Islamic Education: As a Character Building Effort

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A B S T R A C T

This research aims to find out the patterns of students' character building and factors that support and inhibit as faced by Islamic Education teachers in State Primary School 16 V Koto Timur District Padang Pariaman Regency. According to the objective, this research utilizes qualitative method with a descriptive approach. The data sources are a school principal, Islamic Education teachers, and Classroom teachers. The researchers use observation, interview, and documentation as the data collection techniques. The data analysis technique uses data reduction, classification, and presentation and conclusion drawing. It is known that Islamic Education is the students' character-building effort. The character building pattern is done by integrating PAI (Islamic Education) and using uswah and hikmah method into character Education. In building students' character, there are supporting and inhibiting factors that include school internal and external factors.

Introduction

Education is a planned effort for collecting and developing students' potential. The potential provides a possibility for them to develop their personality in order to be independent, skilled, creative knowledgeable students and have responsibility (Laksana, 2015). Education is also the most appropriate and strategic means in the character-building effort (Fachri, 2014). The Act Number 20, year 2003 on National Education System states that the objective of education to improve students' capacity to become religious and righteous to Allah SWT, have noble characters, be healthy, independent, skilled, creative, and responsible and become democratic citizens (Rahmadanni Pohan, Leni Fitrianti, 2017). The function mandated in the Act is understood that the priority of education is the development of intellectual, and emotional and skill potential namely character human building.

Character education in many works of literatures are interpreted as an effort to create life

values that are useful for an individual's life so that it becomes the individual's behavior. There are three important idea definitions as: 1) values transformation process, 2) grown and developed in the personality and 3) united in an individual's behavior (Anwar & Salim, 2018).

In some recent decades, Indonesia is being faced with moral degradation or the weakening nation children's character, such as juvenile delinquency, lack of ethics/ becoming unethical towards teachers, narcotics misuses, and other despicable cases (Yuliana & Wurinta, 2020). Those problems can threaten environmental existence and security if they're not improved. So, there should be students' character building. Islamic Education's existence is one of the motors to realize it (A. Kamaruddin, 2012). In Islamic education, teachers or that is so-called an *ustadz, mualim, murabiy, mursyiid, mudariis, muaddib and muzdakkiy* (Baskoro, 2017), (Kasmar et al., 2019). However, a professional teacher is called as *ustadz* or professor. A teacher's existence is a noble role model that has sufficient competence in developing potential possessed by students completely. Therefore, the teacher must be professional in all aspects. The professional and competent teachers provide a good learning environment to implement the vision, mission, and learning objectives that have been formulated.

The roles of Islamic Education teachers are not only to transfer knowledge but also to be able to build their students' character (Difany et al., 2020). The teachers as role models must give a good example, inspire and motivate students to have noble and great character (Hidayat, 2016). Islamic Education teachers have an important position in realizing the students' moral and character building, even they are often blamed if there is a student who has bad behaviors. Therefore, the Islamic Education Teachers' ability to create a school atmosphere that is close to religious activities will give a good impact on the students' character building.

In the observation as performed by the researchers in State Primary School 16 Koto Timur District, Padang Pariaman Regency, it has been found that students' character building has been implemented by it hasn't reached its success because there are some students who ignore rules, such as truant. The researchers see the student's lack of politeness, such as scoffing at teachers, do not listen to their words or advice, disturbing classmates who are studying, lack of responsibility in completing home works. Besides, juvenile delinquencies are often found among students who fight in school area or outside that can harm the students themselves and school. Based on the final result, it is seen that many students gain low scores on KI1 and 2 of Semester 1. It proves that the expected character has not been implemented because KI 1 is spiritual character and KI 2 is social attitude. Therefore, the researchers are interested in conducting further research concerning the roles of Islamic Education as a Character building effort of Students of State Primary School 16 Koto Timur District, Padang Pariaman Regency.

Method

In this research, the researcher utilized qualitative method because they would dig deeper information. The qualitative method was presented as it is as found in research place setting and analyzed deeply and presented in the form of descriptions related to research focus (Hotmaida et al., 2020). Meanwhile, the research type was field research, which was a research conducted in a location to give a complete image on a situation. The research location in State Primary School 16 Koto Timur District, Padang Pariaman Regency with affordability reason in cost and time aspect by the researchers. The research data type was primary data, which was data obtained directly from the determined research source. The research sources were the school principal, Islamic Education and Classroom teachers, and some students selected in snowball-sampling method. Based on the research sources, the data was obtained from observation, interviews, and documentation. So, the researchers conducted an interview with informants on what they know about character building in State Primary School 16 through Islamic Education. The observation use was intended to observe their behaviors and activities related to character building in State Primary School 16. The use of documentation study was intended to perform a review of the informants' document that covers the character building through Islamic Education.

All data that were obtained through interview, observation and documentation were analyzed qualitatively through data reduction, classification, presentation, and conclusion drawing. In order to test the data accuracy, the researchers utilized credibility test by extending observation, improving perseverance in the research, and performing triangulation. Triangulation is the checking of data from various sources (Yanti et al., 2016).

Results and Discussion

Pattern of Character Building of State Primary School 16, Koto Timur Padang Pariaman Students

In order to get a real image of building pattern performed by Islamic Education (PAI) teachers in the building character of State Primary School 16, Koto Timur District Padang Pariaman Students as the data obtained and collection technique can be presented in Table 1. Based on the data of table 1, the following is stated by the informants. Susilowati as the Islamic Education teacher adjusts character building with the curriculum as applied in school based on Competence Standard and Basic Competence such as respecting teachers, doing their task honestly, being honest, and improving the value of reading penchant. Those are aimed to make the students have good attitudes. She adds that the process to build the students' character in the school is better done by advising and motivating the students to behave well.

Susilowati confirms that the taught PAI material learning is always targeted as the

objectives in KD, KI, and the most important thing is how to correlate with the character supposed to be owned by each student. The statement is in line with the researchers' observation in which it is seen in how the teachers correlate character material with religious and discipline character and some other character types. The interview and observation data as explained are in line with the analysis result towards document owned by the PAI teacher, in which the learning material contains honesty, discipline, politeness, and religious character values.

Table 1. Students' Character Building Patterns

No.	Aspect	Data		
		Interview	*Observation*	*Documentation*
1.	Islamic Education (PAI) Material	The teacher loads character material in PAI learning. The teacher correlates PAI with character. The School Principle monitors learning. The Classroom teacher collaborates with all parties.	The teacher teaches using polite language. The PAI teacher attends on time. All teachers are involved in managing students. PAI and character integration are seen in the classroom learning.	Character material is seen in the learning media. Teaching book that is utilized in the PAI teaching learning process is character. The teachers have a diary on students' behaviors.
2.	The availability of School Media and infrastructure.	The use of school facilities for character building.	Students perform Congregational Prayers in School Mosque.	The school has students' record book.
3.	The method utilized by teacher.	The character building pattern is done by integrating PAI (Islamic Education) and using *uswah* and *hikmah* method into character Education.	The teacher drives students not only in the learning process but also during their school break.	

The School Principal also adds that teaching character education to children make their attitudes better than before. It is done by giving an example of noble character attitude to the students. So, the students will imitate the teachers who give this character and have a noble character. The statement of School Principal is not far different from the interview between the researchers and Susilowati who confirms that the PAI teacher in State Primary School 16 always tries to be the figure that can be imitated by the students. It is not only a slogan because the PAI teacher also gives the examples for students such as in speaking, taking action and especially becoming punctual for coming to school. Based on the information, the analysis result towards the document should also be seen in Lesson Plan content on uswah and hikmah method composed by the teachers in the learning implementation as planned.

Based on the interview with the PAI teacher, the building pattern that is performed by the

PAI teacher has been adjusted with the curriculum and students' character building by giving an advice and motivation to them. Based on the interview, it is concluded that first, students' character building through the integration between PAI material and character values that should be introduced to the students by the teachers. This is in line with Zulfarno's, et al research that states in order to actualize character at school that should be strengthened in each lesson (Zulfarno et al., 2019). Besides, the method utilized by the PAI teacher seems to be one of keys to perform the character building of students of State Primary School 16 Students, which is the method as stated by Hakim and Ritongga (Hakim & Ritonga, 2018), should be one of matters considered in implementing education quality.

Second, the character building as performed by the Islamic Education (PAI) teachers is adjusted with the curriculum as determined at school. It is based on Competence Standard and Basic Competence such as respecting teacher, completing tasks, being honest, and improving values of reading penchant so that the students have great characters. Third, shaping the pattern of character education on the students have been applied to them but it needs habituation and support from the surrounding.

Fourth, the pattern that is implemented by the Islamic Education teachers is providing a noble character example to the students so that the exemplary of teacher who shows this character makes them imitate and have a noble character. Fifth, full support from the school principal gives an impact on the character building in State Primary School 16. It is relevant with Fikar's et al statement (Fikar et al., 2019) that a leader holds an important role in succeeding each program which is planned together. However, it should be noted that not all State Primary School 16 teachers participate in succeeding the students' character building. This is not consistent with the expectation because they face different situation and condition. So, the teachers should present a relevant exemplary and how to respect each other. Sixth, the character values as embedded in the students such as being dutiful to parents, polite with teachers, honest, patient, modest, affectionate, brave for being right, working diligently, and other qualities.

The Supporting Factors of Character Building of State Primary School 16 V Koto Timur District Padang Pariaman Regency through PAI learning

The character building of students of State Primary School 16 Koto Timur District Padang Pariaman can run as expected because it is supported by some things that can be classified into two groups, which are seen in table 2. Based on the data of table 2, Ratna Dewita as the school principal informs that the teachers of State Primary School 16 are professional teachers because they cooperate in the character building to achieve expected students' character.

Besides, based on the interview with the classroom teachers, a professional teacher can help implementing students' character building. It has a big impact on students and their family, the school, and society's characters. The school and society cooperate to monitor the students' education, which in the future it is more driven and character education is implemented.

Table 2. The Supporting Factors Of Character Building Of State Primary School 16 Students Koto Timur

No.	Aspect	Data		
		Interview	*Observation*	*Documentation*
1.	Internal	Good cooperation among teachers in the school environment. Support from committee to implement character building. Students obey school rules.	The other subject teachers are involved in directing students. Students' attendance at school is punctual. The school environment has a fence to enable the students' monitoring. The school has a discipline rule that can be followed by all students.	The discipline clearly contains prohibited behaviors. The picket book contains sanctions for the students who do not follow the rules.
2.	Eksternal	School environment societies Participate in guiding State Primary School 16 Students. Regional Education Authorities Program spurs the students to develop their characters.	There is an involvement of State Primary School 16 in every event held by Regional Education. Authorities, which can be seen in the achievement on religious field reached by a State 16 Primary School student. School Committee monitors students' character development.	

Here the teachers are asked to help building and developing the students in religious field and others. So, the students' moral and character are not only imposed to Islamic Education teachers but also all teachers at school. Each religious event is not only handled by the Islamic Education teacher but also all school teachers so that they have equal responsibilities to their students. In this case, the Islamic Education teachers conduct a special training to control and build students' character at school. It tends to bean anticipative step towards the students bad behavior. In this case, the Islamic Education teachers cooperate with other teachers and school principal. It is aimed to guide students who often break the school rules, come late, and disturb school activities. According to the Islamic Education Teachers, the character building support is embedding PAI values in students. Before starting the lessons and ending the school day, they are accustomed to pray and respect each other. A representative student's sermon (*kultum)* is held on every Friday before entering the classroom. Besides, the school also livens the prayer in congregation. Therefore, if the values as found in PAI is practiced by the students, the will have religious characters (Munif, 2017).

The school principal states that the supporting factor of character building is rules, which are prevailed at school and followed by the students, can improve discipline character. The inhibiting factor as found in the research result has its relevance with Wilandani's research that states discipline and school rules enforcement will enable the character implementation at every school (Wiliandani et al., 2016). It is because the character that will be developed is related to discipline. Without a discipline, it will be difficult to implement character building.

Besides rules and disciplines, sufficient learning method to perform character education is one of the most important factors to support the PAI teacher in implementing students' character. In this case, the school assists to improve character education so the students of State Primary School 16 Padang Pariaman becomes more qualified and has good character at school and in the society.

Based on the interview and observation, the researchers concluded some PAI teacher' supporting factors to build the character in State Primary School Koto Timur Kabupaten Padang Pariaman. *First,* the school has professional teachers who build the students' character. It is strengthened with the educator certificates possessed by the PAI teacher in State Primary School 16 and his attention and sincerity to foster the students so they have a noble character. *Second,* a special training given by the teachers to control and foster the students' character at school. This program that is done tends to be an anticipative step towards the students' bad behaviour. *Third,* cooperation with the students' parents to monitor their character at home. *Fourth,* applying discipline that applies to all school societies and especially the students so that they have discipline character. And *Fifth,* adequate learning media availability to support the implementation of the students' character education.

The Inhibiting Factors of Character Building of Students Through Islamic Education Learning in State Primary School 16 Koto Timur Padang Pariaman Regency

A maximum result of an effort does not mean without any inhibitor to reach. Although the result has been obtained, there are some inhibiting factors towards the students' character building. In general, the inhibiting factors are categorized in two categories, internal and external, as seen on table 3. Based on the data obtained through observation, interview, and documentation study, there are the inhibiting factors faced by the Islamic Education teacher in building the students' character as in table 3. The school principal confirms that Islamic Education teachers face some inhibitors in building the students' character. Those inhibitors influence the character building process. Besides, parents' parenting difference towards students become a leading obstacle. The difference occurs because family background factor that is different from each student' parents. This result is in line with the research result

performed by Syamsudduha that states culturally, parents know more about their children's character and the communication intensity at home is high enough. Therefore, their participation in building character becomes the most supporting factor (Syamsudduha, 2017). If parents' attention is less, the character building is difficult to implement.

Table 3. Inhibiting Factors Of Character Building In State Primary School 16 Koto Timur

No.	Aspect	Data		
		Interview	*Observation*	*Documentation*
1.	Internal	Coordination with classroom teachers does not always run smoothly. The number of PAI teacher is limited. Various students' characters. Not all teachers are active in providing the character building.	The school only has only 1 PAI teacher. The numbers of students are not comparable with The human resources in PAI field. The students are sometimes in 2 choices, which are following the PAI or classroom teacher.	The PAI teacher in State Primary School is only one person. The PAI score is not always equal to discipline score on the report made by the classroom teacher.
2.	External	There are parents who do not pay attention to their children's attention at home. The students are many influenced by playmates in their neighborhood.		The existing document indicates many students do not complete their homework.

Meanwhile, in State Primary School 16 Padang Pariaman, as revealed by the School Principal that the lack of parents' support towards character building. Parents' support cannot be separated from the students' character building. If their parents do not optimally support the students, it becomes heavier for the teacher to foster their character at school. Here, parents' support and spirit are necessarily to reach the expected the expected character (Ginanjar, 2013). Besides, the PAI teacher states that the learning time is limited so that he is not able to present a lesson as a whole to the students. Therefore, the teacher should have great time management. It can be seen from the limited amount of time for Islamic education teacher to teach the learning material. They only have 2 hours for face to face meeting, which is in the curriculum it is generally 35 minutes/ meeting. So, the PAI teacher can perform students' character building for 70 minutes in a week. So it causes the character building in State Primary School 16 V Koto Timur Padang Pariaman Regency less optimal. The school principal adds the students' capacity difference in responding to the learning can influence the teacher in delivering the lesson. In other words, not all students remember it.

The PAI teachers adds that at present, many students like spending their time for useless activities and worthless enjoyment. Therefore, as the documentation data in school, through

the PAI teacher's control, provide a house activity report which involves worship and recitation. According to the School Principal, this report is collected once a week to see and evaluate their worship and recitation activities at home that should be signed by their parents or guardian.

As befits the character education, worship and recitation activities are involved in religious character building. It is relevant with Ahsanulkhaq's opinion that confirms shalat habituation will improve the students' religious character quality (Ahsanulkhaq, 2019). However, in fact, the reality that occurs in State Primary School 16 as delivered by the School Principal shows that many parents do not check or even sign on their child's activities report. The statement is relevant with the document review result in which many prayer and recitation activities note books collected by the students are not signed by their parents. Even, some students have not filled out the report but submitted it. This data indicates the lack of parents' active parents to build the students' character. There is another finding that shows working parents sometimes forget their duties and responsibilities to guide and teach their children about their character building. Besides, many parents assume that because they send their children to school, they do not take the duties and responsibilities to guide their children anymore. They assume that it has become the school's duties and responsibilities.

The informant's statement is relevant with the field observation that the obstacles of building the students' character building are first, parents' parenting and educating patterns are different. Second, limited study time at school because there are other lessons and it makes PAI lesson less. Third, the students' capacity to absorb the lesson is different so it influences the character education in the students' character building.

Conclusion

Islamic Education is the effort of character building of students of State Primary School 16 V Koto Timur Padang Pariaman Regency. The character building pattern that is performed by the Islamic Education teachers is by integrating PAI values in character education. It is known from the material, method, and learning media that are used. On the material aspect, there is the integration between PAI material and character values that will be achieved. While the method aspect utilizes uswah and hikmah method. On media aspect, PAI teachers empower students the facilities at the school to strengthen religious characters. There are supporting and inhibiting character, which involve school internal and external school factors in the students' character building.

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