

MODEL OF STUDENT CHARACTER BUILDING IN INTEGRATED ISLAMIC SCHOOL

(A Case Study on the Integrated Islamic Elementary School (SDIT) Luqman Al-Hakim
Yogyakarta)

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ABSTRACT

This study is aimed to describe the model of student character building in Integrated Islamic Elementary School (SDIT) Luqman Al-Hakim Yogyakarta. The methods used are observation, documentation, interview, and triangulation with a variety of data sources which include the foundation, principal, teachers, staff, and parents of the students. The result of this study indicates that the success of character education students is performed with a controlled and evaluated habituation involving the students themselves, between friends, teachers, and parents. Meanwhile, the reinforcement is the provision of a direct example which is personified on the attitude and behavior of the academic community school.

Keywords: *character building, role model, reinforcement*

Introduction

The Preamble of the Constitution of the Republic of Indonesia 1945 mandates the *Pancasila* as the national basis and the way of life of Indonesian people that must animate all areas of development. One of the national development areas which is very important and becomes the foundation of society, nation and the state is the nation's character building (Balitbang Kemendiknas, 2010).

National development that has been carried out has shown several progresses in various areas of public life, which includes the field of socio-cultural and religious life, economy, science and technology, politics, defense and security, law and officials, regional development and spatial planning, provision and infrastructure, and the management of natural resources and the environment. However, it has been made a lot of progress though; there are still many problems and challenges that have not been fully resolved, including the condition of the national character which shifts lately.

The development of the national character, which has been pursued by a variety of forms, is not implemented optimally so far. This is reflected in the socio-economic-political gap which is still large, environmental damage that occurred in various areas around the country, legal injustice, free sex and pornography that occurred among teenagers, violence and unrest, and corruption that is penetrated at all sectors of public life.

Nowadays, it happens many anarchic actions, social conflict, bad narrative language and manners, and unmanaged traffic. Indonesian people are accustomed to polite behavior, implement consensus agreement to resolve the problem, have the local knowledge that is rich with plurality, tolerance and mutual cooperation, begin to tend to turn into hegemonic groups to beat each other and behave dishonestly (Raka, et al., 2011).

The most tragic and apprehensive thing is the latest findings of fact which indicates the condition of the moral degradation of youth and students today. An example of the cases which is affected by media spectacle is the orgy of seven elementary school students in Palembang (Sriwijaya Pos, 21 April 2011), alcohol and sex party of four junior high school students in Gunungkidul, Yogyakarta (Kompas, October 29, 2011), and increasing marriage at an early age as a result of the unintended pregnancy (Tribun Jogja, October 24, 2012). The adolescents with the amount of 26.7% (approximately 62 million) of the total number of population, based on the survey of BKKBN Indonesia, have 35.9% (about 21 million) ever had sex (Kompas, December 21, 2012).

It confirms that it has occurred uncertainty identity and national character which boils down to (1) disorientation and the superficial understanding to the values of *Pancasila* as the philosophy and ideology of the nation, (2) lack of the integrated policy tool in realizing the essence of *Pancasila* values, (3) shifting ethical values in the life of the nation, (4) the waning awareness of the cultural values of the nation, (5) the national disintegration threat, and (6) the weakening of the nation's independence.

Due to this apprehensive circumstance, the government takes the initiative to prioritize the development of the nation's character. The development of the nation's character is supposed to be the mainstream of national development. It means that any development efforts must always think about the relationship and its impact on character building. It is reflected in the national development missions which place the character education position as the first mission of the eight missions in order to realize the vision of national development, as stated in the National Long-Term Development Plan for 2005-2025 (Law of the Republic of Indonesia Number 17, 2007). It is to create the character of the nation to be strong, competitive, good morality, and the morality based on *Pancasila*, which is characterized by the nature and human behavior and the Indonesian people which is various, faithful and fear of God Almighty, virtuous, tolerant, cooperative, patriotic spirit, dynamically evolving, and science and technology oriented (National Development Policy of the National Character 2010-2025: 1-3).

In the framework of the national character building, the educational unit is a utility for the promotion and development of characters which is done by using (a) an integrated approach in all subjects, (b) cultural development of education unit, (c) the implementation of activities co-curricular and

extracurricular, and (d) the habituation behavior in life in the educational unit. The character building through the education unit is conducted from early childhood education to higher education.

One key to the success of the character building program in the educational unit is the model of the educators and education personnel (Osguthorpe, 2008). The model is not just as an example for students, but also as a moral booster for students in attitude and behavior. Therefore, in the implementation of the model in the environmental education unit become pre-requirement in the character building of the students.

The model of character building on Islamic Elementary School (SDIT) Luqman Al-Hakim

As an educational institution, SDIT Luqman Al-Hakim places itself in order to have an important and strategic role in shaping the personality and moral behavior of children. It has a role to provide an understanding and becomes a fortress of defense and immunity to the child in order to avoid negative influences. Therefore, to anticipate them, this educational institution also gives provision of science, technology, and art (IPTEKS), creative thinking skills, also must be able to create the Indonesian human character, personality, morality, faith and piety towards God Almighty (Muhtadi, tt: 2).

Due to the important role of education in shaping the personality and moral behavior of the child, with the vision as a primary educational institution that becomes the seed of ummah to build Qur'anic generation, Luqman Al-Hakim SDIT Yogyakarta participates in taking part in a mission to organize Islamic education retracing the Islamic education system which has been exemplified by Prophet Muhammad SAW. It also tries to lay the foundations of Integrated Islamic Education with the uniqueness that is framed in a 10 characters (*muwashofat*). These characters are used as the standard of value investment process in the attitude and the behavior of students.

The ten characters which are broken down from the vision and mission of the school is believed to be very effective to answer the challenges of globalization that are complex, very free, and quite worrying to the growth and development of the children. Integrated Islamic Education is an educational system that is built on the concept of Islam in order to create a conducive environment for the growth and development of children which is in line with the ideals of the nation of Indonesia. It is to create the Indonesian people to be intelligent, faithful, and devoted.

To anticipate those problematic challenges, SDIT Luqman Al-Hakim Yogyakarta implements the full day school system in teaching and learning activities. This system is meant to keep students from negative influences (especially television) and to make the school as the 'second parent' in assisting children growth and development, and guided learning and playing. By studying longer at school, it is possible for students to get a better opportunity in terms of attitude and character building.

The special characteristic of this school is the *Everyday with Quran* program. This activity seeks to set the students and teachers/employees to always use The Quran as a part of the daily reading and deeply learning, both at school and at home. There are certain targets that are applied

to all students, teachers and staff and are daily monitored by agenda books. It is aimed in order the students and academicians to love and use the Qur'an as their way of life.

The model of curriculum in SDIT Luqman Al-Hakim is based on the philosophical foundations of Islamic thought towards the universe and the nature of human life. In the view of Islam, in its essence of human life as a servant of God brings the consequence to always obey the law of Allah. Therefore, education should be directed to establish a strong Islamic personality who understands the essence of life and be able to realize it. Learning programs in SDIT Luqman Al-Hakim are developed in order to establish an Islamic personality according to children development phase as well as the paradigm of Islamic education. The education system in SDIT Luqman Al-Hakim has general pattern, *madrasa*, and *pesantren*. To establish the Islamic personality, the education system is designed to encourage students to practice the character of Islamic personality. Meanwhile, for the development of basic capabilities of science and technology and skills, the learning materials refers to the Ministry of Education curriculum, while the materials of Islamic taught (*tsaqofah Islamiyah*) refers to the curriculum of the Ministry of Religion and curriculum from the institution itself.

Moreover, in all learning activities are also inspired by the values of The Qur'an. This is the basic concept of integrated education that integrates aspect of *kauniyah* (universe/nature/science) with *qauliyah/qurananiyah* (religion) which is implemented in teaching both subject material and teaching-learning process. The target of this learning process is to prepare the students prepared to master the sciences and religious taught in an integrated, comprehensive, and non-dichotomous science. Other integration is the tuning aspect of intelligence, *ruhiyah* (spirit), *jasadiyah* (phsic), mind, *zikir* (remembrance) and effort, cognitive, affective, and psychomotor which are done synergistically. It is also supported by combination individual education, family and community, indoor (classroom, laboratory, mosque, hall/room) and outdoor (educational visits, out bound, study tour, scouting, social service and swimming). This integrated concept becomes more effective when it is supported by teaching and coaching, role model for the students, applications of faith, and also the ICT development.

In the application of the concept, this school has achieved many academic and religious achievements. The graduates are also able to be absorbed in various popular schools both public and private and also boarding schools which have nation capacity. Administratively, this school gets accreditation A (Quite Good) conducted by BASDA since 2000 until now. The perception which is developed in the society is then that this school is not a religious school, but a public school with a good religious education.

Before the hustle and bustle of the importance of character education in schools that is launched in 2010 by The Ministry of Education and Culture, since the beginning, this school have formulated various competencies and character to be achieved during the learning process in school and family. The goal is to foster students to be intelligent human beings and *muttaqien*, noble and have the skills which benefit for mankind. The ten characters become the targets and objectives which have to be achieved during learning process.

The character is that every student *has a straight and correct Aqeedah*. It is belief that Allah SWT is The Creator, The Owner, The Sustainer, and The Ruler of the universe and keeps away from all thoughts, attitudes and behaviors of heresy, superstition and polytheism. Each student is expected to *perform true worship*, which is accustomed to and fond of conducting worship which includes prayer, fasting, recitation of the Qur'an, *zikr* and prayer according to the instructions of The Qur'an and The Sunnah. Each student is expected to *have a mature and admirable character*, which displays the behavior of a polite, orderly and disciplined, caring for others and the environment and also have patient, tenacious and courageous in dealing with the problems of everyday life.

Furthermore, each student is also expected to *have good self-reliance*, which is independent to provide all the needs of life and has enough knowledge, skill and ability in an effort to provide their living needs. Each child is also expected to have *a broad knowledge and power to think critically*, the ability of critical, logical, systematic and creative thinking which makes him knowledgeable and to master teaching materials as well as possible, and careful and astute in dealing with any problems encountered. Each student is also expected to *have a healthy and strong body*. It means that the body and soul are healthy and fit, strong stamina and endurance in order to learn and worship perfectly, and enough martial arts skills to defend themselves from the evil of others.

Then each student is expected to *have sincerity*. They must have earnestness and high motivation to improve themselves and their environment as indicated by the work ethic and good discipline. Each student is expected to *live well-organized*, that is orderly in arranging all the work, duties and obligations, dare to take risk but still careful and calculating in their stride. Then each student is expected to *be discipline about time*, which is always use their time with useful work, was able to schedule activities according to priorities. And the last is that each student is expected to be beneficial to other students, cares for others and has a sensitivity and skill to help others who need help.

From the ten characters above, operationally, the realization of learning process can be described by the following indicators. First, having a straight and correct *Aqeedah* to believe the pillars of faith, not doing *shirk* (polytheism), superstition, *khurofat* and heresy, and grateful of God's grace. Second, doing correct worship which is indicated by *ihsan* in *thaharah*, praying and fasting with awareness, read the Qur'an correctly (*Tartil*), memorizing the Qur'an in Juz 29 and 30, and fond of *zikr* and prayer.

Having a thorough and commendable character which is shown by filial to parents and teachers, respect to older people and love the younger, sociable and decorum in dress, avoid from the reprehensible nature. Having a good independence which is demonstrated by the ability to take care of themselves, have life skills, like to save money and not wasteful. Having broadly and critical thinking insight and critical thinking which is indicated by the love and ability to read effectively, the complete mark of 5 fields of study, be able to compete and get achievement, be able to communicate effectively, and be able to develop a critical attitude.

The next indicator is to have a healthy and strong body, as shown by the sportsmanship in exercising, eating nutritious foods and kosher, keeping the *adab* (manner) of eating and drinking, personal hygiene and clothing, having highly seriousness by study diligently, and be discipline in all aspects. Having well-organized life character which is shown by maintaining cleanliness at home, at

school, and in society, and always put something in the right place. Becoming discipline in time which is indicated by the time usage for the things that are useful and do not procrastinate. The last character is to become useful for others that is characterized by love to help others, care for the environment, as well as awareness about defending the country.

In teaching and learning activities (KBM), SDIT Luqman Al-Hakim emphasizes appreciation for all potential students. Every week, *a star of the week* is held to appreciate the growth potential of each student who excels in rote, sports, physics, mathematics, sing, skill, courage, drawing, and many others. To get closer to the natural and social environment, students are often invited to direct field trips, planting trees, rural and social services in the affected areas. To inculcate the spirit of competition and collaboration, they often carry outbound activities and sports competitions, both traditional (rounders, *Gobag Sodor*) or modern (futsal). In addition to make parents more closer to their children with the goal of becoming a model, then it is routinely held an activity called *my parent my role model*, here the parents are given the opportunity to tell the story in front of the children about their own profession. The goal for children is to understand the various professions and to motivate them to aspiring to be like them to provide benefit things for other people.

The other advantage is that the learning activities of SDIT Luqman Al-Hakim is oriented to the development of personality and character (*value education*), *power full ideas* that emphasizes the understanding of the relationship between God, the world, and humans to understand themselves, to be a moral person, and capable to collaborate, practice Islam whenever and wherever, innovative thinking, be a leader and capable to solve the challenge. Other developments are the *paradigm of discovery* to find something/knowledge in its own way; *effective teaching and learning*, a student-oriented learning; *authentic instruction*, a learning activity that relevant to real life which combines theory and practice, science and charity, and the last is *authentic assessment* that is based on student ability. From the various approaches above, the school has been selected by the State University of Yogyakarta to become a model and a *pilot project* in values and character education in the International Seminar on Values Education held on June 2013 (Darniyati Zuhdi and Suwarsih Madya, Kedaulatan Rakyat, 12/01/2013).

The efforts that has been conducted by SDIT Luqman Al-Hakim Yogyakarta to inculcate Islamic values into students attitudes and behaviors, are, (1) always socializing and re-evaluating the level of achievement of the vision and mission of the institution to all teachers; (2) always examining and developing the curriculum of SDIT; (3) attempting to integrate Islamic values into every subject, (4) developing all teaching materials with Islamic values; (5) presupposing to every teacher, at least memorizing 1 juz of the Qur'an and giving example to the students in the act and behave in accordance with Islamic values, (6) holding recitals lecture or religious activities; (7) coaching prayers; (8) love Qur'an coaching; (9) halaqoh activities, (10) the guidance of the Hajj rituals; (11) *Keputrian* (for girl only); (12) night study club; (13) study visits, and (14) building a cooperation with the family.

In conditioning the teachers and staff to always have a personality that can be used as a role model by the students and are able to provide excellence (*academics*) services and professional manner, the role and policy foundation is done by providing the direct supervision in the field. The Foundation's office is in the school environment and the daily executors also have the same hours of

work as teachers and staff. All the teachers and staff are required to undertake an intensive religious training to maintain sincerity and dedication. To maintain the professionalism and educators capacity, the schools receives direct assistance from luminaries such as Prof. Dr. Rochmat Wahab (Rector of UNY/Trustees), Prof. Dr. Yunahar Ilyas, Lc., M.A (MUI/Trustees), Prof. Dr. Kamsul Abraha, M.Sc (UGM/MMTC Chairman/Board), Prof. Dr. Suwarsih Madya, M.A. (UNY/Consultant), Dr. Tulus Musthofa, Lc., M.A. (UIN/Supervisor), Sukamto, Ph.D (IST AKPRIND/Supervisor), Drs. Sunardi Syahuri (businessman/religious leaders), and others.

Conclusion

After conducting observation and interviews with the board of trustees, the academic society, stakeholders, and reading the available documentation, it can be concluded that the model of character education in Islamic Elementary School (SDIT) Luqman Al-Hakim Yogyakarta relies on the concept of formation of the individual (students) *kaaffah* (completely) that consists of strong spirituality, worship diligently, intelligent and insightful, dedicated, self-contained, and has a caring and helpful to others. All of these characters are implanted through controlled habituation conducted by the students themselves, between friends, teachers, homeroom, and the parents. It is done to evaluate the outcomes of the student's character, both cognitive, affective, and behavioral. As *reinforcement*, the school strives to create role model on each character to all academic community, on a board of trustees, principals, teachers, janitors, security guards, cooks, shop keepers, they have one word (*the vision*) in implementing a policy. All children experience is the curriculum. Thus, it is designed in order to all of being seen, felt, and known are one harmony.

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