

Conference Paper

Character Education Program for Student in Islamic Boarding School

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Abstract

This research was conducted to find out Character Education for Students in an Islamic Boarding High School Environment. The study was conducted for 3 months from July to August 2019 in an Islamic boarding school. A qualitative research method is used that aims to examine the condition of natural objects. Data collection techniques were carried out by triangulation, data analysis was inductive and the results emphasize the meaning rather than generalization. The results of this study indicate that the character education policy in boarding high schools stems from the use of the Islamic boarding school label so that all students must be in the same environment. Character education in boarding high schools is carried out in a structured manner and integrated into daily activities, parenting is carried out throughout the day for students from teachers in the school environment and caregivers in the dormitory environment. Evaluation of the conduct of character education is carried out regularly by the boarding trustees and by the school.

Keywords: character education, environment, evaluation

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1. Introduction

This research is based on the sociocultural theory of Vygotsky that the interaction of interpersonal (social), historical, and individual factors as key to human development. Interactions with people in the surrounding environment stimulate development processes and encourage cognitive growth [1]. This means that cognitive development in addition to being determined by genetic factors is also determined by the active social environment. In this research character education can be done through the inculcation of character values in an environment that actively implements character values, those values are not taught but it is a good cultivation habit and students must be active in accommodating those values, especially in understanding, feel and do good things in daily life.

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The success of character education is characterized by a change in student behavior towards a better direction based on each awareness and is not a coercion [2], the change is permanent so that the results can be felt as an educational outcome in accordance with the national education goal of becoming a strong character Indonesian man [3]. The main problem in this research is the low process of students' adaptation to the Islamic boarding school environment which causes social conflict in students, freedom and daily living habits in the family environment to change into living in a dormitory environment, which the requirements with new regulations are not easy for students to follow.

This research was conducted to determine the character education process carried out in boarding high schools through parenting and exemplary patterns in the hope that the output of character education is high school students who have strong characters while the outcomes are high school students who are a source of examples for other students, in this study that the raw input is students in boarding high schools who have low character while in implementation boarding high schools implement character education management through parenting and exemplary patterns, instrumental input in this research in the form of government policies on education, foundation and school policies, school vision and mission, rules and regulations that apply in schools and dormitories, the value system that applies in schools, exemplary educators and education personnel as well as caregivers of the hostel. Another influence that will have an impact on the character education process in boarding high schools is the environment input, namely parenting patterns in the family environment, culture around the school and information globalization.

2. Methods

This study uses a descriptive qualitative method with a focus on research problems Character Education for Students through Parenting and Exemplary Patterns at Boarding Schools in Sukabumi, with a view to covering events and events that occur in the field and attracting attention for research. Qualitative research is conducted because the researcher wants to explore phenomena that cannot be quantified that are descriptive such as the process of a work step, the formula of a recipe, the notions of a diverse concept, the characteristics of an item and service, pictures, styles, the procedures for a culture, the physical model of an artifact and so on [4]. This research is intended to understand a social phenomenon from the perspective of the participants.

In reviewing participants, researchers can use multiple strategies, namely interactive strategies, such as direct observation, participatory observation, in-depth interviews, documents, and complementary techniques such as photographs, recordings and so forth. The research instrument used in data collection in the field uses: (a). Observation, which is a technique used to plunge into the field in the implementation of data retrieval, is carried out to see, pay attention and observe how the daily life of the research object. (b). Interview, namely the use of techniques to make it easier to meet respondents at any time with certain opportunities with the object of research and the people involved in character building. (c). Documentary Study, which is a technique used to obtain documentary written data, such as photographs, evidence of achievement and other documentation that is related to the process of character formation. (d). The object of study in this study is limited to the focus of the study with the aim of collecting data from respondents of the Integrated Hayay Thayyibah Islamic Boarding School in Sukabumi City and Islamic boarding school Unggul Al-Bayan Cibadak High School, Sukabumi Regency. In the orientation phase, the researcher conducted a preliminary study in the two boarding high schools mentioned above, to find common problems being faced at the school regarding character education. The respondents were the headmaster, deputy headmaster, teacher, boarding house nurse, and students from the Hayay Thahyibah Integrated Islamic Boarding School in Sukabumi and Pesantren Unggul Al-Bayan Cibadak High School, Sukabumi Regency.

3. Results

Based on the findings obtained in the research object, namely the Integrated Islamic Boarding School of Hayay Thababib Sukabumi and Pesantren Unggul Al Bayan Cibadak, Sukabumi Regency, that character education is carried out through both parenting and exemplary patterns. The character education policy begins with the use of the pesantren label on the name of the school so that all students must be in the same environment, boarding / boarding school [5]. By labeling pesantren in the name of the school, it indicates that the learning system in schools uses two curricula, namely the general curriculum and the pesantren curriculum. In implementing character education, the school designs educational policies by integrating general education with religious education. With all students living in a dormitory environment, it will give students the opportunity to interact more with their peers, the school also applies a pattern of care because some teachers in addition to serving at school also serve as boarders.

Principals, teachers and education personnel have an obligation to become role models in character education both in daily life and in worship.

To implement the character education policy that is carried out in boarding high schools, together with the school and boarding parties compile educational programs and periodically evaluate the achievements of the program. The program was arranged in addition to the implementation of learning in schools, academic guidance and extracurricular activities as well as boarding school guidance as supporters of character education. To support the implementation of education both in schools and in the pesantren environment, the headmaster has appointed a deputy headmaster responsible for the implementation of the program, namely the deputy headmaster of curriculum affairs who is responsible for academic affairs, the deputy headmaster of student affairs responsible for extracurricular activities and competitions -the contest and the deputy head of the school on human affairs who are responsible for care while in the dormitory environment.

The education program at the boarding high school is held for seven days each week so that the togetherness between the teacher and the caregiver of the hostel occurs throughout the day, the pattern of care that is carried out affects the daily lives of students, especially in worship, the students will also directly participate in worship activities and role models the teacher and caregiver of his dorm. The pattern of nurturing and example is integrated with school and boarding activities where students can directly observe the teacher and caregiver of their dormitory and follow the way of worship or in their daily lives.

The implementation of character education in schools begins with the example of a school principal, teachers and other education personnel and caregivers of dormitory in daily behavior and the principal becomes a central figure in the success of character education in schools because of his attitudes and behavior in worship as well as his attitudes and actions. Even in the pattern of nurturing the principal remains the central figure and determines the success of character education, after that only the caregivers of the hostel become an inseparable part of the pattern of care. In carrying out care, democratic parenting is implemented in the school and boarding environment, students are given the freedom to talk and express their wishes about the implementation of activities at school and in the dormitory, each student is given the opportunity to assess and provide input to school management and the school will evaluate all of its activities through weekly, monthly and semester evaluations. However, if the wishes and input are contrary to the rules, the students are given the understanding that the proposal is an input that will be submitted to management for improvement in the following years.

The management of boarding high schools is different compared to the management of high schools in general because they have to combine two different management, such as human resource management, funding, curriculum and students must be in line. School management prioritizes the achievement of academic results so that in its management the academic values are prioritized while the boarding management is prioritized for results oriented to worship, while character education must be within it. Principal leadership, teacher modeling, boarding and education personnel who have an influence on the success of character education but in reality not all teachers can act as role models of character education, some teachers cannot stay together with students in the dormitory environment so students do not can directly pay attention and follow his example. The headmaster's leadership has not been able to fully carry out his role as a teacher's encouragement to be an example in fostering student character because even though students are in a dormitory environment but there are still teachers who come to school only to teach, this weakness affects the development of student behavior. Exemplary parents at home become a comparison in the teacher's example so that if there is a mismatch in the heart or his views often lead to conflict in yourself.

The application of two different curricula in schools, namely the high school curriculum that has been determined by the government and the pesantren curriculum, which is a foundation policy under the supervision of the Ministry of Religion, makes the study time longer and requires a well-coordinated arrangement of study hours between school hours and pesantren. Well managed will be confusing for both teachers and students. As an effort to improve in the future, so that character education in senior high schools should be improved, including management improvements. Conditioning the situation of boarding high school has begun since students enter school or the Ta'aruf period, students are directed to jointly create a situation of learning and social interaction both fellow students or with the surrounding community, likewise after students enter the learning period, both the school and the dormitory condition students to study comfortably with the guidance of teachers or senior students. Leadership of school principals, teachers and boarding officials as well as education staff who have an influence on the success of character education, must act as a role model in character education, while for some teachers who cannot live together with students in the dormitory environment so that between students and teachers These are less able to interact in the exemplary process and care patterns must be involved in other activities so that they are known and can interact with students. The principal must carry out his role as a teacher encouragement to be an example in fostering student character, the teacher not only comes to school to teach but also must educate and guide, the

teacher's example and his role as a substitute for parents are very influential in the development of student character.

The boarding trustees try to make students feel at home in a dormitory environment, feel comfortable and conducive and get maximum service. Whereas the teacher and educational staff in carrying out their duties as educators and administrative staff also act as religious teachers who can guide and set an example for students. Character education is a lifelong education that starts from the family, therefore communication between the school and the family is needed so the school needs to have a certain schedule to communicate with the parents of students.

4. Discussion

Jean Piaget and Vygotsky developed a constructivist theory, the assumption in this theory states that students are active human beings who develop knowledge for themselves with the principle of learning that teachers should not convey lessons in the traditional way to students but teachers must build situations so students can be actively involved with subject matter through the processing of materials and social interactions [6]. According to Jean Piaget human cognitive development in accordance with a certain sequence or sequence so that the ability to think at a higher stage is the development of the previous stage. As well as education in academics and competency-based curriculum where learning is done in stages according to levels, so in the implementation of character education experiences different levels of application according to their ability levels, so that the application of character education is carried out in stages such as education in class XI has completed the ability must be achieved in class X, as well as in class XII, the conditions must be to first complete the ability that must be achieved in class XI.

Piaget's Theory in character building has 4 (four) implications namely understanding students' cognitive development, keeping students active, creating mismatches, and providing social interaction. The teacher should know the cognitive development of students and arrange the levels they have achieved so that by knowing these developments the teacher can arrange learning programs and follow-up activities such as enrichment and remedial activities. In learning, Piaget suggests that learning is carried out actively, the learning environment is conditioned so that students learn actively so that students can carry out active exploration in their learning activities. Discrepancies are created so that learning materials are not directly assimilated by students but students can solve the subject matter problems through the process of

assimilation and accommodation, for that the teacher must create a different atmosphere in the conditioning of learning or students are given different problems from the actual conditions of this can be done if you have a basic understanding and abstract reasoning. Although in Piaget's theory it does not specifically suggest the social environment in the development of learning but the social environment remains the main source of learning for students, activities that interact socially can provide many benefits for students' cognitive and affective development.

The sociocultural theory developed by Lev Semenovich Vygotsky states that learning for children is carried out in interaction with the social and physical environment. In high school boarding the interaction process with the social environment takes place in a real and long lasting, where every day for 24 hours are in the same social environment that is the morning in the school environment while the afternoon and evening are in the dormitory environment. Living together in the same social and physical environment between teacher and student is very helpful in the process of character building in boarding high schools.

Character education is the inculcation of values in daily life where the core values of these characters will be inherent in students spontaneously without going through certain conditioning but the basic behavior of the core values of characters is always developing [8]. Judging from the value system, the results of character education at the boarding high school are: (a). theological value that students are accustomed to carry out *ubudiyah* activities in daily life, wake up before the morning prayer and carry out worship activities with and without teacher guidance are commonly done by students, there are no targets in memorizing the Qur'an even though there are also who can memorize up to 3 juz for 3 years are in school.(b). Teleological scores are demonstrated by hard work and a struggle to excel, become champions in various competitions and enter favorite colleges.(c). Logical grades, shown by changes in students' way of thinking that are more realistic and critical in learning and worship. (d). ethical values, students become more polite and courteous in speaking and acting every day, respect for parents and adults is better.(e). aesthetic value, shown with more order and discipline in daily life both in worship and in daily activities such as arranging time for worship, school and play without having to have guidance from the teacher or guardian.(f). Physical-physiological values, namely a sense of togetherness, responsibility and tolerance in the dormitory environment and associating with the surrounding community are more confident and provide benefits, they are able to guide religion for children around the community.

Conditioning in the school environment, students are guided to be able to excel academically and be demanded to excel in their character and *ubudiyah*. Changes in behavior can continue forever depending on motivation and environment after completing education in high school but can also return to the original habits after returning to their parents, this will also depend on the control of their parents. This behavior change could have happened only because in the school environment were afraid of the rules that apply in the school and boarding environment if the habit is not inherent in him, after graduating and returning to the family environment the results of character education that have been implemented in boarding schools began to fade, especially if not supported by the environment. Therefore, character education is the inculcation of values into students through self-awareness processes rather than coercion.

The pattern of parenting in boarding high schools is conditioning so that students can carry out learning throughout the day, conditioning in the classroom can be done by the teacher and in the dormitory environment carried out by the boarding trustees. If according to Piaget's theory there are four implications in environmental conditioning that is the teacher must understand the cognitive development of students, the teacher needs to keep students active, the school needs to create discrepancies, and provide social interaction then the conditioning conducted by boarding high schools through parenting and exemplary patterns in the form guardianship and caregiving systems of teachers and caregivers of the board are required to know the development of students not only in the cognitive field but also in other fields such as affective and psychomotor means that teachers and caregivers of the hostel need to know the development of student characters who are always communicated with their parents regularly or in special matters can tailored to the needs of students. Exemplary is not enough by the principal, teachers and administrative staff but also by senior students, junior students are not required to do something but are invited to do something good with awareness not coercion.

Teachers need to keep students active, the conditioning is done in boarding high schools so students remain active in learning or nurturing. Scheduling and orderliness in schools and dormitories can help conditioning so students remain active in learning, extracurricular and boarding school activities, student activity will help the success of education through habituation. Furthermore the implications of conditioning with the creation of nonconformities, this form of conditioning is intended to evaluate and test the achievement of character education. In high school boarding this activity can be exemplified by not waking students to evening prayers, if the habit of boarding trustees or senior students wake students for night prayers, then one time it is conditioned

that no one wakes up, from these activities will begin to see the results of habituation that has been done. Whereas social interaction is carried out by bringing students into certain environments both for social activities and certain subject assignments such as in sociology subjects, students are given the task of observing daily life and conducting brief interviews to residents around the school.

5. Conclusion

The implementation of character education in boarding high schools starts when students follow the introduction of the school environment. Togetherness of principals, teachers and education personnel with students throughout the day while in the school and boarding environment accelerates the process of instilling character values to students through the exemplary principals, teachers and education personnel because these adults will become role models in character education. In addition, parenting patterns applied to boarding high schools will also accelerate the process of instilling character values, because character values are not taught but are processes of self-awareness to recognize, understand, believe, assess and run them through daily habituation.

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