Efforts to Cultivate the Character of Responsibility in Students Through Religious Education at MTS Nurul Ali

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Abstrak

Mengingat informasi demoralisasi telah hilangnya nilai-nilai luhur yang melekat dalam bangsa kita, misalnya kejujuran, kesantunan, kebersamaan, rasa malu, tanggungjawab, kepedulian sosial dan sebagainya. Tujuan penelitian ini adalah untuk mengupayakan penanaman karakter tanggung jawab pada peserta didik melalui pendidikan agama di MTS Nurul Ali. Metode penelitian ini kualitatif deskriptif. Informan ini berjumlah 5 orang yaitu satu Wakil Kepala Madrasah, dua guru agama di Mts Nurul Ali, dan dua guru mata pelajaran umum di Mts Nurul Ali. Hasil penelitian ini untuk pembangunan karakter ini dilupakan sang pihak sekolah, selama ini terlalu tergoda menggunakan sasaran-sasaran akademis, kecerdasan intelektual dianak emaskan, sedangkan kecerdasan emosional dan spritual dimarginalkan. Dengan demikian jika karakter-karakter yang luhur tertanam pada diri siswa maka akhlak mulia secara otomatis akan tercermin pada konduite siswa pada kehidupan keseharian.

Kata Kunci: *Pendidikan Karakter, Pembangunan Karakter, Kerjasama*

Abstract

Given the demoralized information, there has been a loss of noble values inherent in our nation, such as honesty, politeness, togetherness, shame, responsibility, social care and so on. The purpose of this research is to seek to cultivate the character of responsibility in students through religious education at MTS Nurul Ali. This research method is descriptive qualitative. There were 5 informants, namely one Deputy Head of Madrasah, two religion teachers at Mts Nurul Ali, and two general subject teachers at Mts Nurul Ali. The results of this study for character building are forgotten by the school, so far too tempted to use academic goals, intellectual intelligence is encouraged, while emotional and spiritual intelligence is marginalized. Thus, if noble characters are embedded in students, noble character will automatically be reflected in student behavior in everyday life.

Keywords: Character Education, Character Building, Cooperation

Introduction

Given the demoralized information, there has been a loss of noble values inherent in our nation, such as honesty, politeness, togetherness, shame, responsibility, social care and so on. For this reason, it is necessary to have a business to produce these values as a national character that can be proud of in front of other nations. One of the efforts in this direction is to improve the model of our national education, which focuses more on character building. This is where the importance of internalizing character education in schools intensively

using exemplary, wisdom and togetherness in both intra-curricular and extra-curricular activities, becomes a solid foundation that is useful for the future of students. This character building has been forgotten by the school, so far it has been too tempted to use academic goals, intellectual intelligence has been encouraged, while emotional and spiritual intelligence has been marginalized (Karakter, 2013). Therefore, this article will describe several studies regarding character education in schools, including the notion of character education, the essence of character education, the urgency of character education, the principles of character education, the role of teachers in character education, character education methods and strategies, and examples of character education in schools (Khalifah, 2019).

Basically, education is an effort to increase the ability of human origin to become a person who has character and can live independently. Based on this, as a battle in this study is character education to be able to realize noble character. From the formulation of the case, the purpose of this study is to find out how character education can influence noble character. Building national character and character through education is absolutely necessary. Character education can be effective and successful if it is carried out integrally starting from the neighborhood, household, school and community (Sari & Bermuli, 2021).

The characters that must be instilled in students basically include: love for Allah and the universe and its contents, responsibility, discipline and independence, honesty, respect and courtesy, compassion, caring and cooperation, self-confidence, creativity, hard work and unyielding, justice and leadership, kind and humble, and tolerance, calm love and unity. Meanwhile, noble character is a holistic human norm that drives desires consciously and is reflected in good deeds. Thus, if noble characters are embedded in students, noble character will automatically be reflected in student behavior in everyday life (Dirsa & Kusumawati, 2019).

Character education is a mixture according to a customized structure, namely education and character. We know that there are so many versions of the notion of education that mention. One of them, Ki Hadjar Dewantara at the first Taman Siswa Congress in 1930 said that education usually means efforts to promote the growth of character (inner strength, character), mind (intellect), and body of a child; At Taman Siswa, these parts cannot be separated so that we can promote the perfection of life, the life and livelihood of the children we educate in harmony with their world. Whereas in Law number 20 of 2003 concerning the National Education System it is stated that education is a conscious and planned business to create a learning atmosphere and learning process so that students actively develop their potential to have religious strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Bureau, 2013).

Meanwhile, the word character literally originates from the Latin "character", which among other things means: character, character, psychological characteristics, character, personality or morals. Character is a psychological trait, morals or character which is a special characteristic of a person or group of people. As a way of thinking and behaving that characterizes each individual to live and work together, both within the family, community, nation and state (Rachman et al., 2023).

Another definition put forward by (Winia et al., 2020), character is a characteristic possessed by an object or individual. This characteristic is original and rooted in the personality of the object or individual, and is the "engine" that drives how a person acts, behaves, says, and responds to something. So character education is efforts that are designed and carried out systematically to help students understand the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and

nationality which are embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. Character education involves aspects of knowledge (cognitive), feelings (feeling), and action (action).

Method

This study uses a descriptive qualitative approach. According to Yin, a qualitative approach is an approach using data in the form of written or spoken sentences, events, knowledge or study projects that are descriptive in nature. Literally, descriptive qualitative method is a research method to make a picture of a situation or event (Wardani & Faizah, 2019).

This research was conducted for three months from January to March 2023. There were 5 informants, namely one Deputy Head of Madrasah, two religion teachers at Mts Nurul Ali, and two general subject teachers at Mts Nurul Ali.

The research approach used by researchers is a sociological approach, namely the approach taken by researchers through environmental interactions according to social units, individuals, groups, institutions, or society. Data collection techniques used in this study were observation, interviews, and documentation. This study used field research (field research). Therefore, the research data was collected using three methods. The three methods in question are observation, interviews, and documentation (Magister et al., 2017).

Results and Discussion

Responsibility is the attitude and behavior that a person, the environment and the public need to achieve (Rusmiyatun & Yusuf, 2020). Responsibility is one's behavior of obligation and fulfillment of obligations towards oneself and society, the environment, the country, and God (Surawan et al., 2022). The responsibility now lies with the student. Responsibilities are attitudes and actions that allow a task to be identified and completed (Dirsa & Kusumawati, 2019).

The obligations that exist in Islamic boarding schools mean that they are responsible. Fulfill your obligations and obligations to yourself and yourself. Islamic boarding school environment with friends. Pondok Pesantren Nurul Ali is a modern-based educational institution, namely boarding school. So that the responsibility of a student is heavier compared to children who live at home with their parents.

MTs Nurul Ali students are trained to always be responsible. Especially in student discipline. In their daily activities at the boarding school they recite the wrong books until 22.00 WIB. After finishing studying the book of the Salaf, students study for the subjects in school. So their rest (sleep) time is greatly reduced. Enter school at 07.30 WIB.

Things that often happen in Islamic boarding schools are limitations in bathroom facilities. So students and students have to get up early to be able to take a shower early. Because students who come late to school are subject to punishment. Apart from that, in the morning the students were absent. For those who do not attend apples for 3 times in a row, the guardian's parents are summoned to school.

Students bring knowledge needed to be able to follow all our activities. The pesantren is busy from waking up at night. Not to mention that students have to work on or complete assignments from formal education and this certainly requires more effort and hard work. Every santri has the same obligations and responsibilities, but of course not all santri have the same ability to respond to them. Every day, students carry out a series of activities that have been regulated in the rules and regulations of the Islamic boarding school. The responsibility that is implemented at MTs Nurul Ali is in terms of discipline.

The character education planting program cannot be carried out if there is no cooperation between parents, administrators and students. So that in carrying out this task, cooperation is carried out. So that it is easy to achieve the common goal of creating students who are disciplined and responsible.

PAI Teacher's Efforts in Forming Responsible Character

In forming the character of responsibility in students, the vice head of student affairs has several achievements, including:

a. Understanding Differences in Student Character

The teacher is a very important role holder in the educational process (Susilawati et al., 2022). Efforts to increase the professionalism of educators is a necessity. Teachers must receive special education or training programs, so that teachers will be equipped with knowledge about child psychology or student psychology. Many benefits will be obtained by teachers and students, if they know each other's characteristics. For students they will get excellent service, fair treatment, no discrimination, experience maximum guidance and solve students' problems that pay attention to their character. The effort referred to here is an effort made by PAI teachers, namely efforts made by involving all components in the school, teachers, especially Islamic education teachers, as well as students who are expected to be able to work together well.

b. Prioritizing Responsibility

Prioritizing responsibility here is how the teacher can explain to students that school here is not just a school that comes from home, then sits, listens and just does, but every student must have the character of being responsible in all things. From responsibility for yourself to responsibility for doing assignments, cleaning the classroom, school environment, picket, and up to responsibility in wearing uniform neatly and in accordance with the schedule of the day.

c. Providing Motivation and Advice

Providing learning motivation and advice is reminding students to always comply with all the rules that have been set by the school. Because the motivation of the teacher itself can improve student behavior little by little. The teacher explains and advises the purpose of the presence or importance of the character of student responsibility towards oneself and towards others. To awaken and open the awareness of the students in carry out their responsibilities at school and at home.

d. Empowerment

What is meant by empowerment is the functioning of all school staff as a moral community that shares responsibility for character education and adheres to the same basic values.

e. Exemplary

The role of PAI teachers in building the character of students is carried out by educators and educational staff who are competent and exemplary. Examples of teacher efforts in implementing exemplary starting from the principal to all teachers must show an attitude that reflects an attitude that should be emulated by students.

Starting from the smallest things to the biggest such as throwing garbage in its place, greeting each other, respecting each other and working together.

f. Intervention

The role of the teacher in building the character of students requires intervention so that it can be consistently and effectively directed according to the goals that have been set.

g. Integrated

The role of Islamic religious education teachers as educators in character building can be carried out through school programs both intracurricularly and extracurricularly.

Supporting and Inhibiting Factors in the Formation of Responsible Character

a. Family Factors

Before discussing further about other supporting factors, there are family factors that really have a big influence on students. Family factors are very supportive in the formation of student character, if students at home are used to being instilled with the character of responsibility, the school is not too difficult to instill this character of responsibility (Fithriyah et al., 2021). Because the first time students grow and develop is from the family. Family is the first education for children, so if at home they are used to being taught kindness then wherever and whenever children will get used to doing good, and vice versa. Because wherever the child is, they will always bring their habits from home or from the family they get.

b. Environmental Factors

Students who live in a good environment can directly or indirectly shape students' personalities for the better, that's why students must be able to get along with an environment that can influence good thoughts, traits and behavior.

Because the environment is something that exists in nature that has a certain meaning or influence on individuals. The environment provides a stimulus to the individual while the individual responds to the environment in the natural surroundings.

c. School Factors

The school is very supportive in instilling the character of responsibility in students. So the efforts made by the school are to seek the involvement of students in activities with character, by involving children in activities with character, it will easy to form a child's responsibility character. In addition to the family and environment that shape the character of school students, they also play an important role in shaping student character because school is the second home for these students. So schools also play an important role. If a student is brought up by a family with a bad background that does not teach good manners, so at school students will be taught which good behaviors are permissible so students can know which things are good and which are bad things which students do not know in their families.

d. Provision of Media and Facilities

The provision of media and facilities here is that the school really supports and facilitates even every class with wifi, language labs, and an adequate library to support the teaching and learning process of students in the school. With all the needs, time and place are prepared immediately if it is needed by students in the teaching and learning process. However, there are still one or two children who are lazy to do schoolwork. In this case it really reflects that the lack of awareness of these students in carrying out their responsibilities as students at school.

e. Professional Teachers

Teachers are professional educators and their main role is to educate and evaluate students in early childhood education, formal education, basic education, and secondary education. In Islamic education, teachers are responsible for the growth of students by pursuing all the possibilities and tendencies that exist in students, including emotions (emotions and attitudes), cognition (rational thinking), and psychomotor (ability) (Nurindarwati et al., 2022).

Conclusion

Character education is efforts that are designed and carried out systematically with students understanding the values of human behavior related to God Almighty, themselves, fellow human beings (action). Character education briefly aims to prepare students to become good citizens, namely citizens who have the ability, will, and apply

Pancasila values in life. Character education values are values developed and identified from sources that reflect Indonesian character, namely Religion, Pancasila and the 1945 Constitution.

Efforts made in cultivating the character of responsibility at MTs Nurul Ali are checking activities. And students are given several penalties for breaking them. So there is a sense of deterrence against students who are often not disciplined. The things that are able to make these things successful include cooperation between the boarding school administrators, teachers and also student guardians. So that the goal can be achieved in an effort to inculcate responsibility character education towards students.

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