

Actualization of Character Education in PAI Learning in Elementary School

Burhanul Muttaqin

Islamic Education Study Program, Sekolah Tinggi Agama Islam Jakarta, Indonesia

Correspondence Author: burhanulmuttaqien@gmail.com *

Abstract: Character education is very important because currently there are many students who cannot practice character in their daily lives. The aim of the research carried out by the author is to provide an important overview of the character cultivation that students must have by means of teachers and parents who must work together to always remind students wherever they are to apply character in everyday life. This type of research is qualitative research with the subject of research being Islamic teachers as the main topic of discussion. This is because Islamic teachers are teachers who can require their students to implement character education. Then data collection techniques use interviews and observation. The results of this research explain that character education implemented in the independent curriculum education unit has been determined. So teachers of Islamic Religious Education and Character Education subjects must provide a form of character education in PAI lessons to achieve success in the learning process. These forms are discipline, devotion, honesty, self-awareness, responsibility and empathy.

Keywords: Character Education, Subjects, Islamic Religious Education and Morals

1. INTRODUCTION

Education is an awareness effort to plan the process atmosphere and learning facilities so that students can develop their potential actively and maximally so that religious spiritual strength, self-control, personality, intelligence, morals, nobility and skills are formed in the participants. This is stated in Law Number 20 of 2013 concerning the National Education System which states that the government must provide education from elementary, middle and high school with easy regulations so that it can benefit as a provision for social life.

Education, as one of the fundamental aspects in human formation, has a very important role in building the character, skills and morality of students. Conscious efforts in planning the process atmosphere and learning facilities are a crucial step to ensure that each individual can develop their potential optimally. This approach not only includes cognitive aspects, but also spiritual, religious, self-control, personality and noble moral aspects.

Education has a central role in shaping the character of students. Character formation does not only focus on academic aspects, but also on moral, ethical and personality values that will guide students to become responsible individuals and contribute positively to society. Character education aims to equip students with moral skills that help them face various situations in everyday life. Education is not just about transferring knowledge, but also developing skills that are relevant to future needs. Cognitive skills such as critical, analytical and creative thinking are the main focus in responding to the demands of an ever-changing world.

In addition, social skills such as teamwork, effective communication, and Problem solving is also an integral part of the educational curriculum.

In facing the era of industrial revolution 4.0, where technology plays a central role, education must also prepare students with information technology skills and digital expertise. This involves the integration of technology in learning so that students can develop skills relevant to technological developments. In this context, character education is not only the responsibility of the school, but also involves the role of the family, community and the environment around students. In implementing character education, collaboration between educational institutions, parents and the community needs to be involved to create a conducive learning environment.

Law Number 20 of 2013 concerning the National Education System in Indonesia underlines the importance of providing education from elementary, middle, to senior levels. Regulations that are easy to access and understand are the basis for providing effective and equitable education. The main aim of education is to provide provisions for students to be able to contribute positively to social life. In this context, education is not only about transferring knowledge, but also forming quality character. Aspects of spiritual and religious strength become the moral foundation for students. Education does not only focus on cognitive and skill development, but also considers values rooted in ethics and morality.

Apart from that, self-control is a skill taught in education. The ability to manage emotions, assess situations, and make the right decisions are important aspects that are sought to be developed from an early age. A healthy and positive personality is also a target for building students' character, so that they can become independent, responsible individuals and contribute to social life.

Education also shapes intelligence not only in academic terms, but also in understanding life, diversity and social skills. Students are taught to think critically, creatively, and be able to adapt in an ever-changing environment. Noble morals are the ultimate goal of the educational process, where students are expected to have good morality, ethics in interacting with others, and a sense of empathy for the needs of others

By understanding the importance of education that focuses on spiritual, moral and skills development, society can create individuals who are empowered, ethical and ready to face various challenges in social life. This approach is in accordance with the vision of the National Education System Law which aims to create superior and personable human resources. According to the National Education System Law no. 20 of 2003 which states "Education is a planned effort to provide a creative and innovative learning process so that

students can actively develop their potential by having religious spiritual strength, self-control, society, nation and state"⁶. From the Law above, it can be said that education functions to develop the character and civilization of a dignified nation in order to educate the life of the nation and develop the potential in students to have faith, piety and noble character. Apart from that, the National Education System Law above is the result of ideas that have been established as government policy which will regulate the national education system which is expected to be able to integrate with society and have the principle of justice without discrimination.

Character is a person's behavior that influences the perspective, thought patterns and actions towards something towards God Almighty, himself, other people and the environment. There are main points to being a person who has character in everyday life, namely having personal character, fellow human beings, and surrounding environment. The character of a nation needs to be built through education which includes a process of changing behavior in everyday life. This is important because it has a good impact on the community environment. It is hoped that character development through multidimensional education can become the foundation of national and state life to realize the ideals and goals of living together with strong social solidarity.

Nowadays, there are many phenomena that occur in schools related to low morale caused by a lack of supervision from parents at home and teachers at school. Apart from that, the rapid development of the times with the flow of modernization and globalization has also caused students' behavior to change very drastically. Based on a survey conducted by the BKKBN regarding low morals, it was stated that 63 percent of teenagers in several large cities in Indonesia had premarital sex, and these early sex offenders believed that having sex once did not cause pregnancy. Other sources also say that no less than 900 thousand teenagers have had abortions due to casual sex. Even teenagers who have abortions account for 60% of the total cases.

From there, education levels from elementary to senior must prioritize character education as a form of caring for students. Character education in the world of education is very important in measuring the moral development of students in school. This is a provision for later when living in life community environment. In line with this, according to Hunger and Whelen, there must be at least a strategy to improve the overall character education process for students so that it can have a significant impact of change. Mulyasa then emphasized that strategies for improving the character education process must be directed at students through

coordination and collaboration with school officials that support changes in the quality of students' character education.

Character education begins with the way of thinking and behaving that each individual has within the scope of his life as values in thinking and behavior that encourage individuals to have an attitude of responsibility for what they have done. Therefore, a teacher must be the main gate in forming the character of students. Therefore, character education is a shared responsibility between the school, community and parents. The measure of success in character education certainly cannot be assessed by formative or summative tests expressed in scores. However, the benchmark for the success of character education is the formation of students who are moral, cultured, polite, religious, creative and innovative.

The role of Islamic Religious Education and Character Education subjects taught in class as reference material for understanding and practicing in everyday life regarding students who are moral, cultured, polite, religious, creative and innovative. Schools must provide a good quality teaching system in the subjects of Islamic Religious Education and Character Education as an implementing tool in implementing character education values with good stability. Of course, teachers are the bearers of the future fate of students with a measure of success in carrying out their duties to build students' character.

The aim of character education in Islamic Religious Education subjects is to change the behavior of students who are qualified and can achieve their goals in the learning process. Apart from that, students can be pioneers in implementing good character so that other friends can emulate them. It is very important to do this every day with routine and sincerity so that it becomes a good habit. Therefore, it is hoped that character education can provide character values through the process of instilling and developing them optimally so that they can apply them in everyday life. So, the role of the teacher is very important for students' lives as an intermediary in developing character through the learning process.

Apart from that, there is a need for readiness and support from the educational component in particulars *take holders* which is an indicator of success in the goal of developing character education. Of course, there must also be an appropriate formula in the strategy for implementing character education.

2. RESEARCH METHODS

This article has a goal in its research procedure, namely so that you can present a general description of the Actualization of Character Education in Learning Islamic Religious Education in Elementary Schools. Qualitative research methods are used in research conducted by the author. This is because this research functions to provide an explanation of the

causes of phenomena that occur in certain cases with the main target being objectivity, systematic and systemic in depth. The type of qualitative research carried out by the author is descriptive by explaining phenomena or symptoms in detail and providing responses to the research subjects. Observations and interviews were the main data collected during the research as reinforcement in the data collection method. The observation used by researchers is open observation. Open observation is an observation between respondents and researchers in the midst of ongoing activities. Meanwhile, the interviews used were direct interviews with respondents.

The location of the research carried out by researchers was at the Jakarta City. The research was carried out on June 1st-6th 2023 or one week with the objects in the research namely students from grades 1 to 6. The data analysis used by researchers was data reduction, data presentation and verification.

3. RESULT AND DISCUSSION

Islamic Religious Education lessons are the basic assumptions for implementing character education with the hope that they can be implemented in everyday life regardless of time, place and age. All efforts to form good patterns of thinking and behavior must of course go through a guidance process from subject teachers to be able to provide material that is easy to understand well through real contributions and integration in terms of character values in social life such as the value of mutual cooperation and so on. Apart from that, Islamic Religious Education teachers in schools must be able to create effective ways of delivering the material presented so that students can apply it to life in the surrounding community. So, there is a need for standardization in the teaching process related to mastery of teaching materials, use of strategies, use of media, and evaluation of learning. This can provide perfect impact and stability in the implementation of student character education.

Based on the results of interviews with Islamic Religious Education subject teachers related to forms of character education in PAI lessons, namely discipline, devotion, honesty, self-awareness, responsibility and empathy. The explanation is as follows:

Discipline

Discipline is behavior that obeys rules regarding everything related to values and norms that have been mutually agreed upon through application in everyday life. Students who have a highly disciplined spirit are able to make a positive contribution by managing time and risk at any time before the daily activities they carry out. Time and risk management is a sign that when carrying out an activity it is sufficient or has crossed the line. This requires strong

personal awareness and there must be no selfishness within oneself. Apart from that, if there are students who are able to implement time and risk management well, then they will definitely achieve the desired success goals.

Devotion

Devotion is a positive attitude that is carried out by always obeying all of Allah's commands and staying away from His prohibitions as a way to achieve success through the process of implementation in everyday life. At least a student must have an attitude of devotion easily and consistently. The way to achieve an attitude of devotion is that first, you have to admit your humiliation, second, you have to aware of the goodness that has been given by Allah SWT, and thirdly, you must always remember death.

Honesty

Honesty is open behavior towards other people in the absence of lies, deception, and so on. Honesty is closely related to aspects of character, both moral and connotes a positive and virtuous attitude. A student who has learned about the importance of good morals at school must be able to apply an attitude of honesty on an ongoing basis so that his actions can be imitated by others.

Self-awareness

A person's self-aware behavioral attitude means that when doing good deeds it will have a good impact, and when doing bad deeds it will have a bad impact. Likewise, if students have self-awareness within themselves, they can provide a sense of evaluation of what they have done. So, an attitude of self-awareness must remain ingrained in students' souls so that they can change bad actions for the better.

Responsibility

Responsibility is an attitude that dares to bear the risk of actions that have been carried out. This attitude requires awareness of obligations or orders that must be carried out properly. At school, students at least do not leave obligations that are borne by themselves to be completed according to their mandate. This needs to be applied to everyday life so that responsible actions are carried out optimally.

Empathy

Empathy is an attitude that comes from the vibration of the heart to carry out desires for the goals to be achieved. Empathy also provides mental awareness in understanding the feelings and thoughts of individuals and groups. Of course, a student must be able to apply a sense of empathy towards others in order to create sensitivity and care for others. This will

have an impact on harmony in establishing ties of brotherhood. As for the methods used to realize success in achieving character education properly and correctly, there are steps that must be used as an effort in forming the morality of wise and wise students. These steps are in the form of habituation, supervision, evaluation. The two will be explained as follows:

Habituation

To carry out daily activities, a person must go through routine habits so that they can become accustomed to it and make it easier to carry out any activity both at home and in the community. It is also in harmony with what students do every day in the school environment by carrying out activities that have become their obligations in studying. 28A student is obliged to carry out all the rules and regulations that have been agreed upon by the school principal, such as carrying out religious activities with a routine that has been scheduled for implementation. This requires students to follow it solemnly and sincerely.

Supervision

In the implementation of teaching and learning activities in schools, supervision needs to be carried out in order to ensure that the learning process activities are running as expected or vice versa. This supervision is to measure success in the activity process to see the development of an activity. Then, if during supervision there are obstacles, the action taken is to revise and improve the activities so that they run well and effectively in the future. Therefore, every learning process activity in particular must be given strict supervision to ensure the continuity of the learning process activities with maximum results.

Evaluation

Evaluation is a very important part of the learning component to determine whether the learning process is successful or not. Of course, it can be seen from performance supervision carried out by teachers as a measure in achieving goals in character formation through the classroom learning process. Evaluation is expected to be able to provide information from clear sources by understanding the conditions that have occurred. In the learning process, evaluation can be used with tools in the form of sensitivity in seeing and observing student behavior as a whole.

4. CONCLUSION

The aim of character education in Islamic Religious Education subjects is to change the behavior of students who are qualified and can achieve their goals in the learning process. Apart from that, students can be pioneers in implementing good character so that other friends can emulate them. It is very important to do this every day with routine and sincerity so that it

becomes a good habit. So teachers of Islamic Religious Education and Character Education subjects must provide a form of character education in PAI lessons to achieve success in the learning process. These forms are discipline, devotion, honesty, self-awareness, responsibility and empathy. Then, there are steps that must be used to achieve success in achieving character education properly and correctly as an effort to form the morality of students who are wise and wise. These steps take the form of habituation, supervision and evaluation.

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