Students' Character in Social Interaction at SDI-Qu Al Bahjah Boarding School

Ifti Rianafik[1✉] , Tri Joko Raharjo[2] & Wasino[3]

[1] Program of Primary Education, Postgraduate, Universitas Negeri Semarang, Indonesia
[2] Faculty of Education, Universitas Negeri Semarang, Indonesia
[3] Faculty of Social Sciences, Universitas Negeri Semarang, Indonesia

Article Info

Abstract

_____

The purpose of this research was to reveal the kinds of character that being developed in schools and social interaction. A qualitative case study design was employed in this study. The subjects of this study were the principle of the school, students' supervisor, and students. This research used interviews, observations, and documentary study. Interactive models of analysis was used to analyze the the data. The findings of this research are (1) characters that are being developed in SDI-Qu Al Bahjah Boarding School Cirebon are religious character, discipline, and autonomy; (2) Strategies that used to develop students' characters in the boarding school are habit development, modeling given by the principles and students' supervisors, and students' motivation building; (3) three interactions found in the boarding school namely interaction between murokibahas students 'supervisors and students, interaction between murokibahand SDI-Qu Al Bahjah, and interaction among students. Those three belong to associative interactions of social interaction that involves cooperation in developing students' character in SDI-Qu Al Bahjah Boarding School Cirebon.

✉ Address correspondence:
    Campus UNNES Kelud Utara III, Semarang, 50237
    E-mail: iftifika@gmail.com

INTRODUCTION

Education is the most important element in the advancement of a nation. This is supported by the National Education Law No. 20 Year 2003 Chapter 2 Section 3 of National Education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith, fear of god almighty One, noble, healthy, knowledgeable, skilled, creative, mandiridan become citizens of a democratic and accountable.

Therefore, national education that develops skills, character, and civilization should provide sufficient insight that have an impact on human nature. This function is very heavy to be borne by the national education, especially if linked to who is responsible for the continuity of this function (Kesuma, 2011).

Education in Indonesia according to the Education Law No. 20 of 2003 on Article 13 Paragraph 1 states that the path of education consists of formal education, non-formal, informal and can be complementary and enriching. Formal education consists of elementary education, secondary education, and higher education. Furthermore, non-formal education is organized education for citizens who require educational service that serves as a substitute for, enhancer, or a complement to formal education in order to support lifelong education. While informal education is family education pathways and environment. Overall national educational goals based Education Law above is to develop individual character through education.

Character education helps learners in the development of ethics, responsibility through the model and teaching good character through universal values. Value-value of this character is supposed to be imparted to the students so that they are able to apply the good life in the family, school, community, and country so that it can make a positive contribution to the environment.

The process of implementation of character education contains three components,

namely moral knowing, moral feeling and moral action (Lickona, 2012). Planting aspect of the moral knowing implanted through classroom teaching, while *moral feeling* and *moral action* implanted both in the classroom and outside the classroom. On aspect of *the moralthe action* to be carried out continuously through habituation every day. Activities undertaken learners every day can be influential in shaping the katakternya. Activities are conducted continuously onaspect of *the moralaction* one of them is communication activities that learners do every day through social interaction with their environment.

Social interaction is a process where between individuals, individuals with a group or groups relate to one another (Narwoko, 2006). Along the development, education which is only based on *hard skills* that produce graduates who only have in academic achievement, should begin to be addressed. Currently pendididkan must be based on the development of *soft skills* (social interaction) because this is very important in shaping the character of the students.

Soft skills (social interaction) is needed by every individual to be able to establish good relationships with others. Through social interaction a person may obtain information and are able to influence or change one another. Social interaction may also increase the amount or the quality or the quantity and quality of social behavior in more mature individuals so that individuals behave in socially with other people in social situations (Santoso, 2010).

The environment in which it interacts has a very important role in the formation of character. The development of a social environment that is so rapidly increasing challenges and effects are so devastating for the development of education and personal formation of students, such as mutual respect and respect that has begun to fade, the lack of concern for others, the attitude of individualism is still high, so the growing concern in the elderly against development of their children. Plus globalization in the fields of culture, ethics and morals, supported by technological advances in the field of tarnsportasi and technology. Children

who can not have the development will cause religious and moral crisis in the nation.

Education is now more emphasizing on students' cognitive abilities, resulting in the values of characters that should be internalized in the student received less attention in the learning process in schools. There are many cases that reflect the fragility of character education as the case of brawl between students, many young people who become victims of drugs, cases of leakage of questions of national examinations (UN) that foster a culture of cheating, bullying in schools, and many cases are closely related to character education ,

These cases are examples of identification of a failure of character education in Indonesia. It should be of interest to teachers and parents to jointly educate children not only from the cognitive aspects alone, but rather the formation of attitudes and character. As an alternative to preventive, educational expected to improve the quality of the nation's youth in various aspects that can minimize and reduce the causes of the problems of culture and national character.

Efforts to build the character of students should be supported with a good environment. This is in accordance with the opinion Lickona (2012) that the characters do not function in a vacuum, this function in a social environment. A typical environmental emphasis on moral values as desired. Based on the above, it is undeniable that students in schools not only sufficiently developed academic aspect, but also the moral aspect. Changes in behavior of learners is one that needs attention from the teacher at school. Students are naturally seen is a chalkboard blank to be formed through the reinforcement to be learners and productive citizens. Therefore, the task of education is not only develop cognitive, but also affective aspect. One of the efforts to realize the affective aspects of using theprogram *boarding school*

Boarding school is an educational institution where students not only learn, but they reside and live together at the institute. *Boarding school*students combine shelter in school institutions.system *Boarding school* is able to optimize the cognitive, affective, and

psychomotor student, then this mesantren system has prerequisites for teachers and school administrators are ready to position themselves for 24 hours. During the day and night, they make the process of education, science, theology and gives examples of how a variety of science are learned.

Existence boarding school is a logical consequence of changes in the social environment and the state of the economy and society religiosity perspective. In view of the social aspect, a system to isolate the boarding school students from socially heterogeneous environment that tends to bad. In the school and dormitory is constructed of a relatively homogeneous social environment that peers and the tutor. Homogeneous in the study purpose as a means of pursuing ideals. Economically, *boarding school* provide equitable services. Therefore learners will actually be served well through a range of services and facilities. In the spirit of religiosity, *boarding school* education promised a balance between the physical and spiritual needs, intellectual and spiritual.

SDIQu AL Bahjah is one of the elementary school level educational institutions. Organizing educational activities SDIQu Al Bahjah provide not only science and technology but also has a mission to menegembangkan character of learners It lies in the complex Institute for the development of Da'wah al-Bahjah make the students familiar with the environment that religious/religious (environmental Islami), so students not only gain knowledge but also get educational beliefs and morals and accustomed to always perform various acts of worship that are taught in Islam.

Boarding school is one of the programs offered at the school. There are several factors that influence why parents send their children to the program either because of social development environmental factors unfavorable to the development of student character. Besides the bustle of parents that are less able to control the development of children to make a reference for parents chooseprograms *boarding school* for children through *boarding school* students will be controlled activity and trained a cooperative

spirit, social and character, because it was accompanied by a teacher boarding/chaplain. This Ustadz who will assist and develop positive character through social interaction activities are conducted daily at the *Boarding* School. School based education system *Boarding* is expected to improve student achievement and mental competence. Based on these descriptions, researchers interested in conducting research on character education in social interaction on students' *Boarding School*.

METHODS

This study used a qualitative research that aims to understand the phenomenon of what is experienced by the subject of research for example the behavior, perception, motivation, act holistically and by way of description in the form of words and language, in a specific context naturally and by utilizing various scientific methods (Moleong, 2013). In addition the use of qualitative methods are used to understand the phenomenon that is hidden and can not be seen through the senses.

Qualitative research in this research using this type of case studies. The case study is a research strategy which in dalamnyapeneliti investigate. carefully a program, event, activity, process or group of individuals. The cases are limited by time and activity, and researchers collected detailed information using a variety of data collection procedures based on a predetermined time (Creswell, 2014).

The subject of this research was the principal, murokibah and boarding school students SDIQu Al Bahjah Cirebon. Data collection techniques used were interviews, observation, and documentation. The data analysis technique used interactive model data analysis techniques including data collection, data reduction, data presentation, and drawing conclusions or verification.

RESULTS AND DISCUSSION

Developed Character in SDIQu Al Boarding School

Boarding Bahjah's environment, the term character, moral character and has the same meaning, namely the character, nature and the fundamental nature of oneself. Moral education in Islam occupies a very special position, it is evidenced by a hadith reveals that the perfection of faith a person depends on moral perfection.

Character education itself is built on three important things, namely the aspect of knowledge, feelings and moral behavior, as disclosed Lickona (1992), which states the meaning of character education as education menitikberaktan on the formation of personality through moral knowledge (*moralknowing*), feelings (*moralfeeling*), and moral behavior (*moralbehavior*) that the results seen in a person's real action, which is of good behavior, honest, responsible, respecting the rights of others, hard work.

Character development should be started from an early age and it is not only in a formal environment. But on an informal environtment, students spend more time in the neighborhood. The existence of boarding school is a consequence of changes in the social environment that leads towards the negative. Environment of boarding school students will be isolated from a heterogeneous social environment tend to be bad into a relatively homogeneous environment. Character education in *Boarding School* SDIQu Al Bahjah is not directly included into special education, but taught through a variety of activities carried out in boarding. Through every activity there are loads of characters therein. Planting of character values implemented starting from the moment you wake up until bedtime back.

The value of religious character, discipline and self-reliance is a character value that was developed in the neighborhood. It is, adapted to the purpose of Al Bahjah itself is to realize the Islamic-minded society, berakhlakul karimah and applying the teachings of the Islamic religion in terms of life. Therefore the religious side more highlighted. Furthermore, because the boarding school SDIQu Al Bahjah is located in the neighborhood of Al Bahjah proselytizing development agencies. Then to preach self-

reliance and discipline needed because without these two things will not support the running of propaganda.

Discussion of Strategies Used in the Planting of Character Values

Strategy for attaining the goal. That is the direction of all decisions creating strategies is the achievement of objectives. Thus, the preparation steps, the use of a wide range of facilities and learning resources are all directed to achieving the objectives. Therefore, before determining the strategy needs to be formulated clear objectives that can be measured its success, since the purpose is the spirit in an implementation strategy. (Sanjaya, 2008).

Strategy of Planting the Religious Character

Implementation of theof religious character education in *boarding school* SDIQu Al Bahjah instilled through prayers, religious studies, recite, memorize the Koran, advice and other noble behavior. Make religion as a cornerstone in every activity carried out in a boarding environment. then consciously or not students will be used to follow the activity. Instill character values appropriate strategy is required in order to achieve the expected goals. Each institution has a range of strategies to menanakan religious character education to students. The strategy used in the cultivation of character boarding environment is habituation, exemplary, give motivation to students.

This is consistent with the opinion of the Shah's Tafsir (2009) there are some strategies that can dilakukanoleh education practitioners, including through: (1) provide an example (example); (2) familiarize good things; (3) enforce discipline; (4) provide motivation and encouragement; (5) to give a gift, especially psychologically; (6) punished (perhaps in order to discipline); (7) civilizing religion that affect the growth of children.

These strategies can be done well when there is good cooperation between all the parties are in a boarding environment. Both principals as a builder, murokibah and students. Thus, a religious environment more easily created. Very

difficult religious character created if the obligation to carry out religious values are only required on all students. This will have an impact on student pembisaan where the running of religious values in a boarding environment only at the level of fulfilling the obligation not only to the process of consciousness. This is in line with the results of research conducted by Benninga, et al. (2003) which stated that educational institutions that implement character education seriously, planned tend to have a good performance value.

On implementation, the planting of a religious character education in the boarding school al Bahjah invite the students to always carry out prayers at the beginning of time, increase the knowledge of religion to carry out regular review, reading the Quran, memorize and practice it. Characters generated from custom routines performed by students. good habits that will shape the character of good or otherwise. This is in line with the results of research conducted by Aynur Pala (2011), a good character can not be created automatically but through continuing education. Through a comprehensive approach to character education are able to develop good character.

In addition to habituation, motivation and exemplary also administered to students in imparting religious character. Tesebut given by the supervisor, buya as caregivers in Da'wah Al Bahjah development agencies and parents. All three have an important role in shaping the character of students. This is consistent with the results of research by Masita (2012), The implementation of character education teacher perform its role as a model (exemplary), controllers, advisers and appraisers manners. The role of parents who support the successful implementation of character education that strengthens, cooperated through training activities and dissemination of monotheism based education, and strengthen the implementation of character education at home.

Character education is a habit (kebiasaan), hence the formation of a person karkater it requires *communities of character* consisting of family, school, community, religious institutions,

the media, governments and various parties that affect the values of the younger generation. Karkater formation requires the development of an exemplary transmitted, inervensi through the process of learning, training, habituation continuously over a long period is being implemented consistently and reinforcement (Komalasari in Somantri, 2011).

The giving of examples or actions in accordance with religious values is exemplified directly by the murokibah and buya yahya as the builder and caregivers in LPD Al bahjah cirebon. Murokibah gives examples of applying religious values that have been studied previously by students. Meanwhile, buya yahya gave a good example in accordance with the teachings of the Prophet Muhammad SAW based on Al Quran and hadith. According to Albert Bandura's social learning theory this includes the attentional phase, students focus on the material object or behavior of the model observed. This is in line with the research conducted Wasino (2011) that every society has a culture that is used as a guide in behavior. Diboarding students are in an environment that builds religious culture. So that can be used as a guide for students to the development of religious characte

Planting Strategy Discipline Code

Discipline is the main thing that is embedded inenvironment, *a boarding* before students attendactivities *boarding* SDIQu Al Bahjah that houses the program is delivered rules and regulations on the environment. it is intended that the parents know early descriptions of the activities to be undertaken during the *boarding* students. For students who are following theprogram, *boarding*counselors set a strategy by separating his room with friends who had long followed ttersebut program. This meant that the old students are not contaminated with the new students. The new students tend to lack discipline then in menanakan murokibah disciplinary character always gives advice and motivation. For students who are already long they are expected to give an example to his friends who just followed the *boarding* program.

There are several activities carried out in the embed code to student discipline. made on the basis of these activities match the needs of learners with the state of the environment. These activities are: (1) Discipline right time to carry out any activity. Religious activities prayers, sunnah prayers, recite the Koran, memorizing the Koran. Discipline in dividing the study period and the tasks given to him, (2) discipline in following the rules and regulations that exist inenvironment *a boarding,* (3) Schedule for students picket cleanliness. application, every day the students were given the task to clean up his room, eating utensils that have been used, the cleanliness of the bathroom, cleanliness boarding environment. besides students get used to dispose of waste in place. Activities that instill the discipline code guided directly by the murokibah. This is consistent with the results of research that conducted by Alex Agboola and Kaun Chen Tsai (2012) that is education should not just be a character memorization in learning activities but rather than its implementation.

Punishment and reward also applied in a boarding environment to instill discipline. Punishment is intended to make students realize their mistakes and not repeat mistakes or violations in just do it. The penalties applied in boarding namely reprimand, read istigfar, read shalawat, and jog. Punishment given is not intended to embarrass the students but rather to build motivation to students to not make the same mistake. In addition to awarding penalties are also given for boarding students.

The award is given by murokibah through haflah activities. The award is given through several categories such as categories honor student, student discipline, student independent. But more than that murokibah advising that everything is not as a gift but Iklhas for God. In social learning theory Albert Bandura it belongs to the stage of memory storage (*retentionphase*), the information in the form of materials and examples of model behavior was captured, processed and stored in memory. Students typically gets better in capturing and storing the information offered or behavior exemplified when accompanied by the mention or writing a

name, term, and clearly labeled buttons and accurate examples of the action.

Embedding Independent Strategy of Character

Implementating education in an environment of independence characters occur early boarding students mengikukti interview conducted by managers of boarding to determine the level of preparedness of students in participating boarding program. strategy to infuse the character of independence still in the adjustment phase. It is intended that the strategy used to obtain maximum results.

The results of the field studies showed that the strategy embedded in a boarding environment through habituation. At the boarding students are taught to independently carry out any duties. students independently capable of performing its tasks like washing the shoes, pick up food for the group, washing Tobak after meals and cleaning the rooms and cabinets. In addition, students are used to store goods according to place.

Independence through habituation character education in line with the findings of research conducted by Uliana and Setyowati (2013) that the increase in student character education through a strategy focused on the development of the school culture. Another study conducted by Warsito and Samino (2014) found that habituation is onething that can be taken in implementing the character education curriculum. This means that if the values expected to be internalized character properly, it is necessary to habituation consistently and continuously in daily life.

Motivation is also one of the strategies used to infuse the character of independence. Self-reliance is already stressed from students attend boarding program. However, the interview conducted by a boarding party from the judge only elementary student independence. The basis is the reference murokibah to accept students into boarding environment. The motivation given by the supervisor through counsel, in the event murokibah deliver material to the theme going on *boarding* but more in prioritymaterial on morals. One of them independence, self-reliance is an important concern of murokibah. Because the

results of observations conducted by researchers find students in boarding still tend to be less self-sufficient in terms of early risers. According to the results of interviews conducted with murokibah, it is because the schedule of the students who crowded every day. So that students are not accustomed independently for early risers. The strategy of motivation to the students according to the research findings Zulnuraini (2012), the characters present in the school adapted to the circumstances and problems that often occur in schools.

Character Education in Social Iteraction
The Interaction between Tutors and Students

Soekanto (2012) The forms of social interaction can produce a social process that is associative and dissociative factors that influenced from within and outside itself. At the boarding form to instill character interaction is cooperation. Cooperation carried out by tutors and students in third instill character developed at *boarding.*Cooperation is a joint effort between individuals or groups of people to achieve a common goal or more. The form of cooperation develops when people can be mobilized to achieve a common goal and there must be an awareness that these objectives at a later date to have benefits for all. There must also be a pleasant climate in the division of labor as well as the remuneration to be received. In the next, certain skills necessary for those who work together in order to plan their collaboration can be done well. Cooperation arises because the orientation of the individual to the group (ie in-its group) and the other group (which is out-group intended).

The results of observations conducted by researchers cooperation between students and tutors is a division of tasks to be coordinators in each division. Murokibah give responsibility to the students as a coordinator to remind his friends. That task must be performed by each coordinator. It is intended that the well established cooperation between murokibah and students. Besides giving the task intended to murokibah and students together can control the activity and development of students every day.

Communication is done can not be separated only murokibah diboarding who play an active role. But students also have the same role, the students are always given the opportunity to express opinions, grievances and aspirations. The results of interviews conducted by the researchers found the students in the boarding conditioned to remind each other. Students are required to deliver a warning to murokibah sister who made a mistake. According to Albert Bandura's theory of students already in the stage of reproduction *(reproductionphase),* which is the stage where the students produce knowledge that has been in receipt.

The environment in which the student interacts has a role in influencing its character. Will establish a good environment for the child's good character, but on the contrary if the child is a bad environment can, forming characters bad for character development. This is consistent with the theory proposed by Albert Bandura. Papers boarding students are in a positive environment to develop his character. Berinteaksi students in boarding environment with murokibah who continues to provide motivation and advice for the benefit of students. it is intended that the student's character develops in a positive direction The environment in the which the student interacts Influence has a role in its character. Will establish a good environment for the child's good character, but on the Contrary if the child is a bad environment can, forming bad characters for character development. This is consistent with the theory proposed by Albert Bandura. Papers boarding students are in a positive environment to develop his character. Berinteaksi students in a boarding environment with murokibah who continues to provide motivation and advice for the benefit of students. it is intended that the student's character develops in a positive direction. The results also consistent with research by Pane and Rina (2016) in his research shows that a good environment is very relevant and effective when used as one component of support for character education. Environment with good content is beneficial to improve students' skills.

Interaction between SDIQu Al Bahjah and Murokibah

SDIQu Al Bahjah is a school that has boarding school existence. Each of the new academic year and murokibah SDIQu party conducting the retreat. The activity was to evaluate the performance of the previous year and plan a program to be executed next. In addition to the retreat activities, carried out through the cooperation musyawah is done routinely by the SDIQu and murokibah. Through these deliberations murokibah can deliver progress and problems in *boarding.*In addition, the purpose of consultation is held so that the SDIQu can monitor every activity carried out in a boarding environment. Al Bahjah SDIQu school principals participate are to guide murokibah in performing their duties. The guidance is carried out through monitoring activities, to monitor any developments in the boarding students and monitor murokibah. In addition to monitoring principals also provide strategic policy policy to deal with any problems that occur in the environment as a fulfillment boarding and boarding facilities. In line with the results of research conducted Nural Furkan (2014) findings stated that the role of the principal as a leader who is able to build a positive school culture.

In addition to the SD deliberations also held between murokibah. consultation between murokibah held regularly every week. The activities discussed all matters relating to boarding. ranging from the development of students, problems and decision-making to solve the problem. cooperation between murokibah implemented through the division of tasks assigned by the boarding party. Murokibah was given the task to coordinate all the activities carried out in the boarding students. Interaction between murokibah happened in boarding based on mutual meningatkan. The word here is their mutual interrelationship between the two. In this case meant that the presence of the reciprocal connection between each other. If one is wrong or deviate from that taught by Allah and His Messenger then other task for mengingatkan.An-Nahl verse 125 *"Forthe future, the real man in loss, except those who believe and do righteous deeds, and*

counsel advised that obey the truth and counsel advised in order to honor the truth ". The verse is quite clear, explaining that is the advice religion remind each other, if we do not want to be called losers bracket.

Interaction between Students and Students

Students Instilling character boarding environment can not be separated from the interaction of the students. learning outcomes in boarding character is in the form of visual and verbal behavior code embodied in the daily behavior (Laila, 2015). Daily behavior that indicated the student can not be separated from the implanted diboarding character education. This student has been included into the moral stage *doing/learning to do* that students practice the noble character niai values in everyday behavior. In addition to practicing students also reminded his friends to practice the values learned character and exemplified by murokibah in boarding. Motivation and support of the students are expected to provide encouragement to his friends. According to the theory Albert Bandura in Laila (2015) There is a close relationship between the student and his environment. Learning occurs in the link between the three parties, namely the environment, behavior and personal factors. At the boarding students guided by murokibah who continues to provide knowledge, provide an example and a good example for students. Besides murokibah to shape the character of the students is also influenced by his friends. The interaction between students in boarding can affect the formation of his character.

In the neighborhood of boarding students are taught to remind each other. Remind each other also form the basis for interaction between students. Besides mutual cooperation students also trained through tasks given by murokibah. The student is given the responsibility to be coordinator in each division. The coordinator on duty to remind friends to carry out any duties. But it is not only the duty of the coordinator alone, but together in such a task all students for both reminiscent in terms of goodness.

CONCLUSION

Religious character, discipline and self-reliance are characters developed in boarding school SDIQu Al Bahjah Cirebon. The strategy being pursued in the embed code is developed at boarding environment through habituation, modeling and administration motivasi.Terdapat three types of interactions in a boarding environment. All three are in his interaction are associative forms of social interaction including cooperation in the planting of character in the *boarding school* SDIQu Al Bahjah Cirebon.

REFERENCES

Agboola, A. &Tsai, KC 2012.BringCharacter Education into Classroom. *European Journal of Educational Research* 1(2): 163-170

Benninga, J.S., Berkowitz, MW, Kuen, P., & Smith, K. 2003. The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools.*Journal of Research in Character Education* 1(1): 19-32

Furkan, N. 2014. The Implentation of Character Education Through the School Culture in SMA Negeri 1 Dompu and SMA Negeri Kilo Dompu Regency. *Journal of Literature, Languages and Linguistics.* (3) : 14-44

Laila, NQ 2015. Pemikiran Pendidikan Moral Albert Bandura. *Jurnal Pendidikan* 3(1).

Lickona, Thomas. 2012. Educating for Character How Our School can Teach Respect and Responsibility. Jakarta: PT. Bumi Aksara.

Masita. 2012. Pendidikan Karakter Berbasis BudayaLokal pada Masyarakat Muslim. *Jurnal Studi Masyarakat Islami* 15(2): 302-320

Pala, Aynur. 2011. The Need for Character Education.*International Journal of Social Sciences and Humanity Studies* 3(2) : 23-32

Pane, Murty Magda & Rina Patriana. 2016. The Significance of Environmental Contents in Character Education for Quality of Life. Jurnal. *Journal of Procedia Social and Behavioral Sciences,* 222: 244-252.

Wasino, 2011. Multikulturalisme dalam Perspektif Sejarah Sosial. *Makalah.* Semarang: Seminar Multikulturalisme dan Integrasi Bangsa dalam Pembangunan dan Kebudayaan dan Pariwisata.