

Implementation of Character Education in Religious Culture: Multi-case study in Public and Islamic Junior High Schools

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Abstract

In an effort to internalize religious values in children's character, a religious culture is needed in the school. This is because the portion of time given to Islamic subjects in schools is only relatively less on a weekly level, so the opportunities for teachers to provide guidance and direction are also relatively small. In addition, the religious values that exist in children are often defeated by the negative cultures around it. Therefore, character education in religious culture is considered to be able to shape the character of the students. This research aims to describe: (1) Character education planning on religious culture at State Junior High School 4 & Madina Islamic Junior High School (2) Implementation of character education on religious culture in State Junior High School 4 & Madina Islamic Junior High School. This research uses a qualitative approach using a multi-case study design. Data collection is conducted using in-depth interviews, observations & documentation. Research informants are principals of school, Islamic education teachers. The data obtained by the informant & the subjects studied were interpreted and analyzed using cross-case data analysis. The findings of the study proved that: (1) Character education planning on religious culture at State and Islamic Junior High School is carried out using the standard set of character of students, forming religious culture, and providing supporting facilities, setting the standard competencies of graduates, and dividing the responsibility of mentor for each student. (2) The implementation of character education in religious culture in State Junior High School 4 is carried out using integrating the standard characters contained into the daily, weekly, monthly religious culture. And the application of character education in religious culture at Madina Islamic Junior High School is done using integrating the raw characters contained into the religious culture.

Keywords: Character Education, Religious Culture, Public and Islamic Junior High Schools

A. Introduction

Education does not only educate students to become intelligent humans, but also builds their personalities to have noble character. Currently, education in Indonesia is considered by many circles to have no problem with the role of education in educating students, but it is considered less successful in building the personality of its students so to have noble character. Therefore character education is seen as an urgent needed.¹ The emergence of this character education is motivated by the the decreasing good character in Indonesian, and at the same time as an effort

¹ Zainal Aqib, *Pendidikan Karakter Membangun Perilaku Positif Anak Bangsa*, (Bandung: Yrama Widya, 2014), hal. 6

to develop Indonesian people with noble character. Therefore, it is necessary to initiate national character education as a form of national character education for students.

Character education is certainly important for all levels of education, from primary school to higher education. In general, character education is actually needed since early childhood starting from the family environment, school environment and community environment.² If a person's character is formed from an early age, then when he becomes an adult it will not be easy to change. With the existence of character education, it is hoped that the fundamental problems in the world of education which have recently become common concerns can be resolved. Indeed, education in Indonesia is expected to produce superior education alumni with faithful, pious, have expertise in their fields and have good character.

In the implementation of character education in schools, the school principle needs to pay attention to the coaching of each student's attitude and character by improving the intellectualism and professionalism.³ In addition, the school can also apply character values to students by creating rules and disciplines that can make the students to own the good characters.

The development of mass media today is also on the one hand a symptom positive enough to support the growth and development of public awareness of democracy. But on the other hand, the development of mass media today can also harm the development of personalities, attitudes, and moral behaviors of the nation's children. A wide range of impressions from various mass media outlets have been continuously taken place in daily life in our society. Impressions that are not educational and far from these moral values can easily be seen and enjoyed by anyone are no exception to our children, because slowly but surely has begun to impact on the moral damage and personality of the children of the nation. Therefore, in this case educational institutions both schools and madrasahs have a quite important role in shaping the personality and moral behavior of the child. Educational

² Lukman Hakim, *Internalisasi Nilai-Nilai Agama Islam dalam Pembentukan Sikap dan Perilaku Siswa Sekolah Dasar Islam Terpadu Al-Muttaqin Kota Tasikmalaya*, (Jurnal Pendidikan Agama Islam-Ta'lim Vol. 4 No. 1, 2012), hlm. 68

³ Thomas Lickona, *Educating for Character, How Our Schools Can Teach Respect and Responsibility*, (New York: Bantam Books, 1991), hal. 21

institutions also have a significant role to provide understanding and defense to children through the planting of religious values or Islamic teachings so that children avoid the negative entanglement of mass media and they can be human beings who are personal, moral, faithful and fearing to God Allah.

Religious education in the family environment is the first and foremost education experienced by children. Parents are the first and foremost educators for children's education, especially in the cultivation of faith, and this faith is very much needed by children as a foundation for noble morals.⁴ Besides the family environment, schools also have an important role in cultivating children's religious education. Schools are able to influence the growth of a sense of religion, morals and other aspects of children through the learning process in the classroom and outside the classroom guidance. Schools also function to give children the ability to cultivate religious values in their lives. In fact, there are still many schools that have not succeeded in educating students in an effort to build national ethics and morals.

In an effort to internalize religious values in students' mind that they can be reflected in their behavior, a religious culture is needed to be implemented in the school. This is because the portion of time given to Islamic Education subjects in schools is only relatively small on a weekly level, so the opportunities for teachers to provide guidance and direction are also relatively small.⁵ In addition, the religious values that exist in children are often defeated by the negative cultures around it. Therefore, there needs to be a religious culture that is carried out through the learning process with the habituation of disciplined, orderly, neat, friendly, polite, humble, greeting each other, mutual respect, helpful, dhuha prayer, praying dhuhur berjama'ah, commemoration of the Islamic great day, tolerance between religions, obedient worship, reading the Qur'an, and others.

The research object in this study was a multi-case study at in State Junior High School 4 and Muhammadiyah Junior High School. The choice of research object at the school was due to the implementation process of character education in religious

⁴ Asmaun Sahlan, *Mewujudkan Budaya Religius di Sekolah (Upaya Mengembangkan PAI dari Teori ke Aksi)*, (Malang: UIN Maliki Press, 204), p. 77

⁵ Muhaimin, *Paradigma Pendidikan Islam (Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah)*, (Bandung: Remaja Rosda Karya, 2002), p. 287.

culture in the two different type school institutions, public school and Islamic school. This aims to find out how the process of implementing character education in religious culture is applied in public schools where Islamic characteristics are not very visible, with in madrasas where Islamic characteristics are more clearly visible. With this background of study, the researcher was inspired to conduct a study entitled "Implementation of Character Education in Religious Culture (Multi-case Study at Public and Islamic Junior High School)". And in order of internalization of religious values in children, the implementation of character education is very much needed in religious culture so that students have good personalities and morals that must be applied anytime and anywhere both in the school environment and outside the environment based on faith and piety.

B. Research Methods

This study seeks to identify and describe the implementation of character education in religious culture: a multi-case study at State Junior High School 4 and Muhammadiyah Junior High School with a focus on issues including planning and implementation of character education in religious culture at State Junior high School 4 and Madina Islamic Junior High School.

As for this study, researchers will use a qualitative approach and in the form of a descriptive (qualitative descriptive) with a multi case study design.⁶ This approach was taken because in this study the researcher tried to examine the social phenomena at State Junior High School 4 and Muhammadiyah Junior High School which were related to the implementation of character education in religious culture that took place naturally, not in controlled conditions, and tried to describe the reality that was exists and describes a situation and all its aspects.

This research can be classified as a descriptive study, which is a multi-case study type whose main characteristic is to replicate the findings in cases and then draw comparisons.⁷ Thus the use of a multicasus study research design to enable researchers to find similarities and differences regarding the planning and

⁶ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2001), p. 6.

⁷ Robert K Yin, *Case Study Research: Design and Methods*, (Washington DC: Cosmos Corporation, tt), p. 56

implementation of character education in State Junior High School 4 and Muhammadiyah Junior High School.

C. Character Education in Religious Culture at State Junior High School 4

State Junior high School 4 is one of public school in Samarinda, This educational institution has also participated in the accreditation process in order to guarantee the quality of education, and was designated as an A-accredited State Junior High School with an accreditation value of 92.45 (very good predicate). Apart from being one of the most favorite schools in Samarinda City, this educational institution is trusted to be the main school which has 4 target schools under the auspices of the Pertamina Foundation. In addition, this educational institution is a public school that has a very strong religious culture because there are many religious activity programs that have been implemented, consisting of dhuha prayers, dhuhur prayers in congregation, Friday prayers, TPQ, wearing veil by all students and teachers.

Each educational institution has planning in character education, as well as State Junior high School 4, this institution has character education planning especially in religious culture, while the planning includes: (1) Setting 8 Student Character Standards, (2) Building Religious Culture in Schools, (3) Providing Supporting Facilities. In setting 8 standards of student character, State Junior high School 4 refers to 18 character standards established by the ministry of education which are then re-processed by the school into 8 standards of student character. The eight characters developed in SMP Negeri 4 Samarinda are: (1) Believers and Bertaqwa, (2) Honest, (3) Tolerance, (4) Discipline, (5) Respect, (6) Manners, (7) Beneficial to others (8) Responsibility.

The implementation of character education in religious culture is carried out through 3 aspects, including: Daily Activities, Weekly Activities, Monthly Activities, and Annual Activities. In the implementation of character education and for the sake of developing student character in religious culture, State Junior High School 4 integrates 8 Student Character Standards with religious culture found in Daily Activities, Weekly Activities, Monthly Activities, and Annual Activities.

In the implementation of character education in the religious culture of State Junior high School 4 makes the program especially for Muslim teachers and students

to wear the hijab while in school, this is supported by the school itself by making muslimah uniforms for students and teachers to wear. The principle of school also held Sunnah Dhuha prayer program and reciting of Holy Qur'an, this activity is carried out at the school mosque. At 07.15 the students gathered at the mosque to perform the Sunnah Duha prayer under the guidance of the teachers, and the reciting of holy Qur'an was held after the implementation of dhuha prayer, and this activity was carried out in their respective classes with the guidance of each class directly. 5 S Culture of Smiles, Greetings, Greetings, Polite and Santun (5 S) also was formed at this school to produce students with respectful and polite characters, they also initiated infaq and sadaqoh activities every Friday.

In evaluating character education in religious culture, State Junior High School 4 conducts regular supervision and monitoring, makes absences for all existing religious activities, and conducts monthly reports to evaluate all activities related to the implementation of character education in religious culture. Then the results of the existing evaluation are used as a comparison for the implementation of further activities. Based on the results of the above interviews and observations it can be understood that one of the efforts of teachers in the implementation of character education in religious culture is to set an example, so that students with awareness will follow the behavior of their teachers.

D. Character Education in Religious Culture at Madina Islamic Junior High School

Madina Islamic Junior High School is one of the Integrated Islamic Junior High Schools in Samarinda. This Islamic school is a school that is characterized by using a differentiated integrated curriculum system, which combines a typical Islamic curriculum that the implementation is carried out through the inspiration of religious elements into all subjects (Educational Spiritualization) as well as character building and potential development of students.

And this educational institution is an institution that has a very thick religious culture and emphasizes noble morals in its students, this is in accordance with one of the moral development programs through religious culture at Madina Islamic Junior High School which was held early Monday, the Halaqah program or weekly meeting which aims to form individuals who obey Allah and try to carry out the Sunnahs of the

Prophet. In addition to the halaqah program, there are also other religious cultures such as the implementation of duha prayers, dhuhur prayers in congregation, intensive Islamic mentoring, MABIT (Night of Bina Iman and Takwa), the sunnah fasting program Monday-Thursday, and others.

Planning for Character Education in religious culture at Madina Islamic Junior High School includes: (1) Establishing 4 Student Character Targets, (2) Building Religious Culture in Schools, (3) Establishing Competency Standards for Graduates, (4) Dividing Murabbi / Mentor Tarbiyah for each Student, (5) Providing Supporting Facilities.

Madina Islamic Junior High School set character targets that are developed and must be possessed by each student. There are 4 character targets developed at Madina Islamic Junior High School, namely: (1) Aqidah that is Straight, (2) Correct Worship, (3) Has Noble Character, (4) Independent, (5) Broad Insight, (6) Healthy and Strong, (7) Serious and Disciplined, (8) Organized in Affairs, (9) Managing Time Well, (4) Beneficial to others. The ten character targets are summarized in "4 Muwasafaat Tarbiyyah". The ten character targets above are then integrated into the Religious Culture contained in School Routine Programs, and Extracurricular activities.⁸

In order to realize the implementation of character education in religious culture, Madina Islamic Junior High School has built a religious culture in schools, including through teaching and learning activities, Madina Islamic Junior High School adds and develops Islamic Education lessons into 8 hours of lessons which include Islamic mentoring or halaqah which is developed into 2 hours of lessons per week and Al-Qur'an subjects which include tahfidz and tahsin Al-Qur'an.

Madina Islamic Junior High School has also developed a religious culture which is used as a routine school program as one of the character education plans at the school, this religious culture includes welcoming students by teachers, praying together, praying dhuha, muroja'ah memorizing Al- Qur'an, dzikir ma'tsurat, Dhuhr and Asr Prayers in congregation, Fasting Sunnah, and Commemoration of Islamic Holidays, Ramadhan Camp, Alms and Infaq.

⁸ Muhaimin, *Nuansa Baru Pendidikan Agama Islam*, (Jakarta: Raja Grafindo Persada, 2006), p. 157-158

E. Analysis of Character Education Implementation in Religious Culture at State Junior high School 4 and Madina Islamic Junior High School

This study has presented data and case findings at State Junior high School 4 and Madina Islamic Junior High School. Therefore, this section will continue by presenting the similarities and differences between the two institutions based on the research findings. The case findings at State Junior high School 4 and Madina Islamic Junior High School showed that there are similarities and differences between the two institutions. However, this section discusses the similarities between the two first.

The similarity in planning character education in religious culture at State Junior high School 4 and Madina Islamic Junior High School is based on the research findings. The research findings show that the similarities between the two institutions shows in the determination of character standards that students must have, building a religious culture in schools, and providing supporting facilities for the implementation of character education in religious culture. The similarity in determining the character standards that students must have showed in some of the same character standards such as the character of discipline and beneficial character for others, while the characters of honesty, tolerance, respect, courtesy and responsibility that exist at State Junior high School 4 are covered in one character at Madina Islamic Junior High School. And the characters of faith and piety that exist at State Junior high School 4 are included in two characters at Madina Islamic Junior High School, the characters of *salimul 'aqidah* and good worship. The similarity in building a religious culture in schools lies in the similarities of existing religious cultures such as welcoming the arrival of students, praying together, praying dhuha, recitation / tadarus Al-Qur'an, Infaq and Alms, Commemoration of Islamic Holidays, Islamic Boarding Schools Ramadhan. The similarities in the provision of supporting facilities are the mosque buildings in these two schools.

In the implementation of character education in religious culture, State Junior high School 4 and Madina Islamic Junior High School used a habituation and exemplary approach. This is manifested by programs that are carried out every day as part of habituation so that students are accustomed to doing existing religious

activities and exemplary is carried out through teacher behavior that provides exemplary or examples in each activity carried out, because by example students will find it easier to follow existing activities.

The differences in character education planning in religious culture at State Junior high School 4 and Madina Islamic Junior High School are based on the research findings. The research findings show that the differences between the two institutions showed in the determination of character standards that students must have, building a religious culture in schools, providing supporting facilities for the implementation of character education in religious culture, establishing Graduate Competency Standards, and distributing murabbi or mentors for each student. The difference in the development of religious culture in schools showed in the different religious culture designs between the two schools, at State Junior high School 4 is divided into 4 activities, namely daily activities, weekly activities, monthly activities, and annual activities. Meanwhile at Madina Islamic Junior High School is developed through teaching and learning activities, school routine programs, and extracurricular activities.

F. Conclusion

Based on the research findings that have been presented in the previous discussion related to the Implementation of Character Education in Religious Culture at State and Islamic Junior High School, the following conclusions can be drawn as bellow. The planning process for character education in religious culture at State Junior High Shool 4 is carried out in several ways, these are: (1) establishing student character standards, (2) developing school religious culture, and (3) providing supporting facilities for the implementation of character education in religious culture. And the planning process for character education in religious culture at Madina Islamic Junior High School is carried out in several ways, these are: (1) establishing student character standards, (2) developing school religious culture, (3) providing supporting facilities for the implementation of character education in religious culture, (4) establishing Student Graduation Standards, and (5) dividing the person in charge of mentor for each student.

The implementation of character education in religious culture at State Junior High School 4 is carried out with a habitual and exemplary approach through daily activities, weekly activities, monthly activities and annual activities. And the implementation of character education in religious culture at Madina Islamic Junior High School is carried out with a habituation and exemplary approach through religious activities contained, routine school programs and extracurricular activities.

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