APPLICATION OF CHARACTER EDUCATION IN ESTABLISHING ISLAMIC BEHAVIOR OF STATE JUNIOR HIGH SCHOOL 2 (SMPN 2) STUDENTS IN KEBOMAS GRESIK

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Abstract

This study aims at finding character education in establishing Islamic behavior of SMPN 2 Kebomas Gresik, explaining implementation of character education, and understanding supportive and inhibitive factors of character education implementation in establishing daily character students. The aim gives point of student character establishment in character education; for example, some classical books, such as, Taisirul Kholak, Taklim Muta'alim, Akhlak Lilbanin, Bidayatul Bidayah and other tasawuf character books. Teaching materials associated with sleeping character were taken from Taisirul Kholak, Bidayahtul Hidayah, and Akhlak Lilbanin. Those associated with cleanse were taken from Taisir, Bidayah and some Fiqh books associated with cleanse, and others up to character of environment. Some sufficiently effective methods in daily character education of students are made by habituation, exemplification, disciplines, and sometimes *reward* and *punishment*. Supportive factors of student character establishment are religious learning activities, adequate facilities, enthusiasm of students and teachers, scope confortable and far from crowdedness, and code of conduct to obey. In addition to the supportive factors, there are inhibitive factors, such as, violation by student and effect outside school.

Keywords: character education, Islamic behavior.

A. INTRODUCTION

Abdusomad (2005:48) suggested that daily character education might be noble and blamable character education. All good actions might be noble characters when these are done sincerely, really growing from the deepest heart, no specific interest, no expectation for anything behind what is done. Ibid (2005:48) suggested that individual with noble character would have life calmness, life flow becomes calm, peaceful, and cool. At same time, prime service in implementing daily task would be realized, so that productive taskforce can be achieved perfectly. According to Islamic teaching, based on practice of

Rasulullah SAW, noble character education is important factor in guiding people and building a nation. The mere material investment and credit factors do not determine a development. Although there are abundant credits and investments, if human has no character, everything will be chaotic. Ibid (2005:49) suggested that human could not only rely on quality material and human resources in implementing development. National development needs honesty, sincere, high humanity soul, consistency with word and action, work performance, disciplines, dedication, and continuous orientation to future and update. Therefore, main program and struggle of all efforts are development of noble character, necessarily rooted in all levels of people, from proletarians to ruler and power holders.

Ibid (2005:50) suggested that character might create peaceful and polite life. Character also determines advance, derogation, failure and success of a nation. History suggested that no nation failed due to intellectual crisis. A nation could fall due to character crisis first, then facing other crises. Noble character certainly becomes inspiration for all people, that cannot be created suddenly, but must need indeed guidance stages. Therefore, of many educational institution in Indonesia, formal educational institutions continuously develop character education. SMPN 2 of Kebomas Gresik is an educational institution and Islamic religion teaching in general and the activities are commonly provided classically and modernly. SMPN 2 of Kebomas – Gresik has several teachers who teach students based on curriculum which has been specified by Educational and Cultural Ministry. This school does not only deal with general curriculum and tends to rise up, but also it touches public issues. As Zamakhsyari Dhofier said, cited by Mujamil Qomar (2006:05), the school aims at educating students in order that they will be able to develop and become intellectualists with good manners. Whereas, student is one element of school. Student is also individual who studies sciences in school and learns directly with some teachers. This study is result of character education study in establishing Islamic behavior of students of SMPN 2 of Kebomas Gresik.

Objective

The objective of study was to find character education in establishing Islamic behavior of students of SMPN 2 of Kebomas – Gresik.

Benefits

In theory: in order to be next reference source, further research by searching informant sources and expanding variables by finding information on factors supporting the character education.

In practice: students are expected to realize importance of character education in this modern era.

Theoretic Base

Character Education Methods

Abuddin (1997:95-107) suggested that implementation of character education needed some methods in order to achieve success, namely: (a) habituation, a process to implant habituation from childhood by doing a specific behavior repeatedly and gradually. It includes change in bad habits. Al -Qur'an makes habit as development technique and method. It makes good characteristics a habit and eliminates bad habits little by little, so that soul can pick the habits spontaneously without force; (b) exemplification method, one's character cannot be established by only learning, instructing and forbidding; because characteristic of soul to accept superiority does not only instructs. For example, implantation of courtesy needs long development, there must be eternal approach. The education will be successful if it is

followed by good example and real behavior. In Al -Qur'an, word '*example*' is projected by word *uswah*, then given characteristic behind, namely, *khasanah*, that means good so that it becomes phrase *uswatun khasanah*, that means a good example.

The exemplifier is the Majesty Prophet of Muhammad SAW; (c) disciplines method, adults must be taught how they can manage life useful for them. In other words, adults must be assisted by discipline to comply with and obey provisions of the Mighty God and rules applicable to scope of family, community, nation and state; (d) *at-targhib* and *at-tarhib* (*reward* and *punishment*) method, namely, firm action in learning, both *reward* for the obeying ones and *punishment* for the violating ones. Islam uses all development methods and does not ignore any gap in order that the education reaches the people. Islam uses various educational techniques, such as, exemplification, advice and *at-targhib* and *at-tarhib*. (e) advice method, a word to explain an understanding, desire for goodness to ones getting advice. Al -Qur'an also uses sentences touching heart to lead human to ideas desirable and known as advice. Leader or exemplifier of advice provider always follows presentable advice. It describes that character development has appropriate method to establish noble character of students complying with Islamic teaching. The method enables Islamic people to apply it to world of education.

Methods

This study is qualitative study using naturalistic paradigm. This study focuses on application of character education in establishing Islamic behavior of students of SMPN 2 of Kebomas – Gresik. The data were collected by interview with some informants found valid and legal. Sources of data and informants were headmaster, vice headmaster, classroom teachers, employees, and students of SMPN 2 of Kebomas – Gresik. All informants were sources of primary data to dig deeply for studying the application of character education to SMPN 2 of Kebomas Gresik. Sugiyono (2017:159) suggested that the data were collected by observation, in-depth interview, and documentation. This study used two analytic models, namely, analysis when sharpening validity of data with triangulation and analysis of data by interpretation. There were four stages of associated analysis, namely: collection of data, reduction of data, presentation of data, and conclusion making or verification. Operational definition for character education variable was education implanted early in individuals aiming at making human have noble character.

B. RESEARCH RESULTS AND DISCUSSION
Habituation, Disciplining, and Exemplification are Effective Methods to Establish Daily Character of Students

Of some character materials given to students as taught by teachers, students applied them to their daily life through habituation, disciplining, exemplification, and sometimes through *reward* and *punishment*. Through habituation and disciplining in relation to sleeping, coming to bathroom and toilet, the students came to bathroom to urinate/defecate, before going in bathroom, many students held their hands up, it means that the students prayed before entering into the toilet and they entered into the toilet firstly using their left feet until they finished their intention while cleansing. After exiting the toilet, many students held their hands up as sign of praying. Furthermore, students entered into rooms wearing dresses neatly. Then, students went to mosque.

When arriving at front door of the mosque before entering into, we saw many students held their hands up to pray before entering into the mosque. Furthermore, students entered into the mosque using right feet, and they did *sholat tahiyat* of mosque, *dzikir,* reading Al -Qur'an until adzan dhuhur was voiced. When adzan dhulur was voiced, students put Al -Qur'an on the appropriate place and answered the adzan, some of them were *jahr* and slow, when the adzan finished, the students held their hands up to pray after adzan; furthermore, most of students did sholat fajar and *qobliyah* dhuhur, until iqomah was voiced. The students followed jama'ah sholat dhuhur until finishing. After that, the students did dzikir together by following their imam (sholat leader). In jama'ah sholat (praying together), after doing dhuhur, the students did dzikir asmaul husna, kahfi article. After that, the students went out of the mosque by using their right feet first and held their hands up to pray exit mosque by imitating what was taught.

Character is Associated with Cleanse

Most of the students, when before entering into bathroom, held their hands up and they entered firstly using their left feet, except those who were urgent to defecate. After in bathroom, most of them prioritized their right feet and lifted their hands. While they cleansed and practiced optional deeds generally, the students often practiced these when they cleansed and they prayed after that.

Character is Associated with Sholat in Mosque, Dzikir, and courtesy in mosque.

In our opinion, some mosque organizers frequently controlling students daily, when they exited from the mosque, we actually did not paid attention diligently, but when going in and out, we had to see and automatically we understood days of students when they went in and out of mosque; most of students followed their teacher when he would enter into the mosque, he lifted his hands to pray when entering into the mosque, and he prioritized his right foot first and then used his left foot when exited the mosque; therefore, most of students who imitated courtesy automatically to exit and enter the mosque, also when the students were in the mosque, most of them did sholat *tahiyat masjid* before doing other optional sholat. In this school, the students were obligated to do optional sholat Tahajud, sholat Dhuha, other than sholat maktubah, which had to be done together. Before doing sholat, usually adzan was voiced, the students answered the adzan slowly before doing sholat *Qobliyah*, and they prayed after adzan, as respect for the prophet Muhammad SAW; furthermore, some students, while waiting for imam, did dzikir, read Al -Qur'an, until iqomah was voiced. Next, students followed sholat together without preceding imam until finishing. After doing sholat, the students followed dzikir and prayed together. After that, the students were habituated to do wirid or read *asmaul Huna*.

Character associated with Tholabul Ilmi

Before coming to madrasah, usually most of students cleansed, brought holy books/lesson books having some sciences, brought by lifting their hands above their navel, some of students showed their courtesy against sciences. When being in class rooms, they prayed before learning, respected teachers who taught them. Up to finishing, they prayed after learning in hope that what they learnt lessons presented by their teachers could be absorbed and practiced.

Character Associated With Peers

Most of students helped mutually in their daily activities. In resting time, most of students were in canteen. But they wanted to go there with other friends when they started to

do activities. Students helped mutually implement their duty, especially they notified their friends who rather deviated to remember their duty. When implementing their duty, students understood togetherness, they mutually helped and respected their individual rights and duties by discussing and greeting.

Character Associated With Teachers

Students, who were met in time of teaching-learning activity (KBM), answered greeting before teachers. Then, the students paid attention at the presented lessons, although some of students ignored. Most of students paid attention at lesson, some of them were late, and, politely, they asked for permission to follow the class. If their reason was reasonable, they were allowed; on the other hand, if their reason was unreasonable, they were punished. When the students met their teachers, they lowered their heads. When they met their teachers in street, they smiled and shook their hands and lowered their bodies.

Character Associated With People Surrounding The School

When the local people had big and small events, most of students helped them. The students seemed harmonic when they helped the local people. The students did not disturb the people, they were friendly and polite when meeting the people, especially teachers and senior students showed appropriate attitude to the local people. We expected that such character is kept and preserved well.

Character associated with parents

Before entering into school, the students had less polite habit to their parents; however, after they were educated by applying character to Islam, they changed drastically; before, they did not speak in fine Javanese language, they spoke *ngoko* language; now, they understand *engih mboten*. Before the students were taught by Islamic character education, they spoke rather coarse; after they were taught by Islamic character education, they spoke fine and politely. It made their parents calm and peaceful after applying Islamic character education. Previously, the students were rather impolite and naughty to their parent; now, they gradually become good.

Character Associated With School Scope

Here, the students were very enthusiastic in maintaining school environment, especially when they did morning shift, use of water, and throwing wastes on appropriate place. The students did not only maintain plants around the school, but also they maintained instruments and infrastructures complying with applicable rules. In hope, the students were customized to maintain the school scope, not damaging but creating beauty condition of environment.

Supportive Factors of Character education Application in Establishing Islamic behavior

Factors to learn application of character education in establishing Islamic behavior of the students were: first, religious and general learning activities. In activities in which students prioritized character values in friendship and attitude in daily activities of students, in which they were supported by example and teachers in practice, so that they were not only in school desks, but also they imitated the example in their daily activities.

Second, adequate facilities. Facilities to support activities associated with character in daily activities of students appreciated character values in experiences. Each of activities always prioritized character values, especially in praying associated with the Creator and creatures, either teachers, friends, society, parents, or nature surrounding.

Third, school rules. School rules for students to do their daily activities did not separate from regulations, both written and oral regulations. These regulations are useful to control students in behaving, failure or success of students in friendship, and student activities over time.

Fourth, enthusiasm of teachers and students. The teachers and students were enthusiastic in doing their activities as their duty.

Fifth, environment comfortable and near to crowdedness. Condition is conductive, comfortable, calm, and peaceful, because it locates in central city. This school has condition quiet and suitable for students in finding sciences.

C. CONCLUSION

Conclusions can be made from the description indicating that the Application of Character education in establishing Islamic behavior to the students of SMPN 2 of Kebomas Gresik was started by applying discipline and attitude of exemplification. The students were also taught by applying some manners with character complying with Islamic norms, namely, character in behaving to peers, teachers, parents and school scope, character in cleansing, character in entering into mosque and school and having high character, and character in tholabul ilmi. Furthermore, recommendations for teachers are expected to study associations with character education in different places having sufficiently high adolescence delinquency rate.

By instilling and teaching hadith education in early childhood in the golden age when much of the knowledge is absorbed, it is possible that the child's knowledge and understanding of religion will increase. If what is taught is religious education like aqidah, then a correct understanding of that aqidah can be a basic source of character behavior of every child. Good seeds for every child will impact the nation's personality. The high character of the people of a nation will bring it to a civilization and progress and peace. If the characteristics / morals of the people are low then a nation is unable to develop itself towards progress and good and respected civilization. Even the lack of character and damage to the character of individuals in society has the potential to cause the destruction of a nation.

To measure the success of character education is to see the extent to which one's actions and actions can give birth and bring benefits to himself and also to others. As the hadith of the Prophet SAW "The best people are those who are the most moral and useful to others". When someone is able to bring benefits means he already has an ideal Muslim character in accordance with the demands of Islam. Groups that have great potential to be able to spread goodness and benefits to others are those who believe and have piety.

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