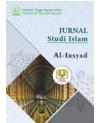


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THE CHARACTER BUILDING OF STUDENTS AT SCHOOL IBTIDAIYAH MADINATUN NAJAH CILIMUS KUNINGAN

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Keyword:

Education, Character, School Ibtidaiyah. Character education serves as a strong foundation for schools to shape students with good morals. The aim of this study is to describe and explain the implementation of character education at School Ibtidaiyah Madinatunnajah, Cilimus, Kuningan. This research employs a qualitative approach using a case study method. Data collection techniques include interviews, observation, and documentation. Data processing techniques involve data reduction, data presentation, and drawing conclusions. Data validity techniques include source and technique triangulation. The research findings show the development of the following character traits: Religious character – through prayer activities, girls' leadership programs, and Qur'an recitation (tadarus). Honesty is demonstrated by not cheating. Tolerance – respecting differences. Discipline: obeying rules. Hard work – completing assignments diligently. Creativity - giving and completing creative tasks. Independence - not relying on others. Environmental awareness - showing care for the school environment. Democracy providing equal opportunities for all. Social care - caring for others. Conclusion: Character education is effectively implemented through

Abstract

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A. INTRODUCTION

Strengthening character education in schools is a process of shaping, transmitting, and developing students' abilities to think, act, and behave according to the values of Pancasila through the involvement of all stakeholders (Mappaenre et al., 2023). Character habituation in the classroom, outside the classroom, and collaboration with parents and the community enhances students' enthusiasm for learning, collaboration, responsibility, and discipline, which in turn impacts their academic performance, despite challenges such as student diversity and varying levels of character internalization (Ulfaturrohmatiririn et al., 2023). The development of effective character education strategies is crucial for the moral and ethical development of students and the community (Sumiharsono et al., 2023).

religious activities within the school.

There are several models of character education implementation in School Ibtidaiyah, such as subject-based models, integration within the study fields, outside teaching, and

combined models, through integration into programs, subjects, and school culture (Lubis & Nasution, 2017). The values of character education developed include religiousness, honesty, tolerance, discipline, hard work, creativity, independence, environmental care, and responsibility, which are implemented integrally in lessons and extracurricular activities (Ngadiyono & Sakidjo, 2019).

Character education emphasizes values based on religion, culture, and academics (Freitas & Wiyono, 2023). To develop character education in schools, the school culture contains the character values expected to be embedded in students' daily lives both inside and outside the classroom (Eliawati, 2021). These character education values can be applied by teachers to enhance student learning achievements (Khadijah et al., 2021). Local wisdom-based character education can be applied through extracurricular activities, practical sessions, group learning, educational trips, games, and student interactions using local languages in science learning (Novitasari & Walid, 2024).

Character education provides a great opportunity to shape individuals who are moral, responsible, tolerant, and able to cooperate, and with the support of policies, parents, educators, and the community, it is essential to strengthen character education for the younger generation (Asri & Deviv, 2023). The goal of character education is to form personalities by instilling morals, ethics, and positive attitudes, and this study identifies trends and publications related to character education in primary schools and visualizes them (Yolandini et al., 2023). This study found trends in character-based physical education publications, indicating a lack of academic attention to character learning models, with more focus on the cognitive and psychomotor domains in learning (Muhtar et al., 2021).

This study aims to explain and describe the process of character planting in students at School Ibtidaiyah Madinatunnajah Cilimus Kuningan. The main focus of this research is to identify the various methods and approaches used in shaping character values in students and to examine how the implementation of character education can influence students' attitudes, behavior, and morality. It is expected that this research will provide a clearer picture of the effectiveness of character planting in the school environment as part of primary education.

B. RESEARCH METHOD

This study uses a qualitative approach with a case study method, as the researcher aims to explore in-depth and in detail the process of character planting in students at School Ibtidaiyah Madinatunnajah Cilimus Kuningan. The main focus is to identify the methods and approaches used by the school in instilling character values in students and to examine its impact on their attitudes, behavior, and morality. In data collection, the researcher uses three main techniques: In-depth interviews, conducted with the principal, teachers, and students, to determine the character traits instilled and how the process is carried out. Documentation, to gather written data or records related to the implementation of character education at the school. Participatory observation, allowing the researcher to directly engage in school activities and observe the real implementation of character education in the educational environment. For data processing, the researcher performs: Data reduction, which involves sorting and filtering data that aligns with the focus of the research, namely character education. Data presentation, by organizing the findings in a concise, clear narrative format to facilitate the process of drawing conclusions. Conclusion drawing, by summarizing the results of data reduction and presentation to gain a

comprehensive understanding of the character planting process. Data validity is ensured through triangulation, including: Source triangulation, by comparing information from various parties such as the principal, teachers, students, and parents. Technique triangulation, by combining results from interviews, documentation, and observations to obtain valid and reliable data.

C. RESULTS AND DISCUSSION

The character values instilled by School Ibtidaiyah Madinatunnajah in its students are explained as follows:

1. Religious Character

The religious character instilled at School Ibtidaiyah Madinatunnajah includes: (1) Congregational Dhuhr prayer, which is performed by all students without exception, along with the teaching staff, guided by the Islamic Education (Aqidah Akhlak) teacher. (2) Friday prayers are mandatory for male Muslim students, who are required to attend the Friday prayers at Masjid Ruhama. (3) A girls' program involves congregational Dhuhr prayers followed by activities such as Quranic recitation (tilawah), spiritual enrichment (siraman rohani), and poetry reading. The female students assigned to the girls' program each week are scheduled according to their class. (4) Dhuha prayer is performed by both students and teachers during the first break at 09:40-10:00 AM. (5) Murrotal and Tadarus, the recitation of the Ouran via cassette before school starts, is done to habituate students to listen to the verses of Allah. The formation of religious character is the result of diligent efforts in educating and training students on various spiritual potentials within themselves, especially in the areas of character behavior and morals according to the teachings in Islamic Religious Education (Ahsanulkhaq, 2019). In this context, being religious can be defined as an attitude or action that is related to belief in a specific religion and behavior that demonstrates obedience to religious teachings in carrying out worship in everyday life (Luthfiyah & Zafi, 2021).

2. Honesty Character

The honesty character developed at School Ibtidaiyah Madinatunnajah, particularly by the Aqidah Akhlak teacher, includes practices such as requiring students to be honest and not cheat during exams and quizzes, and implementing the honesty canteen, a school canteen that is self-managed by students, where they pay according to the listed prices without a cashier. From observations and interviews, the researcher concludes that students have generally implemented the value of honesty well, although there are still instances of students cheating during exams. Honesty is a crucial moral value that has a significant positive impact on students' personal, academic, and social development. Honesty is a key component in forming a strong character. When students understand and practice honesty, they develop integrity, which forms the foundation of their personality. This helps them become reliable, ethical, and trustworthy individuals.

The importance of instilling the character of honesty is that only through honesty can one develop a life towards improvement. Without honesty, there will be a decline in all efforts made (Yaumi, 2014, p.65). Honesty involves taking responsibility for one's actions and decisions. When students adopt honesty as a principle, they tend to take responsibility for their actions and avoid resorting to dishonest means or evading the negative

consequences of their deeds. Honesty helps students understand and appreciate the basic ethical values in life. It enables them to distinguish between right and wrong and make decisions based on moral principles. Honesty in academics is vital. When students do not cheat or plagiarize in exams or assignments, they develop a better understanding of the subject matter. This allows them to grow academically and achieve results that align with their potential.

3. Tolerance Character

The tolerance character developed at School Ibtidaiyah Madinatunnajah includes instilling in students the importance of respecting differences, whether in terms of culture, customs, ethnicity, or opinions. The school teaches students to honor and appreciate the various cultures, traditions, and customs present in society. Students are taught that cultural differences are a richness that needs to be preserved and respected. Tolerance at the school also includes accepting ethnic and cultural diversity. Students are taught to see everyone as fellow believers, regardless of their ethnic or tribal backgrounds. Tolerance also involves respecting different opinions and perspectives. Students are taught to listen carefully, understand, and engage in dialogue with people who hold different views, without judging or creating conflict. These elements of tolerance, as described by Tillman, strongly support the creation of peace in community life, considering Indonesia's diverse social setting with its rich variety of cultures, languages, religions, and beliefs (Komalasari & Saripudin, 2017, p.43).

Schools typically integrate multicultural education into their curriculum. This includes studying the history, culture, and contributions of various ethnic, religious, and cultural groups within society. Students are taught to empathize with individuals who may experience discrimination or injustice because of their differences. They learn to feel what others feel and provide support. The tolerance character developed in the school helps shape individuals who are more open, inclusive, and capable of contributing to a harmonious and diverse society. This is an important aspect of Islamic education that supports the principles of compassion, justice, and unity in Islam.

4. Discipline Character

The discipline character developed at School Ibtidaiyah Madinatunnajah includes several aspects, as follows: First, **punctuality in school attendance**: Students are taught the importance of arriving at school on time. Regular and punctual attendance is a key indicator of discipline and commitment to education. They learn to value time and their responsibilities as students. Students are taught that punctuality has a significant positive impact on their educational process and character development. Timely attendance is a sign of strong discipline. When students learn to arrive at school at the designated time, they are training themselves to be more organized and consistent in fulfilling their duties and obligations. Discipline helps shape students' understanding of rules, so they know when it is appropriate to follow rules and when exceptions may be made (Rahmat et al., 2017).

Second, memorizing short Quranic verses: The school often emphasizes the memorization of short Quranic verses, which requires high discipline because it involves consistency, good time management, and perseverance. Students are taught to maintain their commitment to memorization as an important part of their religious education. Memorizing plays a crucial role in understanding, reflecting on, and practicing religious teachings. By

memorizing sacred texts or important quotes, students have immediate access to their religious teachings, helping them reflect on the meaning and messages within those texts.

Third, **uniform neatness**: The school typically has a uniform that students must wear, which is part of teaching respect for rules and presenting oneself neatly. Students learn that neatness in dressing is a sign of respect for the school, religion, and culture. The uniform policy includes specific attire for each day: Monday is white-on-white, Tuesday is white and red, Wednesday is batik, Thursday is white and black, Friday is Muslim attire, and Saturday is a scouting uniform. The uniform is intended to teach values such as discipline, respect for rules, and neatness in appearance. The uniform is a standard outfit that all students must wear, with specific regulations regarding the type of clothing, colors, and permissible accessories. The aim is to create uniformity among students and avoid irrelevant fashion competition in the educational environment.

5. Hard Work Character

The hard work character developed at School Ibtidaiyah Madinatunnajah is fostered through continuous motivation from teachers, encouraging students to complete their school tasks to the best of their ability and not be lazy when receiving lessons. The development of a strong work ethic in students can be achieved by guiding them to be active in class, as well as encouraging them to learn skills outside the classroom (fieldwork) such as marching, drumming, sports, PPPK (public service programs), religious activities, and camping (Suryanto et al., 2017). Students have already demonstrated good work ethic, although there are still some who lack enthusiasm when receiving lessons. The school often instills motivation for hard work based on religious values. Students are taught that working hard is a form of devotion to Allah, and school tasks are part of their duty in learning and self-development. Teachers play a key role as role models in demonstrating hard work. They show dedication in teaching and learning, inspiring students to follow the example set by the teachers.

6. Creative Character

The creative character developed at School Ibtidaiyah Madinatunnajah is encouraged by the Akidah Akhlak teacher, who consistently teaches students in a creative manner and assigns tasks that stimulate creativity, such as making mock-ups. Strengthening creative character can be done in various ways: students are asked to collect recyclable materials from around the school, advised to dispose of waste properly, sort waste by type, and taught to be independent in separating recyclable materials for crafting. Students are encouraged to create and decorate crafts from these recycled materials. They are also taught to think creatively by making new models of recycled crafts from collected items and are motivated to keep trying and never give up on decorating their recycled crafts (Utami & Fitriyani, 2017).

The development of creative character at School Ibtidaiyah Madinatunnajah is an example of a progressive educational approach that focuses on developing students' creative skills, especially in the fields of Akidah and Akhlak. The Akidah Akhlak teachers play an important role in teaching students about religious values and good manners. They do not just present material in a conventional way but do so creatively. This can involve using different approaches, such as stories, games, or interactive activities, to explain religious

concepts and ethics to students.

7. Independent Character

The independent character developed at School Ibtidaiyah Madinatunnajah, particularly by the Akidah Akhlak teachers, consistently encourages students to not rely on others and to perform tasks independently. One dominant indicator of this independent character value is the creation of a school environment that fosters students' independence and a classroom atmosphere that provides opportunities for students to learn on their own (Husna, 2017). Independent character can be applied through daily activities, as students are directly taught and encouraged to complete tasks on their own without depending on others, especially their parents (Nova & Widiastuti, 2019).

The Akidah Akhlak teachers motivate students to avoid excessive dependence on others in daily life. This is achieved by providing examples from religious teachings or ethics that emphasize the importance of being independent, taking responsibility for their actions and decisions, and valuing independence as a positive trait. One effective method of fostering independence is by assigning tasks that require students to work autonomously. These tasks may involve problem-solving, research, or projects that students must complete without external help. This helps them build the ability to face challenges and develop self-confidence.

8. Democratic Character

The democratic character developed at School Ibtidaiyah Madinatunnajah, specifically by the Akidah Akhlak teacher, ensures that students are always given opportunities to voice their opinions, such as in the election of the student council president, class leaders, and even in evaluating teachers. The implementation of democratic character education aims to instill democratic values, including tolerance, the freedom to express and respect differing opinions, an understanding of diversity in society, openness in communication, upholding human dignity, self-reliance, mutual respect, self-discipline, togetherness, and balance (Rawanoko & Wuryandani, 2017).

The development of democratic character at School Ibtidaiyah Madinatunnajah is a crucial step in educating students about the principles of democracy, active participation in decision-making, and respect for individual rights. In this context, the Akidah Akhlak teacher plays an essential role in shaping students' democratic character by providing them with opportunities to participate in various election and evaluation processes. Holding elections for the student council president and class leaders is one effective way to teach students about democratic principles. By giving students the chance to vote for their own leaders through fair and transparent elections, they gain firsthand experience of how the democratic process works and the value of each individual's voice.

9. Environmental Care Character

Students are required to maintain the cleanliness and safety of the school environment. Maintaining the cleanliness and security of the school is a form of social responsibility towards the environment where they learn. This helps shape their character as members of society who care for the sustainability of the environment and the common good. Ensuring the cleanliness and safety of the school environment is also a form of respect for others' rights. By keeping the environment clean and safe, students show respect for their classmates and school staff to learn and work in a conducive setting. This character

development can be achieved through environmental awareness education, where students are encouraged to be more aware of and take care of their surroundings (Ismail, 2021).

Involving students in maintaining the cleanliness and security of the school environment provides them with hands-on experience in caring for their environment. Students can practice knowledge about waste management, personal safety, and environmental responsibility in their daily activities. By caring for the school environment, students will appreciate the school assets more, including the buildings, gardens, sports equipment, and other facilities. They will feel a sense of ownership and take care of the environment. Through actions like maintaining cleanliness and safety, students also gain valuable environmental education, learning about the importance of preserving nature and how their actions can positively impact the overall environment.

10. Social Care Character

The character of social care developed at School Ibtidaiyah Madinatunnajah, particularly by the Akidah Akhlak teacher, consistently motivates students to care for others. The school regularly conducts social service activities every semester, both within the local community and beyond the area. This is a routine activity aimed at instilling a sense of care in students towards the surrounding community. The social care character represents good attitudes and behaviors towards others. Indicators of this character include being polite to others, showing respect and tolerance for differences, avoiding actions that may hurt others, showing love and compassion, and promoting peace when faced with challenges (Amaniyah & Nasith, 2022).

The development of social care character at School Ibtidaiyah Madinatunnajah is an essential step in cultivating empathy and attention towards others, as well as practicing social and humanitarian values. The Akidah Akhlak teacher plays a crucial role in motivating students to care for others, and the school's routine social service activities provide concrete examples of the importance of helping those in need. The Akidah Akhlak teachers encourage students to develop a caring attitude toward others as part of religious and ethical teachings. They emphasize that helping others is a noble action and an essential aspect of humanity.

D. CONCLUSION

The development of character at School Ibtidaiyah Madinatunnajah is progressing well through various religious activities that are routinely conducted, such as congregational prayers, Quran recitation, and religious lectures. The character development of students at School Ibtidaiyah Madinatunnajah encompasses ten main aspects: religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, environmentally conscious, and socially caring. The religious character is instilled through worship activities such as congregational prayers, tadarus, and the girls' program. The honest character is developed through exams that are free from cheating and an honesty canteen. Tolerance is taught through appreciation of cultural, ethnic, and opinion differences. Discipline is fostered through habits of punctuality, memorizing short surahs, and neat uniforms. Hard work is encouraged through academic tasks and field activities. Creativity is developed through recycling projects and interactive learning. Independence is built through individual tasks and habituating students to not rely on others. Democratic character is instilled by giving students a voice in decision-

making processes such as class or OSIS elections. Environmental care is practiced through habits of maintaining cleanliness and safety within the school. Social care is nurtured through routine social service activities. All of these character values are directly taught by teachers, particularly the Akidah Akhlak teacher, through role modeling, motivation, and regular practice. This approach makes character education not just part of the curriculum but an integral part of students' everyday life at the school.

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