

IMPLEMENTATION OF CHARACTER EDUCATION IN MADRASAH

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Abstract. Character education own role important in student moral development related with students moral concepts, moral attitudes, and moral behavior. Third aspect the should get developed in order to realize character student _ noble and virtuous good. Article this aim for describe the truth implementation education character at school. Article this use approach qualitative type studies library . in relation with draft implementation education character need internalized through activity learning , activities extracurricular, and activities intracurricular. Formation character through factor environment could done through several strategies, including: exemplary, intervention, habituation by consistency and reinforcement. In other words, development in formation character need exemplary transmitted, intervention through the process of learning, training, habituation continuously in period long done by continuous and strengthening, as well as should balanced with values sublime.

Keywords: Character, education, madrasas.

INTRODUCTION

Education is something that cannot be separated from human life. Education in general aims to form and develop reliable and intact human resources for the creation of a superior nation. Quality education will produce quality education results so that it can improve the quality of a nation. An education system can be said to be of high quality if the learning process carried out is interesting and challenging for students so that it fosters enthusiasm for learning. An education system that is able to develop a person to have a commendable character should be the main goal of every educational institution in Indonesia. Education does not only produce individuals who have intellectual intelligence but also individuals who have commendable personalities which are reflected in positive actions for the creation of a noble nation's civilization. But the education system in Indonesia is not like that. But only relying on a way of thinking to get maximum results in learning at school, not character building that can give birth to a moral and civilized generation According to Nasir (2013: 14) "education is a conscious and systematic effort in developing the potential of students". Conscious efforts made in education must contain character values so that they become unified in the concept of character education. Understanding character education according to Salahudin and Irwanto Alkrienciehie (2013: 42), "character education can be interpreted as value education, character education, moral education, character education, which aims to develop students' abilities to make good and bad decisions, maintain goodness, realize and spread goodness. in everyday life with all my heart".

Character education is an important part of the educational process. Schools as educational institutions should be able to shape and develop the character of students through activities at school. One of the school activities that can shape and develop the character of students is learning activities. With learning activities teachers can help shape and develop the character of students through the process and evaluation of learning activities.

The problems faced are related to the lack of application of character education to students in the school environment due to an imbalance between the intelligences developed. Education is too

inclined to intellectual intelligence rather than spiritual intelligence and emotional intelligence so that students grow and develop as individuals who are not balanced and intact.

With dynamic classroom management and arrangement, educators will find it easier to implement character education in the learning process, such as utilizing the school library as a step in fostering student interest in reading. In line with this, the authors are interested in conducting research as an effort to find out more about the cultivation of character values in MTs Al Azhar Tegalmunding Subdistrict Bumiayu Brebes Regency, So the author takes the title "Implementation of Character Education in Madrasahs in MTs Al Azhar Tegalmunding, District Bumiayu, Brebes Regency.

RESEARCH METHOD

This study uses a qualitative approach because it meets the characteristics of qualitative research, namely: (1) the condition of the object of natural research, (2) research as the main instrument, (3) descriptive, because the data collected is in the form of words not numbers, (4) more concerned with the research process using qualitative methods because there are several considerations, among others, (1) qualitative methods because they focus on the process of explaining so that this method is easier when dealing with multiple realities, (2) this method presents directly the nature of relationship between researchers and respondents, (3) this method is more sensitive and more adaptable (Arifin, 1994).

Based on the object of research, both place and source of data, this research includes field research which includes descriptive qualitative research, because the nature of the data collected is qualitative in nature, not quantitative using measurement tools and the resulting data is also in the form of data. Descriptive, namely in the form of written or spoken words from a number of teachers and observable actions. Descriptive research is research that seeks to describe and interpret existing data, besides that descriptive research is limited to efforts to reveal a problem or situation or event as it is, so that it is merely revealing facts (fact finding). In this case, the researcher tries to explain the implementation of character education in MTs. Al Azhar Tegalmunding, District Bumiayu Brebes Regency. In this study, the theory collected is data about Implementation of Character Education in MTs. Al Azhar Tegalmunding, District Bumiayu, Brebes Regency.

RESULT AND ANALYSIS

1. Character Education Programs in Madrasahs

Implementation is activity for realize plan Becomes action real in skeleton reach objective by effective and efficient, so that will own value. In implementation education character is core activities of education character (Revell & Arthur, 2007). Application education at school at least could taken through four alternative strategy integrated. First, integrate content education character who has formulated into the whole eye lesson. Second, integrate education character into the activity everyday at school. Third, integrate education character into the programmed activities or planned. Fourth, build communication cooperation between school with parents participant students (Wiyani, 2012).

a. Integrate whole eye lesson.

Development values education culture and character nation integrated into the every tree discussion from every eye lesson. Values the be included in syllabus and lesson plans.

b. Integrate into the activity everyday.

Formation character students in the environment school no should done with change curriculum or add eye lesson. However _ can be developed through various activities carried out by the school which include: activity study teaching, activities intracurricular, and activities extracurricular for character student could trained with good. Following this will explained details integration education character through activity daily that is as following:

1) Apply exemplary. Habituation exemplary is activity in shape behavior everyday that doesn't programmed because done without know limitation space and time . Exemplary this is behavior and attitudes of teachers and staff education and participants educate in give example through good actions so that expected Becomes example for participant educate another. For example mark discipline, cleanliness and tidiness, love love, politeness, attention, honest and work hard. Activity this covers get dressed neat, good language, diligent read, praise the goodness and success of others, come appropriate time.

2) Habituation routine. habituation routine is one activity education integrated character with activity everyday at school , like ceremony flag , gymnastics, prayer together, order, maintenance cleanliness (Friday) clean). Habituations this will effective shape character participant educate by sustainable with habituation already normal they do by routine that.

c. Integrate state to in school program

Planning and implementation education character in participants educate in development program self, can done through integration into the activity everyday at school. Among them through things following: 1) Activities routine at school. Activity routine is activities carried out child educate by Keep going continuous and consistent every moment. Example activity this is ceremony on the day big state check personal hygiene (nails , ears , hair , etc.) every day monday worship together or prayer together, pray time start and finish learn, pronounce regards when meet the teacher, energy education , or friend . Values participant expected education in activity routine at school are: a) Religious, b) Disciplined, c) Caring environment, d) Social care, e) Honesty, and f) Love for the homeland. 2) Activities spontaneous. Activity spontaneous is activities carried out by spontaneous at the moment that too.

Activity this normal done when the teacher or power other education knows existence less deed good from participant educate , which must corrected at the time that too.

2. Character Education

Everything has basic characteristics that can distinguish one thing from another. Foerster (Muslich 2011:127) suggests four basic characteristics of character education. First, interior regularity, where every action is measured based on a hierarchy of values. Values become the normative guidelines for every action. Second, coherence that gives courage, makes a person firm on principles, not easily swayed by new situations or afraid of risks. Third, autonomy, where a person internalizes the rules from the outside to become values for the person. Fourth, firmness and loyalty.

Persistence is a person's resistance to wanting what is considered good, and loyalty is the basis for respect or commitment that is chosen. The New Order also gave birth to subjects that explicitly showed the dimensions of moral learning typical of the Indonesian nation in a subject called Pancasila Moral Education (PMP). In fact, universities have their own department that shows this need, namely the Department of Pancasila Moral Education (PMP) or Citizenship Education (PKn). In the post-reformation era, efforts to include character education appeared not through learning moral values, but the emphasis shifted to the religious dimension of religion which emphasized faith and piety (imtak) and noble character (to replace the term character). Character education has long been an important part. This is as stated by Koesoema (2012: 4) that although the definition and practice of character education differ in brief exposure, it is clear that it has long been an important part of the ups and downs, in and out of our national education curriculum, both implicitly and explicitly. Character education is always strived to be included in the educational curriculum at various levels and types, so that it is regulated in Article 3 of the National Education System Law, namely that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become responsible citizens.

3. Character Education in the National Curriculum

In the history of the curriculum in Indonesia, character education has been taught explicitly in formal schools at the basic education level in a subject called Educational Character Education. This happened in the 1960's. Character education taught in a subject reflects the priority of value education for each student. At that time, this character education appeared in the classification of subjects that had the charge of character building, such as religious studies, art, literature, and sports.

With the inclusion of this subject grouping model, character lessons, which are explicitly taught in the form of special subjects, are slowly disappearing from schools. During the New Order era, character education was manifested explicitly through systematic education programs, as seen in the official activities of Upgrading the Guidelines for Understanding and Practicing Pancasila (P4) which is an obligation for every educational person from elementary to tertiary level education. From the objectives set out in the UUSPN, it appears that how important it is that character education is implicitly included in the curriculum at every level, type, and path of education in Indonesia. This has been regulated in Government Regulation of the Republic of Indonesia Number 19 of 2005 article 6 paragraph 1 (a) Group of religious subjects and noble character. Thus, it can be seen that character education has been implicitly included in the school curriculum. In connection with this problem, Koesoema (2012:7) suggests four ways to understand character education, namely: (1) character education as a special subject; (2) character education as a grouping of subjects; (3) character education is determined as a necessity of the state; (4) character education is the educational process itself. What is stated above can be explained as follows.

Character education is understood as character teaching through special subjects. Character education is strictly and limitedly seen as a subject that is taught. Character education can only be realized effectively by making special subjects taught to students, the same as subjects in general. This subject is considered an integral and important part in the formation of student character.

4.Character Education Goals

Socrates argues that most basic goal from education is for make somebody Becomes good and smart In the history of Islam, the Prophet Muhammad also emphasized that that mission main educate man is strive formation good character (good character). Next, thousands year after that formula objective main education remain in the same area , i.e formation personality good human education expert , Fuad Hasan, with thesis education that is cultivation , also want convey same thing _ with characters education above . According to him, education leads to diversion values culture and norms social (transmission of cultural values and social norms) (Ahmad & Ahmad, 2013).

Character education has a very important role in human life who has a position as an individual being and at the same time a social being, not just separated from the environment. Education is an attempt to treat humans to achieve goals. As in Law Article 3 Number 20 of 2003 concerning National Education System, that education national working develop and shape character as well as civilization dignified nation in skeleton educate life nation. As for the purpose is for develop potency participant educate to be man of faith and piety to almighty god one , have character noble , healthy, knowledgeable, capable, creative, independent, and become democratic citizen as well as responsible (Wiyani, 2012:57).

Educational goals character is planting mark in self students and life reform with more value freedom individual. Long term goal length none other than base self on response active contextual individual on natural social impulses it receives, which in turn the more sharpen vision the life that will achieved through the formation process self by continuously (on going formation). Long term goal long this is approach increasingly dilectic get closer with ideal reality, through a process of reflection and interaction by continously Among idealism, choice means, and results directly who can evaluated by objective (Asmani, 2011).

5. Character Education Management

Management character school is is management that has values character, noble norms, ethics, understanding self alone, fellow human, national and dignified integrated in its management. A number of necessary thing noticed in implementation management school character, (Heri, 2012) suggests principles management character applied by school are: 1) clarity duties and

responsibilities; 2) division work based on professionals; 3) unity direction policy; 4) regular; 5) discipline ; 6) fair (balanced); 7) initiative; 8) spirit togetherness; 9) synergistic; and 10) sincere. Tenth principle the outlined following this.

First, clarity duties and responsibilities. at school should there is clarity Duty subject and function every person there is, so that poured by clear the duties of each individual school. In implementing principle this should reflected values trustworthy, open, honest, and responsible answer. Distribution work based on professionals. Principle this direct in give Duty or profession to someone (participant students), should be based on skills and abilities (the right man in the right place). Second, placement somebody should in accordance with job description from the position to be occupied and the person given Duty should fulfil the required criteria. In its implementation, should reflected values rational, committed, thinking far to front.

Third, unity direction policy. In maintenance school should there is unity direction policies that can made base implementation for inhabitant school so that no occur intersection confusion and confusion or reduce overlapping policies overlap. In implementing principle this, should reflected among other values wise, democratic and humane. Fourth, regularly. Principle this emphasize that in maintenance school should be there is agreed rules and make the place step on for all inhabitant school. In implementing principle this, should reflected among other values togetherness, cooperative and dynamic.

Fifth, discipline. Principle this require inhabitant school for always obey azaz obedient and consistent to rules made and agreed together. In implementing principle this, should reflected values strong heart, appreciate time and courage do right.and discipline. Sixth, fair (balanced). Principle fair leads to the realization balance. Among rights and obligations, awards with results works. In implementing principle this, should reflected values empathetic, straightforward and forgiving. It means justice that will enforced in school that based on existence understanding, caring and willingness.to could put something in the right position. seventh, initiative . Principle this emphasize that everyone in school should own wishes, thoughts and ideas for Keep going continuously take initiative, do new things. In implementing it principle wish reflected in values brave take risk, low heart and patience, however still permanent in attitude low heart, be patient in deal with change and progress.

Management school and education character should done by integrated and mutually relatedness, in the executor involve all components and all source power people, means infrastructure and media as well as stakeholders other Application management school should capable To do planning, coordinating, organizing, supervising and managing finance as well as evaluate all activities inside the school inside load values character by integrated or integrated in activities. Appropriate with each activity. It means school capable plan education and programs as well as activities that instill values character.and To do control quality school by character (National, 2010). As pictured inside guide education character school Ministry of National Education year 2010 describes that management school, component school, values and practice management based on school certificate stakeholders other.

6. Character Education Concept

Language words English translated education to in Indonesian becomes education, by etymological originated from the verb educare Latin. Koesoema (2010: 53) suggests that can so by etymologically, the word education originated from two different verbs, namely from the word educare and educators. Educare word own connotations of ' train ', ' tame ', or ' fertilize '. In context this education understood as “ a helpful process grow , develop , mature , make what is not arranged or wild be the more organized , a kind of process of creating culture and order in self nor in other people. ” Definition education as this match with opinion people behaviorist as Watson and Skinner emphasized education as a process of change Act behavior (Mudyahardjo, 2001: 7). Education also means " development process" various type existing potential _ in self human , like ability academic , relational , talent , talent , ability physical or forces art ".

On the side others, according to John Dewey in Muslich (2011: 67) education is the “formation process” fundamental skills intellectual and emotional to direction nature and each other human. Temporary that in Indonesian context, understanding education by systematic poured in Constitution

Republic of Indonesia number 20 of 2003 concerning National Education System, Article 1 paragraph 1 affirmed as following:

Education is business conscious and planned for realize atmosphere learning and the learning process so that participants educate by active develop potency herself for own religious spiritual power, control self, personality, intelligence, morals noble, as well Required skills himself society, nation and state.

So understanding education covers whole aspect life human. In fact, education is life that alone, because education in progress lifetime life (lifelong education), includes all environment and situation influencing life growth individual (Mudyahardjo, 2001).

7. Stages In Formation Character

Shaping character in self child need something designed stages by systematic and sustainable. As moderate individual grow, child own nature like copy without consider good or bad. This thing driven by desire know and want try something that interests you, which sometimes appear by spontaneous. Attitude honest show innocence a child without burden cause child always want come on stage cheerful and able move and be active by free. In activity this child tend show nature his me. Finally, nature unique show that child is figure complex individuals who have difference with individual other.

Child will see and imitate whats there around him, even if Thing that very cling to self child will stored in memory period long (Long Term Memory) . When saved is positive thing (good), then will produce constructive behavior. However, if what is stored is something negative (bad), will generated later day destructive things. Child (participant educate) if will To do something (good or bad) always started with the process of seeing , observing , imitating , remembering , storing then emit return. Becomes behavior in accordance with memories stored in his brain. Because of that, for shape character in children, must designed and pursued creation environment real class and school support educational programs character that.

Teacher's understanding of characteristics child will beneficial in effort create environment supportive learning _ development child. Child at age school generally has skilled in speak. Mostly from they happy speak, especially in the group. Because of that , on the other hand child given opportunity for talk . Part of they need too trained for Becomes good listener.

Competence child need developed through interaction, interest, opportunity, admiration, and love dear. Berta Shite and Wittig (1973) explain how to have children could develop Becomes competent with method interaction as often possible and varied with child. Parent often show interest to what is done and said child. Give a chance to child for observe, know, and get experience in many thing. Give opportunity and push child for To do various activity by independent. Push child to want try got skills in various Act behavior. Define boundaries Act behavior allowed by the environment. Admire what children do On the other hand, if communicate with child, do it with warm and with sincerity heart.

Generally, teachers have trend need child educate as child who has average ability. The differences that exist between children caused by factor culture, language, class socio-economic, and differences or abnormalities found.

a. Difference Culture

Culture is amount attitude and behavior behavior that has studied by a group human. Every group human inside something public have mark distinctive culture its nature. Indonesia consists of from various ethnic group nation and each tribe nation with others still own difference. The teacher must sensitive to possible conditions of the students originated from different cultures. The child who is in same culture will develop skills socialize with more good. On the other hand, if is at in different environment, kid will more good in skills intellectual.

b. Language Difference

If child different the culture often between them also have mastery language used by different too. Maybe a puppies will Becomes embarrassed or hampered socialization caused ability different language. Teacher better sensitive to condition that.

CONCLUSION

Basically education character already a little applied to Before Indonesia 's independence , Soekarno state that no there is independence if in mentality nation no there is passion and will free, build character nation for achieve an independent Indonesia. Soekarno 's thoughts continue with underlies the Unitary State of Indonesia which is Bhinneka Tunggal Ika with Pancasila philosophy. If you see essence from various definition character there is similarity that character that about something that is in self someone, who caused that person characterized. Character is something very important and vital for achievement objective live. Character is encouragement choice for determine the best in live. As Indonesian nation encouragement or choice that current based on Pancasila. In application education character especially in Indonesia it is necessary existence understanding about philosophy education character that alone. Because basically the Unitary State The Republic of Indonesia has philosophy special namely Pancasila, when speak problem Implementation at least should refers to Pancasila that.

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