



IMPLEMENTATION OF RELIGIOUS CHARACTER EDUCATION IN BUILDING STUDENTS' POSITIVE INTERESTS, ATTITUDES AND BEHAVIOR

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Abstract: *The implementation of religious character education is currently very necessary to overcome moral criticism and foster good morals. The implementation of religious character is an effort to implement character education for students through several methods to achieve religious character. This research aims to describe and analyze the application of religious character development in fostering good morals at MIS Miftahul Jannah Kenten . The type of research used is descriptive qualitative fieldwork. This research uses data collection techniques in the form of interviews, observation and documentation. The research results show that: 1. Planning for the implementation of religious character education at MIS Miftahul Jannah Kenten is carried out through learning activities and non-learning activities. 2. Implementation of religious character education at MIS Miftahul Jannah Kenten is carried out in: (a) integrated learning activities in each subject, and (b) outside learning activities carried out through extracurricular activities and school culture. 3. Efforts to implement religious character education at MIS Miftahul Jannah Kenten are carried out through real application of religious character education development planning which is integrated into learning activities, school cultural activities and extracurricular activities, accompanied by moral and spiritual support and evaluation of the development program . Supporting and inhibiting factors in implementing it, namely. Supporting factors include: (a) a conducive situation, (b) programmed activities, (c) supporting infrastructure, (d) good teacher leadership and example. Inhibiting factors include: (a) lack of communication between the school and parents, (b) lack of student awareness, and (c) different school community understanding about religious character education.*

Keywords: *Religious Character Education, Building Morals.*

INTRODUCTION

Success something nation in reach objective national No only determined by the availability of natural resources, but also by the strong will of the people. For reach success, something nation must have the resources to make it happen goal, as well as will For achieve it . Madrasas are educational institutions that are able to deliver students to a more comprehensive realm, such as intellectual, moral, spiritual and skills aspects in a unified manner (Adnan, 2017) . It is believed that madrasas will be able to integrate religious maturity and modern scientific skills in students at the same time. With this ability, madrasas will also be able to produce intelligent, creative and civilized people to face the era of globalization (Andiarini and Nurabadi, 2018) . So far, the characteristics of madrasas have only been understood as educational institutions that present

religious subjects only. In fact, more than that, madrasahs are the embodiment of Islamic values in the totality of madrasah life. The madrasah atmosphere that gives birth to these characteristics contains elements, such as: The embodiment of Islamic values in the entire life of the madrasah, actualized moral life, professional, open management and an active role in society (Tantowi, 2022) . Specifically regarding management, there are not many madrasahs that are able to carry out good education management.

This is often caused by the quality of human resources (HR) which is still very minimal, coupled with the large budget provided compared to public schools, which also weakens the quality of madrasah management (Warisno, 2017) . One effort to maximize the quality of education is through improving the quality of character-based management. Character can also be referred to the concept of *to mark* or mark, namely marking someone's actions or behavior (Murtafiah, 2022) . Apart from that, character can also be understood as the ability to act proactively, not reactively. Proactive means using internal tools to refer to the principles of life, such as justice, integrity, honesty, dignity, service, quality and growth. The components or elements that will be managed in character-based madrasah management are: First, improving the curriculum according to the character-based education design, so the designed curriculum must contain four main elements, namely: Cultivate the heart, including: faith and devout, honest, trustworthy, fair, responsible, empathetic, brave to take risks, never give up, willing to make sacrifices, and have a patriotic spirit (Manaksia and Anggraeni, 2018) . Cultivating the heart always leads to spiritual and emotional management. Thinking includes: intelligent, critical, creative, innovative, curious, open-minded, productive, science and technology oriented, and reflective. Thinking boils down to intellectual management. Sports, including: clean and healthy, disciplined, sportsmanship, tough, reliable, endurance, friendly, cooperative, determinative, cheerful, competitive and persistent. Exercise boils down to physical management. Demonstrate feelings or intentions, including: friendly, mutual respect, tolerant, caring, helpful, mutual cooperation, nationalist, cosmopolitan, prioritizing the public interest, proud to use Indonesian language and products, dynamic, hard working and work ethic. Cultivation of taste leads to managing creativity (Abror, 2020) .

Education is the key to the progress of a nation, advanced and strong education will accelerate social change, and backward education will be counter-productive to the process of social change, and can even lead to disharmony in the social order (Duryat, 2021) . Education in Indonesia generally has three main problems, namely financial, administrative and cultural. If these three problems can be minimized, then efforts to realize National ideals will be possible. Because the existence of education is basically to develop an educated human person, however, education will become more functional if various kinds of problems that hinder education are eliminated (Andriani *et al.* , 2022) . The religious character of the madrasah or other educational environment must be reflected in the daily life practices of all madrasah residents, including employees, teachers, students and the head of the madrasah (Murtafiah, 2022) . Student management is the planning and

regulation of activities related to students from entry to exit from a school/madrasah. Student management does not only take the form of recording student data, but also includes broader aspects that can operationally help the growth and development of students through the educational process at school (Indrawan and Pedinata, 2022) .

Teachers as presenters of learning material are obliged to pay attention to individual aspects of students as subjects who receive learning material. When presenting material, teachers must also pay attention to students' abilities and conditions and then look for appropriate methods. Because the teaching and learning process is the teacher's effort to communicate with students in conveying knowledge. There are five communication components in this process, namely: teacher (communicator), learning materials, learning media, students (communicants), and learning objectives. (Warisno, 2017) . A teacher must be able to demonstrate his abilities in front of students and show commendable attitudes in every aspect of life. The teacher is the ideal figure for every student. Usually what the teacher does will be a reference for students, thus the teacher is a model for students, then all their steps will be an example for each student. (Yusnidar, 2014) . Teacher performance is work achievement in implementing educational programs which must be able to produce graduates/output of increasing quality, able to demonstrate to the community in the form of good service, the costs borne by consumers or the community who entrust their children are affordable and not burdensome, the task implementers are getting better and developing and able to follow the dynamics of society's needs which are always changing according to the progress and demands of the times. Teacher performance is the key that must be worked on. Performance is the appearance of work behavior which is characterized by flexibility of movement, rhythm and work sequence in accordance with procedures, so that results are obtained that meet the requirements of quality, speed and quantity. In line with that, it is also said that performance is "*output derived processes, human or other wise*". So performance is the result or output of a process (Umi and Mujiyatun, 2021) .

RESEARCH METHODOLOGY

The type of research method used is descriptive analytic/descriptive analysis (Sugiyono, 2013). Descriptive analysis is understood as a form that is transformed into analysis to solve problems that occur in the present. It is said to be analytical because the essence of this research is to analyze the work ethic of the Principal in his capacity as a leader. The data collected is first compiled, explained and then analyzed (Surachmad, 1998). This research was conducted by Mis Miftahul Jannah Talang Kelapa, Ogan Komering Ulu Timur Regency, South Sumatra. The research was carried out in stages and started from research preparation, initial survey, conducting a literature review in accordance with the selected variables, compiling a proposal, creating a research instrument, testing the instrument, analyzing the validity of the instrument, collecting data, analyzing data, preparing a thesis, revising the

thesis with consultation with supervisor, and thesis examination. The data sources in this research are primary data and secondary data (Sugiyono, 2013).

Data collection techniques use various techniques, namely interviews, observation and documentation. The third technique is used to obtain data and information that supports and complements each other about the work ethic of the principal of. The data analysis procedure used in this research is qualitative analysis, as stated by Matthew B. Miles and A. Michael Huberman which divides it into three activity streams, namely: data reduction, data preparation and data verification (drawing conclusions) (Miles and Huberman, 2007) . Meanwhile, the analysis uses interactive analysis of the three main components. The data analysis procedure that the researcher carried out continuously, simultaneously with data collection and then continued after data collection was complete. Testing the validity of qualitative data can be done through certain strategies, namely: triangulation and member check (Miles and Huberman, 2007).

RESULTS AND DISCUSSION

Character education is designed with the aim of making students know, realize and implement the character values taught in everyday life, both formally and informally. The implementation of character education is not only when learning takes place, but more broadly, namely in everyday life. Organizing religious character education is not only the job of the school, but also all school components such as: the principal, teachers, employees, even parents. Because the goals of character education will not be achieved if it is only handed over by the teacher. Therefore, all stakeholders are obliged to instill character values in students. Thus, character education providers need to be implemented jointly.

1. Strategy for Developing Religious Character Education at MIS Miftahul Jannah Kenten

The strategies used in implementing religious character education at MIS Miftahul Jannah Kenten are carried out through 1) Teaching and Learning Activities (KBM), 2) School Cultural Activities and 3) Extracurricular Activities.

a. Teaching and Learning Activities (KBM)

The integration of religious character education in the process of teaching and learning activities is carried out starting from the planning, implementation and evaluation stages of learning in all subjects. The process of integrating character values can be carried out by selecting character values that are in accordance with the Basic Competencies to be achieved. Successful learning that contains character values needs to be supported by appropriate learning ideas and learning resources. Planning the learning process is not only the syllabus that needs to be prepared by the teacher, but the Learning Implementation Plan (RPP) is also very important to support the success of the learning process. The integration of religious character education in the learning process at MIS Miftahul Jannah Kenten is carried out from the planning, implementation, to learning evaluation stages in all subjects. These stages will be described as follows:

1) Planning Learning Activities

Before carrying out the lesson, the Mis Miftahul Jannah Kenten teacher made a plan such as preparing a lesson plan which was used as a guide in implementing the lesson. The learning planning carried out by the teacher begins with preparing the lesson plan. The Learning Implementation Plan prepared by the teacher contains religious character values that the teacher will instill in students through the learning process. Preparation of lesson plans that teachers will instill in students through the learning process by embedding character education in the learning process. The integration of religious character education at MIS Miftahul Jannah Kenten in the RPP is quite good. In the learning implementation plan there are nine religious character values that are developed or implemented at MIS Miftahul Jannah Kenten , namely religious values, tolerance, honesty, democracy, national spirit, self-confidence, caring, discipline and responsibility. The nine character education values are inserted/included in the learning implementation plan (RPP) that the teacher makes, as a guideline in the learning implementation process. Implementation of Learning Activities Based on the RPP that has been made by the teacher at SD N 130 OKU, of course the RPP is used as a teacher's guide in implementing learning. If the RPP includes a plan for instilling good character values, of course its implementation will run well. The implementation of religious character education through the integration of character education in the learning process aims to ensure that students can easily understand and integrate with the values of character education through the material taught. It is hoped that by providing this material, students will be able to get used to applying the values of character education. both to oneself and socially in the school, family and community environment. The character education values which are implemented in stages are written in each lesson plan that has been made by the teacher. In the RPP, each learning material does not only contain one value, but several values at the same time adapted to the subject matter. With this, the teacher will know that in each subject the values that must be developed will be focused on.

2) Evaluation of Learning Implementation Evaluation or assessment is a very important part of the educational process. In religious character education, assessment must be carried out properly and correctly. Assessment not only concerns students' cognitive achievements, but also their affective and psychomotor achievements. Character assessment is more concerned with students' affective and psychomotor achievements than their cognitive achievements. Assessment of cognitive aspects can be done in various ways, such as: structured assignments, independent assignments, question and answer posttests and so on. Assessment of affective aspects is carried out by observing students' behavior or attitudes when learning takes place, while psychomotor is direct observation and assessment of students' behavior. Through integrating religious character values in the teaching and learning process, students are expected to not only have cognitive abilities, but they are able to apply all the values contained in character education both in life at school and in society. In principle, the development

of religious character values is not contained specifically in a particular subject, but is inserted into every subject at school, students' self-development, and school culture so that students develop into individuals with intellectuality and character. Therefore, teachers and schools need to integrate character values into the curriculum, syllabus and learning implementation plans (RPP) that they use in schools.

So it can be concluded that the implementation of religious character education is carried out in an integrated manner in each subject based on the RPP which is adjusted to the values that need to be developed in that subject, so that every year the school hopes that students can be more mature in learning and implementing religious character education because Religious character education is carried out on an ongoing basis.

b. School Cultural Activities School culture is a set of values that underlie the behavior, traditions, daily habits and symbols practiced by the school principal, teachers, administrative officers, students and the community around the school. A pattern of basic assumptions that underlies the behavior, traditions, daily habits and symbols that are practiced. School culture is a set of values that underlie behavior and daily habits practiced by teachers or teaching staff at SD N 130 OKU. Habituation is the process of forming attitudes and behavior that are relatively permanent and automatic through a repetitive learning process, because habituation is part of character education. School culture is directed at developing character habits because of how important it is to create related school habits/culture as a form of implementing better religious character education.

c. Extracurricular activities

Extracurricular is an activity that aims to provide opportunities for students to develop and express themselves according to the needs and abilities of each student in accordance with school conditions. Extracurricular activities carried out at MIS Miftahul Jannah Kenten are activities carried out outside class hours. This extracurricular activity is one of the facilities provided by the school to students to develop their talents. Because we know that not all students have good qualities in the academic field, but there are also students who have good qualities in the non-academic (extracurricular) fields. Extracurricular activities are directed at developing habits of religious character in school culture, optimal talents and interests, as well as the growth of students' independence and happiness which is useful for themselves, their families and society. Extracurricular activities at MIS Miftahul Jannah Kenten adapt to regional potential such as extracurricular activities for Scouts, Paskibra, PMR, Futsal, Volleyball, Dance and Tahfiz Quran. Even though in writing it is not like preparing a RPP with the values developed, this extracurricular activity, Mis Miftahul Jannah Kenten , supports the character education program. This can work optimally if the school can provide a number of activities that students can choose according to their needs, potential and

interests, as well as organizing activities that give students the opportunity to express themselves by carrying out character building through independent or group activities. This can be achieved because students see the function of extracurricular activities as optimal channels of potential, talents and interests. This means that extracurricular activities really function to implement religious character education outside of learning as a place to channel students' potential, talents and interests. Methods for Developing Religious Character Education at MIS Miftahul Jannah Kenten . Provide clear explanations to students about what is good and not good to do, give advice, motivate with kind words. Control activities are carried out continuously so that the expected formation of religious character can be achieved well.

1. Advantages and Disadvantages of Methods Used in Religious Character Development at MIS Miftahul Jannah Kenten

- a. Habituation Method The advantages of applying the habituation method in forming religious character at MIS Miftahul Jannah Kenten are as follows:
 - 1) Can save energy and time well
 - 2) Habituation is not only related to external aspects but also related to internal aspects
 - 3) Habituation is recorded as a method that most successful in forming the personality or character of students. The disadvantages of applying the habituation method in forming religious character at MIS Miftahul Jannah Kenten are as follows:
 - 1) Students are not yet able to identify right and wrong
 - 2) Need educators who can be good examples and role models for students. Requires educators who can apply habituation theory to reality/or practice.
- b. Exemplary Method The advantages of applying the exemplary method in forming religious character at MIS Miftahul Jannah Kenten are as follows:
 - 1) Makes it easier for students to apply the knowledge they learn at school
 - 2) So that educational goals are more felt and achieved well.
 - 3) A harmonious relationship is created between educators and students.
 - 4) Indirectly, educators can apply the knowledge they teach.
 - 5) Encourage educators to always do good because their students will emulate them. The disadvantages of applying the exemplary method in forming religious character at MIS Miftahul Jannah Kenten are as follows:
 - 1) If the figure they follow is not a good example, then they tend to follow a bad example.
 - 2) If theory without practice will give rise to verbalism.
- c. Advice Method The advantages of applying the advice method in the formation of religious character at MIS Miftahul Jannah Kenten are as follows:
 - 1) It does not require too much energy and costs
 - 2) Material can be delivered as much as possible in a short period of time. The disadvantages of applying the advice method in forming religious character at MIS Miftahul Jannah Kenten are as follows:
 - 1) The communication process is mostly focused on educators and students just listen a lot
 - 2) It is difficult to measure the extent of mastery of the learning materials that have been given to students
 - 3) Participants Students easily get bored with this method.
- d. Reward and Punishment Method The advantages of applying the reward method in forming religious character at MIS Miftahul Jannah Kenten are as

follows: 1) Provides a large influence on the students' souls to carry out positive actions and be progressive. 2) Can be an incentive for other students to follow children who have received praise from their educators; both in behavior, manners and enthusiasm and motivation to do better. The disadvantages of applying the reward method in forming religious character at MIS Miftahul Jannah Kenten are as follows: 1) It can have a negative impact if educators do it excessively, which may result in students feeling that they are superior to their friends. 2) Generally gifts require certain tools and costs.

The advantages of applying the punishment method in forming religious character at MIS Miftahul Jannah Kenten are as follows: 1) Punishment will make corrections to students' mistakes. 2) Students no longer make the same mistakes. 3) Feel the consequences of his actions so that he will respect himself. The disadvantages of applying punishment methods in forming religious character at MIS Miftahul Jannah Kenten are as follows: 1) It will generate an atmosphere of chaos, fear and lack of self-confidence. 2) Students will always feel narrow-minded and this will cause them to like to lie (because they are afraid of being punished). 3) Reducing children's courage to act

2. Supporting Facilities in Implementing Religious Character Development at MIS Miftahul Jannah Kenten

When applying the religious character development method, there are several facilities and factors that support success in implementing the method, namely:

- a. Educator's Commitment Educators have a very important role and function in efforts to instill character education. A good educator is an educator who, apart from being able to provide theory or subject matter, can also provide good examples for students.
- b. Principal's Commitment The principal is the person who has the highest authority in determining school policy. Whether or not the school organization is running, including the good and bad of learning activities, achievements and other activities in the school environment, is determined by school policy.
- c. Procurement of Adequate Facilities and Infrastructure are supporting factors that must be present in implementing character education in schools.

With adequate facilities and infrastructure, it is hoped that its implementation can be carried out well. The commitment of educators and school principals in fostering religious character education at MIS Miftahul Jannah Kenten is very strong, this can be seen from the activeness of educators and school principals in the program by not only giving instructions and direction, but also being actively involved and being role models in its implementation. Apart from that, the school principal also always tries to complete and provide sufficient infrastructure needed for the character education development program at MIS Miftahul Jannah Kenten .

3. Supporting and Inhibiting Factors in the Implementation of Religious

Character Education at MIS Miftahul Jannah Kenten

An activity that is carried out will definitely encounter obstacles in carrying out the activity, as well as in the various activities carried out at MIS Miftahul Jannah Kenten not all of them run smoothly and also reap obstacles either from the students themselves or from the teachers. Based on the description above, it is emphasized that the process of implementing religious character education has several supporting and inhibiting factors, however, teachers always try to improve the learning and coaching process so that it runs well. Although other factors also have a lot of influence, such as improving school facilities, increasingly developing information media and technology, and the different psychology and backgrounds of students. In the process of implementing religious character education, of course it cannot be separated from various factors, both supporting and hindering the implementation process. The following are the supporting and inhibiting factors in implementing religious character education at MIS Miftahul Jannah Kenten as follows:

- a. Supporting Factors Based on the results of observations and interviews, it is known that the supporting factors in implementing religious character education at MIS Miftahul Jannah Kenten include:
 - 1) Internal Factors (from within) Psychologically, factors within the child can support the process of implementing religious character education, because when in his soul he feels happy to carry out an activity, that activity will easily enter the child's soul. Therefore, continuous habituation is needed accompanied by example and advice so that the activities carried out can be embedded in the students, which in the end will be able to form a religious character in the students .
 - 2) External Factors (from outside) Supporting factors that influence the implementation of student religious character education from outside the students, namely: 1) Family: the family background of the students. - Religious values from childhood really help students receive all coaching activities to improve their character in the school environment. 2) Teacher: In the learning process teachers not only educate the subjects taught but also educate the morals of their students, therefore at MIS Miftahul Jannah Kenten always provide good examples to students directly during the learning process in class or in class. Outside the classroom, wherever they are, they also supervise the implementation of religious character development at MIS Miftahul Jannah Kenten . 3) Environment: Based on the results of observations and interviews with teachers, the environment at SMP 1 Madang Suku III is very supportive in implementing religious character formation, this can be seen from the conduciveness of the school environment both psychologically and geographically. 4) Facilities: The facilities at MIS Miftahul Jannah Kenten are very sufficient for student activities, where this school has facilities that support carrying out routine religious activities or extracurricular activities to increase students' understanding of religious values and to improve students' personalities. itself. 5) Society: Society is a supporting factor for the internalization of religious values because society is the place where they socialize in their

lives, so if the society where they socialize is a religious society, it will support the formation of religious character in students at.

b. Obstacle factor

From the results of observations and interviews, it is known that the implementation of religious character at MIS Miftahul Jannah Kenten has factors that hinder it both from within and from outside, namely:

- 1) Internal Factors (from within) The different characters and backgrounds of students which are formed from the results of education, experience and the environment greatly influence the formation of religious character, so that the coaching process carried out by Mis Miftahul Jannah Kenten teachers sometimes does not go well with the students who can understand and carry out the coaching well and there are students who cannot understand and cannot carry out the coaching well.
- 2) External Factors (from outside) Supporting factors that influence the implementation of students' religious character education from outside the students, namely: 1) Family: The family is the main factor in influencing all students' psychology and behavior because the family is the first educational process carried out. If the family does not support the program carried out by the student at school, the process of implementing the student's religious character education will be in vain. 2) School Environment: in the Mis Miftahul Jannah Kenten environment there are school principals, teachers and students who can also be inhibiting factors in the process of implementing religious character education. 3) Information media: this media is one of the main needs which can be an inhibiting factor in the process of implementing students' religious character education, such as computers, the internet, cellphones, magazines and so on. If it is not used properly it can influence students in a negative way. 4) Society: Society is an inhibiting factor in the implementation of religious character education, because society is the place where they socialize in their lives, so if the society where they socialize is far from religious values, whether they realize it or not, it will also form a child's character that is far from religious values. .

CONCLUSION

Based on the results of research conducted on "Implementation of Religious Character Education to foster good morals at MIS Miftahul Jannah Kenten" it can be concluded as follows: 1. Implementation of religious character education to foster good morals at MIS Miftahul Jannah Kenten carried out through learning activities, school cultural activities and extracurricular activities, and this has been going well. 2. Implementation of religious character education to foster good morals at MIS Miftahul Jannah Kenten has supporting and inhibiting factors in its implementation both internally and externally. Supporting and inhibiting factors in implementing it, namely. Supporting factors include: (a) a conducive situation, (b) programmed activities, (c) supporting infrastructure, (d) good teacher leadership and example. Inhibiting factors include: (a) lack of communication between the school and parents, (b)

lack of student awareness, and (c) different school community understanding about religious character education. 3. Efforts to implement religious character education to foster good morals both at MIS Miftahul Jannah Kenten are carried out as optimally as possible through real application of religious character education development planning which is integrated into learning activities, school cultural activities and extracurricular activities, accompanied by moral and spiritual support from the school environment and evaluation of the development planning program .

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