

An Effort of Madrasah Tsanawiyah Negeri 1 Bukittinggi in Build Student's Religious Character

Vitri Yunesa* Riza Despita Meisyah Eka Putri Nadia
Afriani Nanda Sari Rusdinal Firman

Social Studies Postgraduate Program, Universitas Negeri Padang, Indonesia

Abstract

A School need to build religious character for students in order to formed kind Indonesian, aim of this research is to analyze an effort of Madrasah Tsanawiyah Negeri 1 Bukittinggi in build student's religious character. Approachment were used in this research qualitative. Then, the researcher used purposive sampling technique to determine the informants, that are 15 informants. Techniques of data collection in this research were observation, interview and documentation. Technique of data validity test was data triangulation. The researcher used analysis model by Miles and Huberman. The findings of this research were religious content that contains religious value, religiousness program and medium availability.

Keywords: School, Religious Character, Students

1. Introduction

Education in Indonesia has problem related in student's building character. It included religious character problems. Decreasing of student's moral was caused by least education of religion, low control from family, school and society until they can do deviate activities. (Wati and Arif, 2017). According to Murniyetti, Engkizar and Anwar (2016) there are seven moral decadences of adolescents in Indonesia. 1) abuse of narcotics, 2) pornography problem such as porn film and poster, 3) free sex, 4) increasing of abortion, 5) prostitution problem, 6) fight between learner, 7) illegal race. Those problem have to be repaired with build student's character through character building education that support by family and the environment.

Prayitno and Khairid (2011) state that character born of stable individual, it becomes based of appearance, behavior with value certainty. According to Siswanto (2013) character related with individual, behavior and someone nature. Character influences someone in act, it is abstract but it can appear when someone do an act (Khairid and Gani, 2012). From the explanation above, the researcher concluded that character is something that born of individual and it can effect someone behavior. Indonesia National education state that education purpose in Indonesia is to form human who devout religious law No.20 at 2003 About National Education System Chapter II Article 3.

According to Education National Department (2011) religious is a character of Indonesian nation. Process of religious character building begin from their family. The family teach their children religion value. After that, this process continue in school. it begins from TK, SD, junior high school, senior high school and university. So, student's character not only build in family but also in their school like as in formal education school. Effort to build learners' religious character in the school is through education based character. Education process related value that received by society and have significant by guide for learners in order to they can understand, realize and act suitable with the certain value, Lickona (2016).

Curriculum 2013 extends character education for learners in teaching learning process such as through core and base competence. One competence that be developed is spiritual competence. This competence have purpose to teach and guide learner to be devout and kind human (Taewilah, Raihanah and Aisyah, 2015). Research's Djumali and Wijayanti (2018) showed implementation of curriculum 2013 building good character, because this curriculum implementation of character education.

Religious character of learners is important to build through school, because: (1) religion has important role in build individual behavior, (2) religious character can prevent individual from deviate act, (3) religious is nation purpose like moral principle in Pancasila (Neor, Tambak and Rahman, 2017: 21). Research's Maskuri (2018) showed in character education need exact method. Research's Yustriani and Yusnarni (2018) showed teachers need understanding concept of character education. Research's Putri (2018) showed character education apply digital technology in class. Research's Amri (2018) showed character education in family, school and society is the key challenges of globalization.

Religious character has criteria, namely: (1) dimension of knowledge, it means that individual has deep religion knowledge, (2) dimension of belief related with the base belief, (3) implementation and practice of worship that suitable with religion doctrine, (4) dimension of religiousness experience, and (5) dimension of religiousness comprehension related to individual's competence in get essential value from religion doctrine (Raharjo, Rohana and Nurussaadah, 2018).

Madrasah Tsanawiyah Negeri 1 Bukittinggi is an education institution that owned by government like Religion Department of Indonesian Republic. Madrasah included a modern religion education, so it is different

to pesantren. Nation and private Madrasah have the same state based on the education grade.

Character building in a school should be supported by medium and infrastructure quality like as mosque, some religion books (Kautsar dan Edi, 2017). Research's Fathurrohman (2016) showed that to build learners' religious character need to be developed religious culture in school for increasing education quality such as religion habit. Zafira et.al, (2018) said that is very important to choose appropriate learning teaching medium to build learners' character in teaching learning process. Research's Perdana (2018) showed that importance role of educational ecosystem in implementing character education in school. Research's Komara (2018) showed that importance context of learning in the 21 st century. Research's Japar, Suhadi and Paridana (2018) showed students character building through the activities of student organization.

Madrasah Tsanawiyah Negeri 1 Bukittinggi has some perspective, namely: excellent in intellectual, charity, good deed, devout, care about environment and social. Whereas missions of the Madrasah are: (1) create communicative learning process, democratic, and pleasant, (2) create discipline teacher and education, creative, professional, care about the environment, (3) increase learners' ability appropriate with their talent, (4) produce quality graduation and can be accepted in favorite school at advanced school, (5) create help behavior, (6) apply islam doctrine, and create devout learners, (7) create and maintain clean and health and clean environment, and (8) build a school concern to town. Missions of this Madrasah related to religion character building of learners. Effort to build religious character to learners is very important be conducted through education based on character in teaching learning process both in class and out of class. So, the purpose of this research is to analyze effort of Madrasah Tsanawiyah Negeri 1 Bukittinggi in build learners'religious character.

2. Research Methods

This research used qualitative typed case study. This research was conducted in Madrasah Tsanawiyah Negeri 1 Bukittinggi on October 2018. Then, the researcher used purposive sampling technique to determine the informants, that are 15 informants. There are two data in this research. First, primary data involved observation and interview. Then, secondary data like documentation got from the school like perspective, mission and amount of learners. Techniques of data collection in this research were observation, interview and documentation. Observation is able to see social reality by five sense, direct experience and able to note the phenomenon. Meanwhile, through interview, the researcher got some information from informants. Then, documentation helped the researcher to analyze secondary data. (Moleong, 2017). Technique of data validity test was data triangulation that involve source triangulation, technique of data colletion and time triangulation (Iskandar, 2009). The researcher used analysis model by Miles and Huberman (1992) that involve data reduction, data presentation and conclusion.

3. Research Results and Discussion

There are three ways to build learners' religious character at Madrasah Tsanawiyah Negeri 1 Bukittinggi, namely: 1) religion subject 2) religiousness program 3) supporting medium to character building.

3.1 Religion Subject

The efforts of Madrasah Tsanawiyah Negeri 1 Bukittinggi in build learners' religious character seen in the planning of device learning in each subject. This school used the 2013 curriculum since 2013 and the first Islamic Junior High School that implement the curriculum. The 2013 curriculum emphasizes to development of students' core competence namely spiritual core competence (KI) that emphasize to comprehension, understanding and practice of religion doctrine that are believed by learners. Islamic Junior High School 1 Bukittinggi also provides a religion knowledge with 30% presentation, like as hadits qur'an subject, moral aqeedah, fiqh and and historical of culture Islamic or SKI with qualifications of subject teacher from religion background knowledge bachelors. The purpose of religion subject is to increase kind character and internalize spiritual values in self-learners.

The implementation of teaching learning activities in the classromm emphasize to developing of learners' religious character, so teachers have role important to implement character education both in the classroom and out of classroom. The teacher should be a model for the learners. At the evaluation stage, the teacher needs to authentic and objective assessment.

3.2 Religiousness Program

The effort of Madrasah Tsanawiyah Negeri 1 Bukittinggi in build learners' religious character seen from implementation of the program such as tafhiz, reading Qur'an, Dhuha and muhadaroh activities. Tahfiz activity began since 2014, but have not programmed. Then, it had programmed at 2016 by Religion Department in Bukittinggi and each students was required to attend the program. The seventh grade was require to memorize juz 30, the eighth grade memorize juz 1 and the ninth grade remember juz 30. Tahfiz is a requirement to take rapport at 2016 and a requirement to advanced grade. Tahfiz activity is conducted at 10.10 am – 10.40 am, or at

12.40 pm – 13.20 pm, after teaching learning activities is over, and free time because certain subject teacher is hinder.

The tahlif activity is guided by some builder and guider teachers who be was determined by head master in the yearly planning. The guider teacher guide the learners and collect learners' memorizing. While, the builder teacher is bachelor of religion education. The builder teacher will assess, correct the fluency and true reading.

Firstly, tahlif is deposited to the learners' parents at home and the parents sign the tahlif book. Then, the learners deposit it to the guider teacher in the school. And then, the teacher makes s note of learners by giving signature, date and mark. Each teacher guides around eighteen learners in a group. Learners deposit their tahlif not only to guider but also to the builder. If there are learner who falsify the guider's signature, they will get sanction suitable with the school rule such as inform their parents, scout and other sanctions. The school also continued the tahlif to evaluate the learners at the end of the semester as a condition to follow test semester in certain time.

If there are somelearnerss who can complete the deposit or eceed the target, they can continue the deposit in the next juz, namely juz 1- juz 5. The school also give gives reward to the learners who completed their tahlif suitable with target and pass the tahlif test by giving an certificate reward and also hold a graduation ceremony named syahadah tahlif.

The tahlif activity in Madrasah Tsanawiyah Negeri 1 Bukittinggi experienced some obstacles including: (1) insufficient time, (2) there are some learners who deposited at an urgent time, (3) the guider is absent, and (4) differences oflearners' ability in memorize Qur'an because there are some learners who easily and difficulty in memorizing. The obstacles were overcome by collaboration between head master and teacher, namely: (1) replace and help the absent guider, (2) providing understanding and warning to learners who were late and had not reached their target of tahlif, and (3) evalauting implementation of tahlif activity at the end of each learning years. This program needs to be supported by learners' awareness and willingness in memeorizing.

Madrasah Tsanawiyah Negeri 1 Bukittinggi also implements al-Qur'an reading activities like four verses in one surah which will be memorized and deposit to the teacher. This activity is conducted each two hours for about five minutes. The aim is in order to the learners will be easy to memorize the surah later. In addition, in build learners' religious character, the learners do compulsory prayer and Dhuha in congregant. The teacher observes the implementation of comgregation prayer by arranging neatness or congregation safeguards so that they can pray in an orderly and calm. Dhuha is conducted from 07.00-07.25 am in the school. Then learners go to forward and read some verses and prayer.

The problem found in the implementation of obligatory prayer and sunnah Dhuha is for female learners who do not prayer for reason of being unable to pray. Then the madrasah will conduct a sudden raid to examine learners female who are truly enable to attend those who are no longer absent. If there are some female learners who have not been absent but have not taken a abth, the teacher will commemorate and teach them how to clean properly. In addition the homeroom teacher also collected data on the learners who were unable to makes note on who was unable to attend and how long they were unable to attend.

Every morning in Friday this school do muhadaroh activity that begin from 07.25 am - 08.08 am. Muhadaroh is activity that be done by each class and the schedule is determined by school. This activity contains speech activity, reading the alqur'an, class performance such as drama, singing and others. This activity is constant in control by the teachers in order to the activities fluent.

3.3 Availability of Facilities

Madrasah Tsanawiyah Negeri 1 Bukittinggi provides facilities to support worship activities in build the learners' religious character such as mosque, al-Qur'an, prayer mats, loudspeaker, ablutions and bathroom. But, the lack of classes caused the mosqueswas converted into a learning room and worship activities were held out of a roommadrassah stive to provide the clean water that can be used for ablution. Constraints related to the availability of facilities at the school are a number of faucets in damaged condition. The effort made by the school was to replace the damaged faucet with a new faucet.

4. Conclusion

Based on the finding and discussion above, the researcher concluded that character is born on individual that abstract and seen when the individual act. The religious character become a character Indonesian nation that need to be builded well. So, the efforts of school in build learners' religious character have three ways, namely: religion subject, religiousness program and availability of supporting medium in the school.

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