

IMPLEMENTATION OF CHARACTER EDUCATION THROUGH PRAISE BOOK PROGRAM IN EFFORTS TO IMPROVE STUDENT'S RELIGIOUS CHARACTERISTICS (Case Study SD YIMI Full Day School Gresik)

Adrijanti¹, Fahimatul Anis², Noor Indahwati³, Siti Bariroh⁴, Etiyasningsih⁵, Sri Sundari⁶
, Taufiq Harris⁷, Soelimah Dwiharijani⁸

1. Lecture University of Gresik, Indonesia, adrijanti5@gmail.com ,
2. Lecture University of Gresik, Indonesia, fahimatulanis6@gmail.com ,
3. Lecture University of Gresik, Indonesia, noorindahwati@gmail.com ,
4. Lecture University of Gresik, Indonesia, siti.bariroh60@gmail.com ,
5. Lecture University of Gresik, Indonesia.
6. Lecture University of Gresik, Indonesia,
7. Lecture University of Gresik, Indonesia
8. Student University of Gresik, Indonesia.

ABSTRACT

Character education is expected to shape the nature of students to behave well in everyday life. The commendable book program is an effort to realize the goals of commendable character through habituation of disciplined, honest, and religious behavior. through the commendable book YIMI Gresik. This study aims to determine and explain how the implementation of character education through the commendable book program in an effort to improve the religious characteristics of students at YIMI Full Day School Gresik Elementary School. This study uses a qualitative approach and descriptive method with a case study research design. Data collection techniques using observation, interviews, and study documentation. The research objects include school principals, teachers, students as implementers, parents and the object of implementing the character team. Meanwhile, data analysis was carried out by condensing data, presenting data, and leveraging data. To test the validity of the data by using transferability. The research stages include: pre-field stage, entering the field, data analysis, and writing stage. The results of this study indicate that the Contribution of School Culture in Building Student Character through several school programs, including: (1) Congregational Prayer Culture, (2) Tahfidz Qur'an Program (3) Praiseworthy Student Program (4) Istighosah and Manaqib Programs. The commendable book program held at YIMI FULLDAY SCHOOL Gresik Elementary School was able to improve the religious character of students, especially in terms of praying, reading the Koran, behaving well, dressing modestly, covering their genitals and other things that can trigger students to have noble character.

KEYWORDS: *Character education, commendable books, characteristics Religious*

1. INTRODUCTION

The world of education which is philosophically seen as a forum for educating and shaping human character for the better (humanization), has now begun to shift

(disorientation). One of the causes is the lack of readiness of education to keep up with the times that are so fast. Ironically, education is currently in a crisis of character formation (good personality) (Khan, 2010).

The influence of globalization and the rapid development of IT that is not matched by the dignified moral character of users, especially school-age children, is certainly vulnerable to negative environmental influences. Children tend to be antisocial, ignoring family, community, and school interactions (Dharma, 2011). Excessive changes in social interaction can present a child's euphoric lifestyle. The sad thing is that this behavior is able to shift the moral values of the next generation of the nation. The call to prayer "adhan" which is a sign of the implementation of prayer times is not immediately implemented and even ignored. And the commendable book program is an effort to realize the goal of commendable character through habituation of disciplined, honest, and religious behavior through YIMI Gresik's commendable book (Ahmad et al., 2021).

SD YIMI Full Day School Gresik is an elementary school with an Islamic background which views character as being one of the main keys in achieving success. This school has a fairly high branding as evidenced by the great interest of the community who want to send their children to elementary school under the auspices of the Malik Ibrahim Islamic Foundation. This school is also located near the religious tourism of Gresik Regency, namely the Islamic Cemetery of Sheikh Maulana Malik Ibrahim so that a religious culture is built in the school environment. This religious culture is shown by school programs that support character building. According to the school's official website, some of the school's programs include:

- 1) The Praiseworthy Student Guide is a program that is used as a student guide to develop noble behavior and personality.
 - 2) Tahfidz / memorizing the Qur'an
 - 3) Murrotal
 - 4) Spiritual Quotion, namely with muhasabah activities, istighosah, manaqib majlis, guardian pilgrimage, khotmil qur'an majlis
 - 5) Environment Learning, namely learning that is done outside of school
 - 6) Quality Time is a program that aims to provide educational information for parents.
- Source: <http://yimigresik.sch.id/sd.html>).

The program is a unique school program that can build positive character. This is of course considered very important to be carried out as a solution to the rapid development of technology. But of course these programs will only be created if the principal is able to manage character education programs well. And cooperation between parents and teachers (Wijaya & Helaluddin, 2018).

The Praised Book Program is a program implemented in educational units under YIMI Gresik. Especially YIMI Full Day School Gresik Elementary School (Adrijanti et al., 2020). Which contains:

- a. Morning Prayer Movement in congregation

- b. Pray 5 times
- c. Polite Muslim dress
- d. Tadarus Al Qur'an
- e. Smile, greeting, greeting, polite in speech and behavior.

Character education is moral education, or character education is an effort to display and integrate the main values, or positive values to students with the aim of becoming self-confident, resistant, high moral, democratic, and responsible individuals in their life. life in the (Sukiyat, 2020)

Character education has the same essence and meaning as moral education and moral education. The goal is to shape the child's personality, so that he becomes a good human being, a good citizen, and a good citizen. (Pala, 2011) The criteria for a good human being, a good citizen, and a good citizen for a society or nation, in general are certain social values that are heavily influenced by the culture of the community and nation. Therefore, the essence of character education in the context of Indonesian education is value education, namely the education of noble values originating from the culture of the Indonesian nation itself, in order to foster the personality of the younger generation. Character education can also be interpreted as a planned effort to make students recognize, care about, and internalize values so that students become human beings (Julaiha, 2017).

Character education can also be interpreted as a system of inculcating character values to school members which includes components of knowledge, awareness or willingness and actions to implement these values both towards God Almighty, oneself, others, the environment and nationality so that they become human perfect (Tunis, 2013). Instilling values in school members means that new character education will be effective if not only students, but also teachers, principals and non-educating staff in schools must be involved in character education (Zelhari, 2018)

Character education is the process of instilling certain characters while at the same time giving seeds so that students are able to grow their distinctive characters when running life. In other words, students not only understand education as a form of knowledge, but also make it a part of life and consciously live based on these values. Religious Characteristics (Albert et al., 2010).

Character building of students is not only general knowledge but also religious knowledge because religious values are very important and strategic in shaping the behavior of students and other school members through activities that eventually become the daily habits of school residents (Novearti, 2017). The implementation of character education through fostering religious attitudes and actions can develop students' awareness of their obligations as God's creatures so that they do not lose their identity as human beings created by God (Fahroji, 2020). In addition, religious values have an impact on the behavior of school residents who are obedient to worship, the school atmosphere has a religious nuance, the relationship between school members is based on the spirit of

religious values and harmony. This is in accordance with the opinion who said that religion in individual life functions as a value system that contains certain norms. In general, these norms serve as a reference in attitude and behavior to be in line with the religious beliefs held (Jalaluddin, 2010). Religion is influential as a motivation in encouraging individuals to carry out an activity, because actions carried out with the background of religious beliefs are considered to have elements of purity and obedience (Khan, 2010).

2. MATERIAL AND METHODS

Data analysis is the process of systematically compiling and processing data obtained during interviews, observations and documentation studies. The analysis used is a qualitative data analysis model of Miles, Huberman which has several stages, including: data condensation, data display and conclusion drawing/verification. The model is shown in the following figure

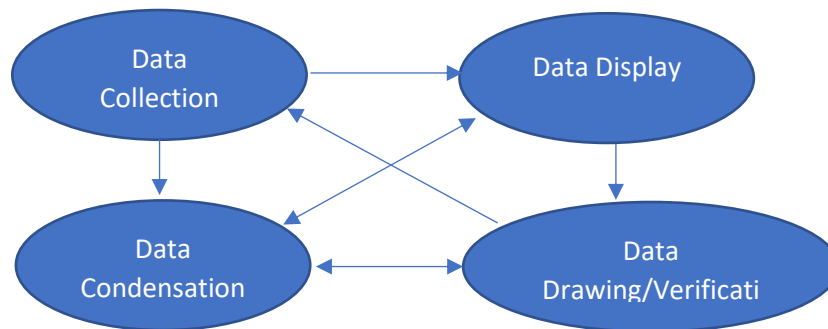


Figure 1: Model of Milles Huberman

1. Data Condensation (Data Condensation)

Data condensation is a process of focusing, simplifying by changing the data obtained from field notes, interview transcripts, and other documents in order to make it easier for researchers to understand the data obtained. In this study, several stages of data condensation carried out by researchers include:

- record the results of the interview Data Collection Data Display Data Condensation Conclusion Drawing/Verification with resource persons.
- Selecting and sorting the results of interviews into sentences that make it easier for researchers to understand the information.
- Coding the interview results according to the research focus

2. Data Display (data presentation)

The presentation of the data is the second stage after the data has been condensed, the aim is to make it easier for researchers to understand what is happening and plan the activities to be carried out next. The result data are in the form of interview notes, field

notes, and documentation notes which are coded with data in order to make it easier for researchers to analyze the data. In this study, researchers filter and select important data, classify them according to categories, then simplify and present them in a pattern and analyze them in depth and relate them to one another.

3. Conclusion Drawing/Verification (Conclusion and Verification)

Researchers must make conclusions and verify after presenting the data. The conclusion contains the answers to the research focus that has been formulated. The conclusions made must be supported by valid evidence and consistent results from the data obtained by researchers in the field. Through the three stages of data analysis that have been described, qualitative research should produce new findings that have never existed by describing them clearly. The analysis technique that has been described by the researcher will be used in processing the data in the research entitled the implementation of character education through the commendable book program in an effort to improve the religious character of students at YIMI Full Day School Gresik Elementary School.

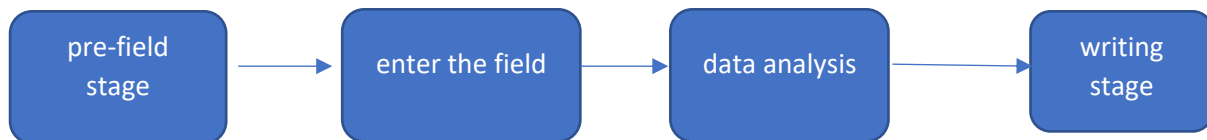


Figure 2 : Research's Steps

1. Pre-Field Stage

This is the stage where the researcher has not entered the field, the researcher conducts an analysis of secondary data obtained from the school's official website which aims to determine the focus of the research. At this stage the researcher also determines the location and after that the researcher conducts a preliminary study to explore brief data related to the research focus. And finally, the researcher determines the sources and prepares a recorder, camera, and field notes

2. Entering the Field

This is the stage where the researcher makes an agreement with the resource person to collect data. After that, the researchers conducted observations and interviews with the informants

3. Data Analysis.

This is the stage where the researcher analyzes the data obtained through interviews, observation and documentation. Through the data analysis stage, the research findings data will be considered more valid/credible and able to provide meaning and understanding of the context under study.

4. Report Writing Stage

This is the stage where the researcher compiles the research results that have gone through several analytical processes.

3. RESULTS AND DISCUSSION

Some of the activities that support the commendable book program include recitation of teachers, Islamic boarding school-based learning (Aqidatul Awam, Ta'lim Muta'lim, Arbain Nawawi) as well as other activities such as istighosah and manaqib activities, birthday of the Prophet, zakat awareness procession, etc.

In connection with the guardians of students who work and have an indirect majority, the majority of the guardians send their children to YIMI Full Day School Gresik. With the hope that the school's attention will be abundant for the child and that is the biggest dream for parents. Although SD YIMI Full Day School Gresik is a favorite, the costs are quite high when compared to other schools.

All parental considerations like that are a burden that SD YIMI must carry in the future. The challenge of printing children with noble character is a demand that must be carried out. The COVID-19 pandemic is an obstacle that must be faced in printing noble character. Because the pandemic has created many difficulties and concerns in all fields, especially in the field of education. Although the school pandemic must be able to control the character of children who are not good to be good. And the good gets better.

Moral crisis spreads at all ages. Especially the age of the child as the next young generation. There is a lot of moral depravity everywhere. Therefore, as a teacher as a second parent, you must be able to minimize such situations. The good manners of the teacher must be truly reflected, both in terms of worship in this world and in the hereafter. Because the teacher is a model for children. Teachers and schools are also role models for students. Schools must have precise programs to lead children into character.

Schools also play an important role in the child's socialization process. Children experience changes in their social behavior after the child enters school. At home children only mingle with a limited number of members, especially with family members and neighboring children. The atmosphere in the house is informal and many actions are allowed according to the atmosphere in the house.

From all these problems, the researcher evaluated the Praised Book Program in the formation of students' character, especially the religious characteristics of students. Because the religious character is the life guide for every human being in this world.

From the questionnaire data that the researcher distributed to the guardians of students as a sampling of 37 students, it was stated that the commendable book program had a dominant role in improving the religious character of students. Students are encouraged to become pious and pious children there are 32 students and 5 students have not been achieved. Carrying out congregational prayers as many as 37 students, behave well and politely towards anyone 1 student who is still lacking, 11 students are moderate and 25 students achieve expectations, dressed politely covering the aurat as many as 37 students were met. In addition to monitoring children's learning, they are more motivated both from home even during the pandemic, as many as 37 students.

As a reality of the results of the questionnaire above and interviews with parents of students, 5 (five) commendable book activities were carried out well by students at home. Starting from the value of this activity, over time it becomes a habit for children at home. And this is evidenced by students who originally couldn't get up early to perform the dawn prayer, after an assessment from the Praised Student Program, students became self-aware to carry it out. This commendable book activity really builds the religious character inherent in children.

From filling in the google form, it can also be controlled regarding playing games via mobile phones. You can imagine that all day long children are faced with android phones which, as now, are their primary needs in learning. Children have various arguments when holding cellphones, one of which is the reason for studying. While the parents were not at home. This fact is so sad.

Therefore, filling out the google form must be filled in by parents within 24 hours of being opened. So there is no reason not to fill, because the duration of time is very long. This is a collaboration between parents and schools to monitor students so that they become good. It was difficult for parents to do at first, but gradually, parents realized how big the influence of commendable books with children. Even though there is no teacher beside, they feel supervised by a commendable book. Which in the end can bring children to good habits, namely prayer, good behavior towards parents and those around them, dressing to cover their genitals, reading the Koran at home and other things that can trigger students to have noble character. In essence, a commendable book really helps parents to monitor the progress of their children at home.

4. CONCLUSIONS AND RECOMMENDATIONS

A moral crisis is spreading in the era of globalization, especially during a pandemic like this. The challenge of printing students with noble character is a demand that must be carried out by schools. Schools must have precise programs to lead children into character. Where schools form programs that involve parents of students to collaborate in forming children with noble personalities. A commendable book that contains habituation programs is able to boost all of that. And commendable books have a dominant role in improving the religious character of students including:

1. Students are able to show an independent attitude and integrity in understanding the obligation to perform the 5 daily prayers without orders. This culture provides an understanding to students about the rights and obligations of a human being as a religious being, who is obliged to perform prayers and at the same time as a culture that implements character education that contains the values of taqwa faith.
2. Students have a high awareness of wearing Muslim clothing at home and at school. As a self-defense from bad deeds.
3. Students are encouraged to become pious and pious children, behave well and speak politely to anyone, especially with parents.

4. The creation of Qur'anic students who have the awareness to carry out the Koran at home.
5. Students are motivated in learning at school or at home.
6. Able to cultivate the nature of faith in piety to Allah.
7. Guiding students in improving friendship by greeting, greeting, smiling.

5. SUGGESTION

1. For Principals
Principals are expected to further develop school programs that print students' ethical values.
2. For teachers
Teachers should be effective caregivers, love and respect students, help them achieve success in school, build their self-confidence, understand what morality is by looking at their teachers' way, treat them with good ethics

REFERENCES

- Adrijanti, Harris, T., & Agustin, S. (2020). PERENCANAAN DAN PENERAPAN PENDIDIKAN KARAKTER SEBAGAI UPAYA PEMBENTUKKAN MANUSIA SEUTUHNIA DI SD YIMI FULL DAY SCHOOL GRESIK. *Jurnal Ilmiah Jendela Pendidikan*, 9(2).
https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=im-nhsoAAAAJ&citation_for_view=im-nhsoAAAAJ:IjCSPb-OGc4C
- Ahmad, H., Anis, F., & Adrijanti. (2021). PENERAPAN PENDIDIKAN KARAKTER MELALUI AUDIO VISUAL UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI SDN 357 SUNGAIRUJING. *Jurnal Ilmiah Jendela Pendidikan*, 10(2).
https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=im-nhsoAAAAJ&citation_for_view=im-nhsoAAAAJ:YsMSGLbci4C
- Albert, Koesoema, & Doni. (2010). *Pendidikan Karakter Strategi Mendidik Anak di Zaman Global*. PT. Grasindo.
- Dharma, K. (2011). *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah*. Remaja Rosdakarya.
- Fahroji, O. (2020). Implementasi Pendidikan Karakter. *Qathrunâ*, 7(1), 61.
<https://doi.org/10.32678/qathruna.v7i1.3030>
- Jalaluddin. (2010). *Psikologi Agama*. PT. Raja Grafindo Persada.
- Julaiha, S. (2017). IMPLEMENTASI PENDIDIKAN KARAKTER DALAM

- PEMBELAJARAN. *STILISTIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 2(1), 226–239.
- Khan, Y. (2010). *Pendidikan Karakter Berbasis Potensi Diri : Mendongkrak Kualitas Pendidikan*. Pelangi Publishing.
- Novearti. (2017). *Efektivitas Pelaksanaan Kegiatan Keagamaan pada Siswa di Sekolah*.
- Pala, A. (2011). *The Need For Character Education Internasional Jurnal of Socied Sciences and Humanity Studies*. 3(2), 1309 – 8063.
- Sukiyat. (2020). *Strategi Implementasi Pendidikan Karakter*. CV. Jakad Media Publishing.
- Tunis, H. (2013). Pentingnya Character Building dalam Membentuk Kepribadian Mahasiswa. *Journal Humaniora*, 4(2).
- Wijaya, & Helaluddin. (2018). *Hakikat Pendidikan Karakter*. <https://www.researcheatc.net/publication/32336466>
- Zelhari. (2018). Manajemen Kegiatan Ekstrakurikuler dalam meningkatkan mutu sekolah di SMA Muhammadiyah Imogiri Yogyakarta. *UIII*.