conducts the integration of Islamic values in the implementation of learning by integrating the value of religious characters into the learning process tailored to the theme of learning, some processes The planting of religious characters aims to form students into intelligent and Islamic generations as a provision of future students.

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