

The Internalization of Character Education Values for Students in Islamic Boarding School

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Abstract: *Great education cannot be separated from character education values. Students at every level of schools have to be not only good at academic but also good at characters. Therefore, character education values are really important to be internalized for every student. The purposes of this research were to describe the strategy conducted by teachers to internalize the values of character education and to describe the values of character education that have been done by students in SMK Daarut Tauhiid Islamic Boarding School. The method used in this research was a qualitative method. The results and discussion of this research showed that: the ways done by teachers to internalize character education values are doing character program on every day basis, the inclusion of character education values into the content of learning material or curriculum, doing extra-curricular related to good characters such as scout, doing jama'ah prayers, praying before learning, halaqoh, and conducting coordination between teachers and students' parents. Then, the values of character education that have been done by students in Daarut Tauhiid Islamic Boarding School are religion, nationalism, cleanliness and tidiness, social empathy, discipline, honesty, entrepreneurship, and responsibility. The implications of the results and discussion of this research for students are to make them more motivated to learn, to have great attitude, to have great habits each day, and to realize the essentials of learning. Then, for the teachers, this research can help them be easy and happy in teaching because they will get their students more enthusiastic to learn then teaching and learning in the class will be more interactive.*

Keywords: Character Education Values, Students, Islamic Boarding School

1. Introduction

Education is a very essential aspect in people's lives. Beside to create human beings who have great resources, the output of education course are expected to have good character. This is because the value of the characters is a prominent component to be taught in each subject at school, even in the domain of informal and non-formal education. Therefore, the value of character education have to be integrated at every stage of learning. By currently existing, the inclusion of characters in the value of education curriculum is an appropriate measures. Thus, the internalization of character education value will be a good teacher task in every certain subjects.

In addition, values of character education can also be internalized through a variety of specific programs in the education unit. This program can be designed well in the domain of internal school or extra-curricular activities. With a range of educational activities, of course, students will become accustomed to do yourself a favor so that goodness is attached to in themselves and grow and become the character to them. However, it is certainly expected to be carried out with optimal and consistent so that involves various parties such as teachers, principals, and other school employees.

One of the ideal school is to install the value of character education is an Islamic Boarding School. This is because boarding schools usually have a variety of positive activities and specific routines as a daily program. The activity of students in boarding schools usually also have always monitored and supervised by a teacher or officer. The

existence of an optimal regulation of this kind, the child's socialization patterns would also be more controlled. The density of activity with positive things in every day certainly will generate output that has a high value of goodness so students can focus more on things that are positive and avoid false Association.

Ugurlu (2014:92) mentions that today media tools such as television and internet can affect children negatively because children often spend much time with media tools than with their families so that communication between both of them is decreased. However, Anggraini and Kusniarti (2016:26) states that currently character education has been implemented in the schools. It is done depends on the condition of the particular school such facilities, supporting from the family, and human resources. Some schools did it through habituation and extracurricular activities. Based on explanation above, to find out more the importance of the internalization of character education to the learners at the Islamic Boarding School, researchers interested in conducting research with the title "Internalization of character education values for students in Islamic Boarding School".

2. Methodology

The methods used in this research is a qualitative research approach. Syamsuddin and Damaianti (2015:74) stated that the qualitative approach is an approach that is important to understand a social phenomenon and the perspective of the individuals examined. The aim of the approach is at describing, studying, and explain the phenomenon.

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3. Essentials of Character Education

SMK Daarut Tauhiid Islamic Boarding School is one of the existing Islamic school in Bandung. The school is strongly uphold the values of good character to be applied on each subject. This is supported with the opinion of Istianingsih (2016:35) who states "character education is a way to do anything in the school. It does not focus on a particular program but it focuses on everything we do. Schools have always been interested in improving these three aspects: skills, knowledge, and character". It indicates that internalization of character education values is the most important thing that have to be conducted by teachers in the schools because character is related to attitude people in doing something.

Asmani (2011:36) states that there are five main categories of character education values. Those main five categories are based on the study of various religions, social norms, laws, academic ethics, and principles of human rights. Those five main categories are character value relate to God, character value related to our self/personality, character value related to other people, character value related to environment, and character value to nationality value. The importance of character education also mentioned by Liu (2014:137) that states character education had been roots in the American Public School System. Also, students can learn about moral through example, reward, and punishment. Reward and punishment are addressed to improve students' attitude toward positive behavior (Mislia and Manda, 2016:136).

Ugurlu (2014:92) indicates that character education is an effective program for schools it provides student with good characters and schools with a positive school climate. Goss and Holt (2014:60-61) states that character education will provide positive results when it is conducted consistently. It will be better if the implementation of character education also involves many aspects such as staff, students, teachers, parents, community, and stakeholder then creating a committee to make the great decision concerning character education programs.

Demirel, dkk (2016:1629) mentions that the basic reason that makes character education is not done maximally is education system. This is because the education system is highly cognitive. For students, academics is more important than being respectful and honest (as for teachers and parents). So, students can be selfish (they can cheat because grade is more important). The explanation above expresses that character education is an important element to look for in school. With the internalization of the values of character education, then the school can generate the output quality education.

4. Strategy internalization of character education in Islamic boarding school

According to observation and interviewing that the researchers have conducted, internalization of character education values in SMK Daarut Tauhiid Boarding School not only focuses conceptual things but also put forward

practical things so that studies will be understood by students and inherent in their long-term memory. However, internalization of the values of character education in the Islamic Boarding School should also be done in a way that appropriately and consistently implemented with sustainable. Chowdhury (2016:6) mentions that in Islamic educational perspective, moral and character education is more important than any secular education. In Islamic character education, teachers are always considered as students's role model and students show their utmost respect to teacher as their fathers. Saidek, dkk, (2016:163) states that the strategy of implementation of character education is made from central government down to the family level. It indicates that implementation of character education should have support from all parties. It can integrate co-kurikular and extra-curricular.

Furthermore, to maximize the internalization of the values of character education, SMK Daarut Tauhiid Boarding School also has a variety of facilities that support and can be used as a spacious room available, the field places carry out extracurriculars, language center, Mosque, and a variety of learning supporting facilities such as overhead projector, speakers, and more. Komalasari and Saripudin (2017:184) who mentions that interactive multimedia applied in social science education classroom is value-based one. The values of life are integrated in interactive multimedia so that the instructional media not only motivate the students to learn and to understand materials but also to explore, to clarify, to internalize the values, and to apply the in everyday of life. The following is a strategy internationalization values of character education for students in SMK Daarut Tauhiid Islamic Boarding School.

a) Program of character mentoring

The program is delivered every day in SMK Daarut tauhiid Boarding School. This program is executed before the activity starts. This program is conducted by all teachers in turn. By doing this program, students are expected to possess a habit that reflects good character every day.

b) Inclusion of character values in curriculum

Sabani and Mihardi (2015) states that one embodiment of the character education is the integration of the character values in to all the subjects. Integrating the values of the character of students through courses done by implementing the great learning model in accordance with the characters that will be internalized. Agbola and Tsai (2012:164) states that whatever the students become in the future has to do with the level of character imbedded in them through education. Therefore, educational system have to educate all students with appropriate ways. They also says that implementing character education gives many benefits for students including getting higher academic achievement. Therefore, it is important to embedded character education into curriculum. So is the case with the existing curriculum in SMK Daarut Tauhiid Islamic Boarding School, all teachers must include values of character education in each lesson plan. The teacher will also implement those values on students through teaching and learning activities.

c) Dhuha prayer on everyday basis

To foster a religious character, students in SMK Daarut Tauhiid are always required to carry out sholat Duha to the mosque every day. This is not mandatory, but the consciousness of students to carry out prayers Duha is very high so this already became one of habit for them.

d) Doing jama'ah prayers at the mosque

Tobroni and Purwojuwono (2016:60) states that compliance with the rules of religion is done with good intentions that will bring to someone attitudes and good behaviors in all aspects of life. System of Islamic morality requires the development al-akhlaq that the pattern of behavior is based and to realize the values of faith, Islamic, and good deeds. Faith is a force for someone. Also, SMK Daarut Tauhiid has implemented it. Teaching and learning activities designed to end up a few minutes before the time of sholat, especially dzuhur and adzar prayers. After the following learning activities, students are directed to go to the mosque to perform jama'ah prayers.

e) Doing Sunday-Thursday fasts

Students in SMK Daarut Tauhiid Boarding School is also required to carry out fasting sunnah every Monday and Thursday. Although it is not a must, students always implement this worship. The existence of this activity, the students also become compact, they usually always do breakfasting together.

f) Scout activity program

Misliia and Manda (2016:130) states that scouting education will lead to a sense of belonging, helping each other, affection, loving the motherland, discipline, and loving nature. Here, students are guided and prepared to for the future by giving them many skills such as leadership, patriotism, creativity, personality, and noble character. Furthermore, the activities of the Scouts in SMK Daarut Tauhiid also form students become strong ones, having personal discipline, and being a hard worker. A variety of activities which is done when the Scouts make students capable of leading themselves snediri as well as others.

g) Praying before learning

Praying before studying is mandatory in SMK Daarut Tauhiid Islamic Barding School. In this case, students are obliged to pray together before learning activities begin.

h) Ceremony

Overall, this activity is implemented in all schools in Indonesia every Monday morning. The existence of this activity, students will be more aware about how important it is to love his own nationality. In this activity, teachers will also evaluate what students have done during a week ago.

i) BRIT (clean, tidy, corderly, organized)

BRIT is one of the leading programs in the Foundation Daarut Tauhiid, all schools of junior high, high school, and high school are required to implement this program. This program guides students to behave orderly, clean, neat, and orderly. In practice, the teacher will be on duty to monitor the operations of the program.

j) The entrepreneurial program

The entrepreneurial Program is also the flagship program that existed in SMK Daarut Tauhiid Islamic Boarding School. Students are provided a good way of entrepreneurship. They are also asked to implement it in the everyday environment e.g. by selling food at school. In addition, supply of entrepreneurship is also done through the lessons of entrepreneurship. The existence of these subjects makes students are expected to have an understanding of the practical or conceptually about entrepreneurship.

k) Halaqoh

Halaqoh activities are done in several groups. A musyrif or leader will guide these activities. Through these activities, students will be equipped as well as the existence of moral improvement program evaluation of memorization and other forms of worship.

l) Coordination between parents' students and teachers

Family environment is an important factor in instilling the character education of children, outside the factor in the school and social environment. The family environment can be started from the situation in the family and education patterns that do. If the pattern of character education in the family is already well established by itself the child will be easier to receive character education in schools (Saidek, dkk, 2016:163). At Daarut Tauhiid there are also coordination between parents of students with teachers and student's parents with musyrif. This coordination is done through the whatsapp group. It makes the teachers inform the development of student learning to parents easily so that they know how her son's learning progress.

5. The values of character education done by students in Islamic boarding school

This research is conducted in SMK Daarut Tauhiid Boarding School. Overall, teachers in this school have internalized values of character education through several programs.

The success of the implementation of strategy of internalizing the values of character education can be seen from the behavior of students in SMK Daarut Tauhiid who has practiced these values in daily life. Here are the values character education that is already done by students in SMK Daarut Tauhiid.

1) Religion

Students always do Jama'ah prayers on time, carrying out Dhuha prayer, fasting on Monday and Thursday, praying before learning, attending Islamic speeches, and reciting Alquran.

2) Nationalism

Nurdin (2015:207) says that national character have to encourage and it can provide through education. One of the ways is by doing civic education in the school. In addition, it also can be done by doing the ceremony in every Monday. On this agenda, students at SMK Daarut Tauhid Islamic Boarding School constantly carry out routine ceremony on Monday mornings by singing along the national anthem

“Indonesia Raya” (Great Indonesia) in Indonesian and regional languages.

3) Cleanliness and tidiness

Students always dispose of trash in its place, carry out pickets of class, wear school uniform according to the rules, maintain the class sanity, and wear clean and neat uniform.

4) Social empathy

Students do not mind lending the required goods to friends, caring to friends who are sick, and respecting to all teachers by always shaking hands as the class ends and when they meet their teachers anywhere.

5) Discipline

The students come to the class on time or inform the teachers when they are unable to attend the class.

6) Honesty

Students are being honest when working on the tasks given by the teachers and providing the correct information when other people need it.

7) Entrepreneurship

Some students are interested in entrepreneurship by selling food at the school, even itinerant selling in an environment outside of school time, and they are also enthusiastic to attend entrepreneurial training organized by the school.

8) Responsibility

Students always do the task given by the teachers on time and they are responsible for carrying out the picket of class.

6. Conclusion

Internalization of the values of character education in SMK Daarut Tauhiid Islamic Boarding School not only accentuates upon the things that are conceptual but also emphasizes on the things that are applicable and productive. The school also has implemented several special strategies to optimize the internalization of the values of character education. All teachers in the school and parents of the students are involved in the internalization of the values of character education. With the coordination among the teachers, parents, and all the elements in SMK Daarut Tauhiid Boarding school, the implementation of character education in the school can be done optimally. The success of the internalization of the values of character education in schools can be seen and measured from student behavior and habits in everyday life such as honest, willing to do entrepreneurship, caring about friends and teachers, diligently carrying out prayers and fasting, discipline, and responsible for anything.

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