Islamic Religious Education in Student Character Development

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ABSTRACT: *This article aims to analyze students' character development in learning Islamic education and character, describing supporting and inhibiting factors as well as solutions. This type of research is descriptive qualitative research using phenomenological and pedagogical approaches. The data collection techniques used were observation, interviews and documentation at the research location at UPT SD Negeri 1 Tamalatea. Data validity using triangulation. Data analysis techniques consist of data reduction, data presentation, and conclusion. The research results show that the form of character building for students in learning Islamic education and character is that the teacher provides a good example, instils Islamic religious values and character in students, and gives assignments as an evaluation. Supporting factors include adequate facilities and infrastructure and cooperation with parents while inhibiting factors include environmental factors and the influence of technology. The solution to this problem is for the school to provide advice, apply applicable regulations, and provide sanctions. This research provides knowledge about the correlation between subjects and educational goals in character development. Using this model, educational purposes can be achieved according to expectations, especially in student character or manners.*

Tulisan ini bertujuan untuk menganalisis pembinaan karakter peserta didik dalam pembelajaran pendidikan agama Islam dan budi pekerti, mendeskripsikan faktor pendukung dan penghambat serta solusinya. Jenis penelitian ini adalah penelitian kualitatif deskriptif dengan menggunakan pendekatan fenomenologi dan pedagogik. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi dengan lokasi penelitian di UPT SD Negeri 1 Tamalatea. Keabsahan data menggunakan triangulasi. Teknik analisis data yang terdiri dari reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa bentuk pembinaan karakter peserta didik dalam pembelajaran pendidikan agama Islam dan budi pekerti yaitu guru memberikan keteladanan yang baik, menanamkan nilai-nilai agama Islam dan budi pekerti dalam diri peserta didik, serta memberi tugas sebagai evaluasi. Faktor pendukung meliputi sarana dan prasarana yang memadai dan kerja sama dengan orang tua, sedangkan faktor penghambat yaitu faktor lingkungan dan pengaruh teknologi. Solusi yang dilakukan untuk mengatasi masalah tersebut yaitu pihak sekolah memberikan nasehat dan menerapkan tata tertib yang berlaku

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serta memberikan sanksi. Penelitian ini memberikan pengetahuan tentang korelasi antara mata pelajaran dan tujuan pendidikan dalam pembinaan karakter, dengan menerapkan model ini maka tujuan pendidikan dapat tercapai sesuai harapan khususnya dalam aspek karakter atau budi pekerti siswa.

I. INTRODUCTION

One effort to develop an intelligent generation of the nation is through education, because education is projected to be able to produce reformist people or what are usually called agents of change. Therefore, a good educational process is needed to produce a good process too. Education does not only focus on internal factors only in ability participant educate in the learning process, but also concerns attitude, behavior nor character (Tandana et al., 2022). The purpose of education national is No only produce participant intelligent and skilled students, but also have personality and have noble morals (Sukardi, 2016), where institution education own obligation in increased morale of participants his education (Metcalfe & Moulin-Stożek, 2021).

Education is not merely an effort to prepare individuals to be able to adapt themselves to the environment, but is more directed at efforts to establish and be willing to preserve the environment in a harmonious relationship. Role knowledge is very important in existence human, and very basic in practice of Islam (Ramadani et al., 2016), where in Islam demands knowledge aim For enlightening soul man, as well as strongly recommends his people to seek knowledge because of people who Knowledgeable people are given a special position in the sight of Allah Swt. as He says in QS. al-Mujadilah [58]: 11.

Education in Islam consists from a number mutual institutions interact in a way hierarchical. The educational context places a large and strategic role in the position of an educator. Education can form character participant education , and energy educator become a pilot in reach objective the (Lian et al., 2020), coaching character participant educate No regardless from role educator (Arto & Wakhudin, 2021), where educator is actor main in operate education (Lukman et al., 2021). This is because educators directly meet face to face with students in the process of transferring knowledge and technology as well as educating learners about positive values through example, guidance and example. The role and duties of educators are not only limited to the environment and learning hours at school, but in essence educators are a strategic component that has an important role in determining the sustainability of the nation's life. Role educator besides convey knowledge, but own obligation for convey moral values (Ventrella & Cotnam-Kappel, 2024; Woods & Copur-Gencturk, 2024).

The phenomenon of moral damage that befell teenagers in particular in Indonesian society in general has encouraged the Indonesian Government to implement the National Policy for National Character Development (KNPKB). One effort to realize this policy is to emphasize the importance of character education to be implemented in every educational institution, both formal (school) and non-formal (community) (Amirulloh, 2015), especially morality is part of spirituality (Nargiza, 2022), so it forms

character past Islamic and religious education character is the right steps. The moral problem of the younger generation is still a problem in the world of education, especially in Indonesia, in the increasingly fierce competition for human quality in this modern era (Aytac & Rossi, 2023; Kyriakou et al., 2023).

Coaching is a conscious and directed effort to instill noble character and moral values in children in accordance with the principles of Islamic teachings. And the guidance and behavior of the life of the Prophet Muhammad. Meanwhile, character is a person's character, character or personality which is formed from the internalization of various policies which are believed to be used as a basis for the way of seeing, thinking, behaving and acting. Moral education is efforts made by humans For reach degrees glory as man (Triono et al., 2023).

Based on research from Harvard University in the United States, it is stated that this is one way to hone soft skills are those that have been applied since school (Muslich, 2015). The position of morality in human life occupies a very important position, both as individuals and as members of society and the nation. The rise and fall of a nation depends on the morals of the nation itself (Yusuf, 2016).

A student's character is formed through his interactions with his environment, for example his family, where he spends time studying and socializing. Therefore, it can be interpreted that the quality of education can determine the quality of a nation. School is advanced formation character student after family (Yunesa & Khaidir, 2019), so Educators have an important role and function in forming children's personalities, in order to prepare and develop human resources and for the progress of the nation and state. Understanding students, educators must be able to know and explore the various characteristics of students as a whole. This is very important because the teaching and learning process involves all the characteristics they have in order to properly handle the formation of students' character, because in essence students are a unity of various characteristics that are integrated within themselves (Demir, 2023; Harti, 2023).

This issue of the character of society (nation) is not only an Indonesian problem. Developed countries such as America, Japan and Europe also experience this problem. Students today seem to experience a lack of character. This lack of character results in the decline of students' morals (Adobor, 2022). For this reason, character development is needed to develop excellence in students. The formation of character education is a process of transmission, formation, change and development of students' potential. So that they have a good conscience, good thoughts and good behavior in accordance with the values of Pancasila (Agussalim et al., 2021).

Character education in schools is closely related to school management. This management includes, among other things, the values that need to be instilled, curriculum content, learning, assessment, educators and education staff, and other related components. Hence, power educators must lead their students towards goals to be achieved , incl education character (Ikhwan et al., 2020). Character education related with two things ie increased morale and performance (Singh, 2019), cultivate character participant education is very relevant with draft education moment this (Lavy, 2020).

Deviant events show that the character of Indonesia's young generation is at an alarming point. Several factors that cause low levels of character education are *first*, an education system that places less emphasis on character formation, but places more emphasis on intellectual development, for example the educational evaluation system emphasizes cognitive/academic aspects, such as the National Examination (UN). *Second*,

environmental conditions do not support good character development (Ameilea Chealsea Ekaputrie & Achmad Fauzan, 2023; Sakban & Sundawa, 2023; Suhesty et al., 2022).

Religion still considered as part important in formation of morals and ethics students at school. At least there are two reasons that strengthen it assumption that. Firstly, religious teachers are the first to be blamed when student do error or acting outside the bounds of good ethics. There is an opinion that says that character is not to be taught, such as mathematics, physics, social studies, and so on, but to be formed and instilled. Therefore, learning strategies are directed at achieving Islamic education (PAI) and virtue character. The aim of education is not only in the cognitive realm but also in character and skills (Sutejo et al., 2021).

Based on initial observations carried out by researchers on January 2-31 2023, researchers found that several students at UPT SD Negeri 1 Tamalatea, Jeneponto Regency still had bad behavior towards educators and their school friends. For example, calling people animals, making fun of them, speaking rudely to fellow friends or people older than them, eating standing up, and throwing rubbish in their place. And it is possible that this lack of politeness and politeness will lead to other bad behavior.

One of the phenomena of the moral crisis and lack of character that is currently affecting students at UPT SD Negeri 1 Tamalatea, Jeneponto Regency. Bearing in mind the importance of the moral and moral issues of students as the future generation of the nation, the author tries to examine several factors that are behind students speaking impolite words and then the forms of character development of students and several other related things which are framed in a coaching theme. the character of students in learning Islamic education and character at UPT SD Negeri 1 Tamalatea, Jeneponto Regency.

II. METHOD

The type of research used is qualitative descriptive research with a phenomenological and pedagogical approach. The subjects in this research were the principal, teachers and students of UPT SD Negeri 1 Tamalatea, Jeneponto Regency. Direct observation, interviews and documentation collected data. Testing the validity of the data uses data triangulation, with data analysis techniques consisting of data reduction, data presentation and concluding (Creswell, 2019; Ikhwan, 2021).

III. RESULT AND DISCUSSION

Form of Character Development

Based on interviews with the Principal at UPT SD Negeri 1 Tamalatea, information was obtained that character development is the leading development of student behaviour at and outside school. With this character development, it can at least improve the condition of students both at school and outside of school in pursuing learning so that students become helpful human beings both inside and outside of society (Manurung, 2023). Meanwhile, according to the teacher of Islamic education and character, character building is changing students' thinking patterns or behaviour because elementary school is a time of searching for self-identity, so if behaviour and thought patterns are not developed, it will lead to the wrong path (Kasmawati, 2023), so with

this character development it is hoped that the direction you want to take is the right path.

Then, based on the results of an interview with the principal, he stated that the students' character at UPT SD Negeri 1 Tamalatea was generally excellent and obedient. However, some students still misbehave, for example, speaking rudely and making fun of their friends; if teachers hear students speaking harshly, they will be reprimanded and advised at that time (Manurung, 2023). Then the principal also said again. The student's character at UPT SD Negeri 1 Tamalatea is primarily obedient and good. Some break the rules and like to speak harshly. The character of the students at UPT SD Negeri 1 Tamalatea, according to the Islamic education and character education teacher: They still don't pay enough attention because there are games, so the children still need to be coached (Kasmawati, 2023). They are taught to have respect, express and understand feelings, likeability, friendliness, problem-solving skills, and solidarity (Irhas et al., 2023).

Table 1. Forms of character development

No	Form of Character Development	Description
1	Exemplary	- Habituation - Be nice - Collaboration with other teachers
2	Islamic Religious Values and Character	- Regards, - Pray - Practical approach
3	Giving Assignments as Evaluation	- Give assignments - Conduct student evaluations - Done continuously

Source: Data analysis

Teacher's Example

The form of character building for students is based on the results of an interview with the principal at UPT SD Negeri 1 Tamalatea. He said that there are several ways to develop students' character, including by making good habits, for example, by giving greetings when meeting a teacher. The habituation of these small things will impact habits that will later form students' character, so teachers must provide good examples to students (Manurung, 2023). Teachers set a standard of being independent and working hard by always providing motivation, moral messages, and guidance if students find it difficult, then involving students to be active in learning. Teachers also set an example by always being energetic and enthusiastic in teaching.

Then, is the teacher's attitude good in the school environment? Based on the results of an interview with the school principal, he stated that a teacher must behave well, even though students repeatedly break the rules, for example, by inviting the teacher and often arriving late. The teacher must not be angry but must always advise and provide understanding to the student. The PAI teacher also expressed the same thing: according to him, a teacher is required to behave well in front of his students, especially an Islamic education teacher. A teacher always tries to adapt: don't let students think of teachers only as educators at school: students must consider teachers as second parents after their mother and father (Manurung, 2023).

In its implementation, PAI teachers collaborate with other teachers to develop students' character. Kasmawati, a teacher of islamic education and character education, said that, as a teacher in his efforts to shape the character of students, there is a need to collaborate with other teachers because often a student is unable to be directed by one teacher but can be directed by another teacher (Kasmawati, 2023). Character building for students is done through good habits and providing good examples to students so that they can understand and apply them in everyday life.

Instilling Islamic Religious Values and Character

Instilling religious values is an action or way to invest valuable knowledge in the form of faith values. Worship and morals are based on the revelation of Allah Swt, with the aim that students can apply their knowledge in everyday life properly and correctly with awareness without coercion. The development of religious values and character is implemented through routine activities such as saying hello, speaking kind words, praying for each activity, and so on.

The results of an interview with Kasmawati, a teacher of Islamic education and character at UPT SD Negeri 1 Tamalatea Jeneponto Regency, said that one effort that can be made is to provide enlightenment before starting a lesson so that they always remember good things, such as appreciating friends, and not imitate other nasty things (Kasmawati, 2023). This is by research showing that in character education, the methods used are habituation, practice, discussion, assignments, rewards, and punishments.

One way to instil good behaviour and beliefs in a student is by setting good examples and creating an environment that supports student character development. We try our best to be able to receive lessons and pay attention to what we teach (Kasmawati, 2023). The teaching strategy or method used to help students understand and appreciate religious teachings and morals, according to the Islamic religious and character education teacher, is providing a kind of practical method so that when children finish elementary school, they no longer have to continue to the next level. This means that students do not carry their lousy character to the next level with this practice.

Giving Assignments as Evaluation

According to the results of an interview with Kasmawati as a teacher of Islamic education and character at UPT SD Negeri 1 Tamalatea, Jeneponto Regency, one form of character building for students is through giving homework assignments that contain religious values. Through these assignments, students can practice this daily (Kasmawati, 2023). Students' character development is achieved by providing jobs as an evaluation for students so that they can apply what is taught regarding the learning of Islamic education and character so that students can understand and practice it in everyday life.

Then, from the results of interviews with students regarding character development, researchers can conclude that so far, the form of guidance carried out by schools and, especially PAI teachers, has only been to provide material for school assignments. PAI teachers have also given advice related to religious teachings in accustoming good character, such as greetings, throwing rubbish in the right place, prohibiting eating while standing, not speaking rudely, being respectful, and so on (Salsa, 2023).

It is acknowledged that the character of students at UPT SD Negeri 1 Tamalatea, Jeneponto Regency, still needs better behaviour compared to other elementary schools. In terms of students' family background, many still don't care about their children's

behaviour. Therefore, schools strive to develop the character of these students through religious education. The destructive nature, according to the principal, is in terms of speaking, in terms of the use of language, and in conversations with classmates using harsh language because the influence of the environment causes it (Manurung, 2023).

From the explanation above, the researcher can conclude that the form of character building for students at UPT SD Negeri 1 Tamalatea has been carried out well. However, there are still students whose character needs to be further developed. Education must prioritize character values rather than high achievement. This does not mean that achievements are not significant. Still, if you only achieve accomplishments but lack good character, it is useless and can damage yourself and your family, society, and nation. This is what the researchers saw in the school environment: during class hours, many students were still wandering around. Even when the teacher was in the class, students easily lied, such as asking permission to go out to the toilet when, in fact, the students had gone to the canteen for snacks. This reflects that the students' character at UPT SD Negeri 1 Tamalatea still needs to be improved. The positive value is that the teacher motivates students before the teacher ends the teaching and learning process. With this motivation, it is hoped that students can apply it daily.

Supporting and Inhibiting Factors

Supporting Factors

According to the results of the data analysis, the supporting factors in developing student character are the existence of supporting facilities and infrastructure and good cooperation between the school and the student's parents. Keeping factors in developing student character are awareness among students, good collaboration between the school and students' parents, supportive advice and infrastructure, and support from students' parents.

Table 2. Supporting factors for character development

No	Supporting factors	Description
1	Facilities and infrastructure	- Representative building - Package book - Free education
2	Collaboration with parents	- Character monitoring communications - Consultation on student problems at school - Consultation on student problems outside of school

Source: Results of data analysis

1. Facilities and infrastructure

The facilities and infrastructure at UPT SD Negeri 1 Tamalatea are adequate so that they can be a supporting factor in developing students' character in learning Islamic education and nature. St. Manurung, the principal of UPT SD Negeri 1 Tamalatea, said that BOS (School Operational Assistance) funds were distributed to students. Apart from that, there are LKS (student worksheets), package books and printed books used in the learning process, as well as learning curricula that support the formation of students' character (Manurung, 2023). Meanwhile, Kasmawati, as a PAI teacher, said that the supporting factor for developing students' character in learning Islamic education and character is the existence of textbooks and curriculum to help the learning process (Kasmawati, 2023).

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Free education is also a supporting factor that allows all students to have the opportunity to receive an education. With free education, there are no financial obstacles that prevent students from obtaining Islamic education. This ensures that all learners have equal access to deepen their understanding and practice of religion. From the statement above, there is a supporting factor for developing students' character in learning Islamic education and character, namely textbooks. With the presence of books, teachers feel helped in the learning process. This allows students to strengthen their connection with religious values by reading texts provided by the school.

2. Collaboration with Parents of Students

Collaboration between the school and the parents of students is needed because this cooperation will make it easier for students to form good character because they will also be supervised in and outside of school by their respective parents. St. Manurung, as the principal of UPT SD Negeri 1 Tamalatea, stated that in forming students' character, the involvement of each student's parents is required (Manurung, 2023). Parents of students are needed to help develop students' character outside of school; in this way, students' character development is not only done at school but is also carried out outside of school with the help of the students' parents. This form of collaboration is hoped to help the school develop better student character.

Inhibiting Factors

Of course, there are many obstacles faced by a teacher in developing the character of the students. It is impossible to create the student's character; everything will run smoothly. Many things could be improved in developing the student's character. Indeed, in developing students' behaviour and personality, they cannot just grow; there are many factors behind the formation of this character, factors that come from oneself and factors that come from outside the self.

Inhibiting factors refer to things that hinder or inhibit a process or progress. In the context of developing student character: in learning Islamic education and character, inhibiting factors refer to everything that hinders or complicates developing strong and study student character. These inhibiting factors can come from the school environment, social environment, curriculum, teacher qualifications, or individual internal factors such as motivation or confidence.

Table 3. Factors inhibiting character development

No	Obstacle factor	Description
1	Internal factors	- Inherited traits from the family - Lack of motivation
2	External Factors	- Social media, games - Interaction in society

Source: Results of data analysis

Based on the results of an interview with the principal of UPT SD Negeri 1 Tamalatea, Jeneponto Regency, according to him, the most critical problem faced by teachers in developing students' character is the influence of the surrounding environment and the role of the student's parents (Manurung, 2023). The values that develop in the family and the patterns of attitudes of both parents towards the child will significantly influence behaviour at all stages of growth. Parents respect their children well and will encourage their children to be respectful towards other people. Meanwhile, according to

Kasmawati, a teacher of Islamic education and character, some students are not fluent in reading and are also influenced by external factors, namely the influence of technology such as games (Manurung, 2023).

The principal of UPT SD Negeri 1 Tamalatea, Jeneponto Regency, stated that the problems faced by teachers in developing students' characters were because the students' characters had been formed since they were first born; whether a student's character was good or bad depended on the upbringing of their parents at home. Then, if a student's character could be better, changing that character in a better direction will be easy. I am not 100% capable of changing it, but it takes a long time. If the time at school is only half a day, the student returns to adapting to his environment. Children who grow up in a society that appreciates the value of time will usually become disciplined. Cultural competition in a community will encourage its members to be ambitious, which may make it difficult to love others (Kasmawati, 2023).

Another obstacle to forming students' characters is not the students themselves but the environment outside the school. Moreover, with increasingly widespread technological advances, students spend more time playing with gadgets than studying. From the statement above, these inhibiting factors, among others, come from the students themselves. Students come from different backgrounds and habits, so they bring different characters. Then, elements from outside the school environment, namely the community environment and the influence of technology.

Solutions for Overcoming Inhibiting Factors

Every problem will have a solution to find a way out of it. Based on the results of interviews with PAI teachers, he stated that the key to student habits that shape character is by giving assignments, for which later the teacher can provide an assessment of changes in a student's attitude. Apart from that, if students still need an awareness of character development, the teacher will give a punishment. Kasmawaati, as a teacher of Islamic education and character, stated that punishing according to the rules will be a solution to character building because students will always change their behaviour for the better (Kasmawati, 2023).

Meanwhile, the results of the interview with the school principal show that the solution is to provide guidance and advice continuously until the student understands what is being directed; if later it changes again to misbehaving, then it will be handed over to the deputy principal. Later, if the deputy principal couldn't do it, he told the principal and called his parents (Manurung, 2023). That is the solution that has been implemented at UPT SD Negeri 1 Tamalate, Jeneponto Regency when there are students who misbehave. Efforts made by schools to overcome these obstacles include implementing applicable regulations and providing sanctions for violators.

IV. CONCLUSION

Character building for students is done by using teachers as role models, instilling religious values and character, and giving assignments related to spiritual teachings to evaluate students so students can practice them daily. Supporting factors include adequate facilities and infrastructure and cooperation with parents. Meanwhile, inhibiting factors are environmental factors and the influence of technology. The solution to the inhibiting factors faced is to provide guidance and advice continuously until the student understands what is being directed. If he continues to misbehave later,

he will be handed over to the deputy principal; if he cannot, it will be conveyed to the principal. Based on the research results, this research implies that it is hoped that UPT SD Negeri 1 Tamalatea Jeneponto Regency can become the best forum for students pursuing primary education so that they can become students who are intelligent, challenging and have good character or minimize inhibiting factors and continue to maintain and even increase supporting factors in the formation of student character.

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