

Implementation of Character Education for Students in Learning Activities

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ABSTRACT

Education in this era of globalization not only teaches children to be intellectually intelligent but also spiritually intelligent. Basically, to face the global era or the development of the times as it is today, people who have good moral values are needed. Therefore, these moral values can be taught through education in the learning process. In the learning process, character education can be applied to form character and noble morals in students as a whole and integrated, as well as systematically in order to create people who have a good character spirit and are not only smart in terms of knowledge but also smart in terms of morals. Therefore, the researchers conducted observations with descriptive qualitative research using the survey method. In this research, the researchers went directly to the field to seek information and observations to find data. The research was conducted using the observation method directly on Islamic Junior high school ITMA Al-Aqobah 4 class 8 B students to collect data on character education that has been applied at school to students. Apart from observation, the researchers also conducted interviews with the principal and homeroom teacher. From the results of interviews through the principal of Islamic Junior high school ITMA Al-Aqobah 4, they have made various efforts to carry out character education in students. From the results of direct observation in the school environment, students have carried out the applied character education, although some have not implemented character education. From the checklist results, the average character assessment of students in class VIII B is 82.17%. The average character results show that students have very good criteria. So that the results of the character assessment show that most students have implemented character education.

Keywords: *Character Education; Learning Activities; Junior high school*

INTRODUCTION

In Law no. 20 of 2003 explains that education is a conscious and planned effort to realize a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by each individual, as well as the wider community (Octavia et al., 2023). Therefore, the success of a learning process is determined by the teacher, infrastructure, environment, and the students themselves (Wayan et al., 2020). Students must have the desire or motivation to be able to actively develop their potential. So the aim of education in order to prepare a generation that is superior, competitive, and has personality or national character can be optimally achieved by the mandate of the law (Emda, 2017).

Education in this era of globalization not only teaches children to be intellectually intelligent but also spiritually intelligent (Hariyanti et al., n.d.). Basically, to face the global era or current developments, people are needed who have good moral values. Therefore, these moral values can be taught through the world of education in the learning process (Zetta Zenobia, 2022). In the learning process, character education can be applied to form noble character and morals in students in a complete and integrated manner, and systematically so that people can be created who have good character and are not only intelligent in knowledge but also intelligent in terms of morals.

Islamic Junior high school (*Madrasah Tsanawiyah*) education is the Junior secondary level of education in the Islamic education environment in Indonesia. Education at Islamic Junior high school does not only apply material and theory, but Education at Islamic Junior high school can build moral character and develop good character or attitudes in accordance with Islamic teachings.

In general, there are around 22.93% of young people who smoke every day and 2.24% of young people who smoke not every day in 2023. This shows that there are still some Indonesian young people who are still at risk of not optimizing their youth, because of several possible risks. caused by smoking habits, even though around 74.83% of other young people do not smoke. The highest percentage of the average number of tobacco cigarettes smoked by youth who smoke is around 7-12 cigarettes per week (42.15%). Meanwhile, there are still 4.27% of young people who smoke an average of more than 24 cigarettes per week or smoke an average of more than 3 cigarettes per day.

According to a report by the Central Statistics Agency (BPS), throughout 2021 there were 188 villages/sub-districts throughout Indonesia that became arenas for mass fights between students (Statistik, 2023). West Java is the province with the most cases of student brawls, which occurred in 37% of villages/sub-districts. Followed by North Sumatra and Maluku with a percentage of 15% experiencing similar cases. East Nusa Tenggara with a mass fighting rate of 14%, DKI Jakarta 13%, North Maluku 11%, East Java 11%, and Central Java 10%. Student fights can be caused by many factors, ranging from unstable teenage emotions, disharmonious family conditions, and economic, socio-cultural, or environmental problems.

According to Kamran, Annisa Mardatilla, Nur Azizah, Lisa Ernawati, Ahmad Fauzan, and Fitri Fahmi "teenagers who commit crimes generally lack self-control or actually abuse this self-control, and like to uphold their own standards of behavior, in addition to belittling the existence of other people" (Kamran et al., 2022). Juvenile delinquency is the behavior of some teenagers which is contrary to law, religion, norms, morals, and existing rules in society (Jatmiko, 2021). The consequences resulting from these actions can be detrimental to yourself and others. Juvenile delinquency is caused by their failure to gain respect from the society in which they live.

According to Dryfoon, the term juvenile delinquency refers to a wide range, from socially unacceptable behavior (for example, acting excessively at school) to status offenses (such as running away) to criminal acts (for example theft) (Enembe et al., 2018). Apart from that, juvenile delinquency has a bad impact on themselves and their parents. Many parents complain that their children initially behaved well, but because of bad associations in the surrounding environment, the children become difficult to manage, argue with their parents, and so on. Therefore, the role of parents is very important in children's behavior (Mahesha et al., 2024).

The role of parents can influence their children's development because parents have a big responsibility in shaping their children's character and behavior (Bayu Widiyanto & Nurfaizah, 2023). Character formation can be developed by applying positive values such as honesty, responsibility, and polite ethics toward older people (Hidayah et al., 2018). Parents and teachers also need to educate children about the dangers of juvenile delinquent behavior and its consequences. Parents and teachers can provide character education at home and also at school (Abdillah, 2018).

Character education is not solely individual, but also has a structural social dimension (Musyafa, 2017). Although in turn, the determining criteria are personal values of individual freedom. Character education is related to the social structural dimension, looking more at how to create a social system that is conducive to individual growth (Aprilianda & Al Kadri, 2022). In this context, moral education can be placed within the framework of character education. Moral education is the foundation for character education because character education can form students who have character and morals (Aprilina Wulandari & Fauzi, 2021).

Character has three interconnected parts, namely moral knowledge, moral feelings, and moral behavior (Salamah, 2022). Good character consists of knowing good things, wanting good things, and doing good habits, habits in thinking, habits in the heart, and habits in action (Wahyuni, 2021). According to Scerenko in the book Character Education (Wahyuni, 2021), character education can be interpreted as a serious effort in which positive personality traits are developed, encouraged, and empowered through example and maximum practice to realize the wisdom of what is observed and studied (Prihatmojo et al., 2019).

METHOD

This type of research is descriptive qualitative with a survey method. The researcher used a qualitative descriptive method because this research will examine the application of character education implemented by schools to students to shape student character. Qualitative descriptive research is concerned with collecting facts and identifying and predicting relationships between qualitative descriptive research variables using various data collection techniques and instruments (Rijal Fadli, 2021). An associative problem formulation is a research problem formulation that has a cause-and-effect relationship. So there are variables that influence and those that are influenced. In this research, researchers will go directly into the field to look for information and observations to find data. The research was carried out using the direct observation method on Islamic Junior high school ITMA Al-Aqobah class 8 B students to collect data about character education that had been implemented at school for the students. Apart from observations, researchers also conducted interviews with the school principal and homeroom teacher to find out the development of student's character during their time in the school environment until now. The survey method was used to collect information in the form of data and information on the application of character education to Islamic Junior high school ITMA Al-Aqobah students. In this survey method, the school principal and homeroom teacher were selected as respondents who were asked to provide answers to questions given by the researcher. The research was conducted in the Diwek area, Jombang district, East Java, namely the *Misykat Al Anwar* Islamic Integrated to Islamic Junior high school (*Tsanawiyah Madrasah*). The research subjects were class 8 B students.

RESULT AND DISCUSSION

- Interview
- Headmaster

According to Muhammad Sabilurrosyad as the school principal, he believes that "The learning implemented at Al-Aqobah 4 is to build student character with learning that is integrated with the boarding school because the Al-Aqobah 4 school is one with the Islamic boarding school. The purpose of being one is that in the morning it will become a school and from noon to morning it will become a cottage. The lessons applied are *istighosah* and *dhuha* prayer in congregation. "This learning or habit will shape students into children who are disciplined, clean, and have good morals." From Mr. Muhammad Sabilurrosyad's explanation, it can shape the characteristics of students to be more disciplined over time.

From Mr. Muhammad Sabilurrosyad's explanation, "Al-Aqobah School is disciplined with several concessions given, such as not wearing uniforms. With this concession, it is hoped that students will become disciplined, creative, and have open learning."

According to Mr. Muhammad Sabillurrosyad, the learning that is applied to boarding school children is to encourage students to seek knowledge and create a pleasant learning atmosphere. With this, teachers are required to organize learning in accordance with student characteristics. With hybrid learning using laptops, there must be supervision from the teacher teaching the students. "Teachers must always supervise the use of laptops because the school is based on a boarding school, there must be a schedule for using laptops."

From the principal's explanation, fun learning is needed because students easily get bored with an unchanged atmosphere. Teacher supervision in the student learning process is also key because when there is no strict supervision from the class teacher, students open up or look for things outside the lesson material.

According to Mr. Muhammad Sabillurrosyad, "Negative interactions between students are still observed to be quite minimal from bullying because the basis of the school is a boarding school with a Koran and Hadith memorization program. This makes students have a stronger character and can still be controlled. Students' interactions with teachers also have good manners and tawadu'. "Students also rarely say dirty and rude words, even if students are troublemakers when given advice, they will reduce it by themselves."

Because Al-Aqobah students are also students at the Islamic Boarding School, the student's misbehavior is still at a tolerable level or limit. The memorization program implemented has a domino effect on the students.

According to Mr. Muhammad Sabillurrosyad, "The obstacle faced when implementing character with the concept of learning in place is one scope between schools and Islamic boarding schools, namely making learning interesting so that students do not feel bored. When they feel bored, students will start to feel sleepy and sleep in class, to start skipping school and sleeping in their rooms. "The limited internet in several school locations is also an obstacle in students' character learning."

Indeed, if the atmosphere does not change, students will start to get bored, so there is a need for varied learning to make the class enjoyable. Teacher supervision in conditioning rooms that are not used as classrooms must also be tightened so that it does not become inappropriate for students to miss class. With the various concessions provided by schools, they should be able to make students more disciplined.

- **Homeroom teacher**

According to Mrs. Afif Azmi Laila Rachmah a Class VIII B Homeroom Teacher, "The obstacle in managing the class is that there are several children who talk at the same time and joke around while learning is taking place, but when they are told that they cannot talk too much that is less important during class, the students can accept and implement regularly." The obstacles faced in conditioning the class are still within reasonable limits. Providing advice to students on a regular basis will leave an impression on them.

Mrs. Afif Azmi Laila Rachmah also explained the obstacles that were starting to emerge, "In class VIII B, there is a habit of defending friends when they are wrong, being late when learning, and sometimes the teacher is looking for students but only a few students. However, class VIII B students are quite conditioned." Every class definitely has students who need more attention. Discipline must be instilled in students from an early age so that it becomes a habit.

According to Mrs. Afif Azmi Laila Rachmah, "There are efforts to build students' character, there are venting sessions to find out students' backgrounds, such as conditions at the boarding school, comfort with the boarding house and boarding housemates and how interactions between friends are or whether there is bullying at the boarding school or at school. " These things make students closer to the teacher and by having a chat session, the teacher can also find out the character of the various students in the class.

Mrs. Afif Azmi Laila Rachmah also said, "Another effort is to provide advice during learning to respect teachers properly. The existence of learning the Adabun Alim book also serves as a guide for students during learning and the majority of students have implemented the character education learning. Although some students still haven't implemented it. "Learning the adabun alim book makes students aware of the boundaries or etiquette that a student should apply to the teacher who has provided knowledge. However, it is natural that students have unstable characteristics and the teacher's job is to direct students to be more focused.

- **Observation**

From the researcher's observations, several students have implemented the character education that has been attempted by the school principal and homeroom teacher. This is based on daily observations made by students when learning in class takes place and when students are taking a break. When in class, some students were still sleepy, sleeping, and still talking in class. However, there are still many who obey the rules and respect the teacher who is explaining. When in class, students also have manners towards teachers and are orderly. When outside the classroom, students also greet teachers who are passing by and greet them when they meet. The character that is formed in students is also reflected when they interact with friends. Indeed, there are still students who joke excessively without paying attention to their friends' feelings, but there are also many students who respect and care for the feelings of other students, for example, when they joke excessively, students will consciously apologize to their friends.

This habit is a good habit because it means they know their mistakes and are willing to apologize even without being given orders by others. This initiative to apologize, if it can be done in the long term, will create good character. Some students are still lacking in implementing character towards teachers and friends but are still at a tolerable stage because the students at Al-Aqobah school are boarding-based with many religious values applied. This causes students to still be within reasonable limits in terms of poor character, such as sleeping in class, being busy in class, and not paying attention to the teacher when explaining lessons.

- **Checklists**

Collecting data using a checklist will include the results of student assessments based on student observations by researchers which contain percentages. Observations were made while the learning process was in progress and when students were outside the classroom. Table 4. Assessment of student character is as follows.

Table 4. Student character assessment

No.	Student's name	Percentage
1.	Yoga	85 %
2.	Radit	90 %
3.	Ghois	85 %
4.	Andra	80 %
5.	Raka	80 %
6.	Diki	85 %
7.	Hasbi	85 %
8.	Faruq	85 %
9.	Galih	85 %
10.	Rama	85 %
11.	Maula	80 %
12.	Daifa	80 %
13.	Jauhar	85 %
14.	Fadhil	80 %
15.	Albian	80 %
16.	Azmi	80 %
17.	Furqon	75 %
18.	Kian	80 %
19.	Qoni	80 %
20.	Ken	80 %

Based on Table 4, the average character assessment for class VIII B students will be 82.17%. The average character results show that students have very good criteria. This shows that the students' character is very good and most of them have implemented the character education provided by the school.

CONCLUSIONS

After conducting research using various data collection techniques, it can be concluded that most of the Islamic Junior high school ITMA Al-aqobah schools have carried out or implemented character education which is emphasized by the school. This relies on various Islamic religious books, namely lay adabul delivered by book teachers, because Islamic Junior high school ITMA Al-aqobah is based on Islamic boarding schools. Even though its implementation is not yet comprehensive for all students, the majority of students have implemented the character education taught in the lay adabul book. The results of observations and checklists in class 8 B show that the majority of students have practiced character education with a percentage of 82.17%.

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