

Design of Character-Based Learning in Islamic Elementary Schools with a Full Day System

Dr. Prim Masrokan Mutohar, M.Pd¹, Dr. Hikmah Eva Trisnantari, M.Pd²,
Dr. Sulastri Rini Rindrayani, M.M³

¹Graduate School of IAIN Tulungagung, East Java Indonesia

²Graduate School of STKIP PGRI Tulungagung, Esat Java Indonesia

³Graduate School of STKIP PGRI Tulungagung, Esat Java Indonesia

Abstract: *The purpose of this study is to explain the design of character-based learning with a full day system. Character-based learning is very important to be implemented in schools to prepare quality human resources in the future. Preparing quality human resources must start from elementary school, because as a foundation in the formation of students' character. If the child is well educated in elementary school, then at the next level it will be easier to implement better education and learning. Qualitative research approaches with case study designs are used to study and discover phenomena that have been formulated in the focus of research. The results showed that the character-based learning design was designed based on efforts to (1) plan the development of the national curriculum and school curriculum to achieve the vision and mission of the school, (2) create excellent character-based programs in schools, (3) develop character-based extracurricular activities, (4) planning the curriculum in an integrated manner in the learning process, (5) designing active learning, (5) making continuous improvements in the learning process at school.*

Keywords: Learning Design, Character, Full Day System.

1. Introduction

Advances in science and technology that occur in the global era at this time can lead to a shift in the patterns of life of an increasingly complex and global world community. This change and progress will result in competition between nations in various aspects of life. This condition requires countries in the world to work hard in improving the quality of reliable and competitive human resources through education. Education is used as a vehicle to improve the quality of superior and competitive human resources. In 2001 the United States made a policy on "No Child Left Behind" to increase competitiveness and catch up with European countries [1]. Public schools in the United States have so far carried out character education in the classroom and Character education was originally an explicit goal of education, but at present, character education is well implemented in schools [2]. Educational reform was also carried out by Singapore which emphasized creating the effectiveness of the education system in every type and level of education [3]. This education reform started from improving quality at the school level in each region to the national level. This educational reform began with an educational policy on "The goal of broad-based educational outcomes ". The education curriculum is designed in a manner flexible by paying attention to students' needs, attitudes, character, individual differences, developing higher-level thinking skills, providing one computer for two students, building group and teamwork, projects and assignments, schools can access the internet, and there are national education policies that can be made as a guide for schools [3].

Character-based learning design implemented with a full day system is an alternative to be able to organize quality

education and learning in the current global era. This system provides greater opportunities for principals, teachers, and staff to set examples and examples for students. Romanowski [4] explains that character education is more effective for students with good examples, modeled, and strengthened by schools and teachers. On the other hand, O'Sullivan [5] explains that the easiest way to promote character education is to use a literature study because the story serves as a role model that connects experience and morals [6]. Furthermore, Revell and Arthur [7] argue that teacher attitudes toward moral education also have an important role in the character education process.

The problem faced by educational institutions at this time is how to improve the quality of education and added value so that Islamic education in Indonesia has high bargaining power and competitiveness at regional, national, and even international levels. Al-Gontori Islamic Elementary School as an Islamic educational institution has its uniqueness by the objectives to be achieved in the learning process, namely carrying out the values of Islamic teachings that have been exemplified by the Prophet Muhammad. For this reason, strategies for improving the quality of character-based learning are appropriate in the formation of students' competencies and characters in school. This is also reinforced by Deal and Peterson [8] who explained that: "An atmosphere or environment that nourishes the motivation to learn can be cultivated in the home, in the classroom, or at a broader level, throughout an entire school". Principals have a responsibility in creating a dynamic school culture and as leaders who can create effective schools [9,10]. The principal as an educational leader has the task and responsibility in shaping an effective school culture [11]. The principal as an education leader has a very large task

and responsibility in shaping the culture of quality and character of students in school.

Character education in schools has the aim to form students' character and noble character as a whole, integrated and balanced in the whole learning process by the graduate competency standards in each educational unit [12]. The implementation of character education in schools can be implemented in an integrated manner in all learning in every field of study contained in the curriculum. Schools as educational institutions must be able to carry out character education well at every level and level. Character education must be carried out systematically based on good learning management so that national education goals can be achieved properly. The 2013 curriculum is a learning tool designed to shape the competencies and character of the nation of students to become creative, innovative, competitive, ethical, moral, behave politely and politely in social life so that they can interact with the environment and society properly and correctly. The formation of attitudes and character of students at the level of basic education receives enormous attention in internalizing the values of the nation's character in the whole learning process in schools.

This character education becomes very important to be implemented in schools because the results of the study show that one's success is determined by the ability of soft skills and hard skills. Soft skills related to the ability to manage themselves and others, as for hard skills related to technical abilities that must be possessed by someone in carrying out work. The results of Akbar's research [13] explain that the success of someone in carrying out their work can be determined as much as 20 percent by hard skills and 80 percent by soft skills possessed by someone. It was also explained that the success of the most successful people in the world was supported more by soft skills than hard skills. The results of this study can be used as a basis that character education is needed by students. This is intended to prepare students to have soft skills that will help to gain success and success in carrying out their duties and responsibilities in the scope of work in the future. Workers who do not have soft skills cannot stand the world of work, are dishonest, are easily bored, cannot work together, and cannot communicate verbally or write reports properly [14]. Survey results also show that in recruiting workforce, almost all companies prioritize the applicant's soft skills rather than their hard skills [15,16].

Learning in schools must be able to create a social environment that can be used as training for students to solve problems that exist in people's lives. In this context moral education or manners can be carried out by linking moral thinking and moral action [17]. Khan [18] explains that character education teaches habitual ways of thinking and behavior that can help individuals to be able to carry out their roles and duties in family, community, and state life. Character education teaches students to think smartly and activate the midbrain naturally [19]. Character is the behavioral values possessed by someone related to God, self, fellow human beings, the environment, and nationality that are in the thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and

customs. At the school level, the criteria for achieving character education are the formation of school culture, namely behavior, traditions, daily habits, and symbols that are practiced by all school residents, and the community around the school must be based on the nation's character values. Character education in schools should be able to emphasize giving exemplary to students, creating a good school environment, and habituation through various scientific assignments and activities. This condition can create a good learning environment so that what students see, hear, feel, and do can shape the national character of students [20]. Good character education must involve good aspects of moral knowledge, but also have a good moral feeling, and good moral action [21].

Character education is an effort to integrate cognitive, affective, and psychomotor aspects possessed by students so that they have optimal emotional and spiritual intelligence that can be used as self-control in daily life. Ginanjar [22] explains that character education must pay attention to ESQ (Emotional Spiritual Quotient) in the learning process at school. Character education needs to grow the God Spot of students or third brain so that students will be able to continuously find answers to what I was born for, what I am living for, and to be ready for me. Furthermore, Ginanjar [22] explains that the process of mental building can be done based on the following principles:

The First Principle is a star principle, this principle is intended to make students have faith in God and 99 noble attributes of God as the handle of life. On this basis, all activities carried out by someone solely because of God, not because of others. This principle teaches students to have good behavior by religious teachings, not be arrogant, confident, and have high integrity. The Second Principle is to have an angel principle, this principle is intended to emulate the behavior of angels who always work with sincerity, sincerity, and honesty. Students need to be taught and accustomed to being faithful in carrying out religious teachings, able to work without complaining, having no other interests than completing work properly and thoroughly. Students are taught to be disciplined in carrying out tasks and responsibilities with very satisfying results. Students need to learn about the ability to maintain the trust they give, loyalty at work, and the very highest integrity as the angels behave. Based on this principle, if someone does something only because of God, not because of someone else, the work is made as part of the worship of God, he will produce the highest achievement because of God without depending on other people's supervision. The Third Principle is a leadership principle that will guide students to become influential and responsible leaders. Leaders who always love and pay attention to others and are trusted by their followers. This is because they always provide guidance and learning to their followers, leaders who have strong and consistent personalities, and can carry out leadership and decision making based on a clean conscience.

The school has a culture that is developed based on the agreed character values in shaping the character of students, this is also carried out at the Al-Gontori Islamic Elementary School. The formation of culture and character of students in

schools is strongly influenced by the values they teach, the habits they carry out, the policies they make, and the behavior of the entire academic community at school [23,24]. Al-Gontori Islamic Primary School has its own culture that is formed and run based on the character values that become the school's policy. These character values were developed based on the teachings of Islamic religion and national character values. The culture that is owned by the school shows the capabilities that are by the demands of learning that exist in the school in shaping the character and competence of students by the quality standards set by the school. In this case, Deal and Peterson [25] explain that: "An atmosphere or environment that nourishes the motivation to learn can be cultivated in the home, in the classroom, or at a broader level, throughout an entire school". School principals as educational leaders in schools have duties and responsibilities in creating an effective school culture and student character behavior that characterizes effective schools in achieving the vision and mission of the school [26,9,10]. In this case, DeRoche [11] explains that the principal has a duty and responsibility in creating and managing a school's character culture. The principal has a very strategic and decisive role in improving the quality of education and creating success in school, as well as in shaping the culture of quality and character of students in overall learning in school.

This research is encouraged to examine in-depth the design of improving the quality of character-based learning that is the focus in the development of schools in the era of the industrial revolution 4.0 at this time. Schools as educational institutions must be well designed and designed to be able to improve the quality of education and learning. The quality of education and learning is very important for every educational institution to pay attention to get full support from the community and education stakeholders. This research was conducted at Al-Gontori Islamic Elementary School which has shown its commitment and consistency in developing schools to be better and in demand by many communities and educational stakeholders. This research is expected to obtain research findings that can be used as recommendations in designing the quality improvement of character-based learning with the full day system. This education and learning system is an alternative school development to answer the problems of the quality of education and national character that occur in the current global era.

2. Method

This study aims to describe the character-based learning design with the full day system in Tulungagung Indonesia. Data is collected based on natural background according to the actual conditions occurring in the field, so this research is very appropriate using a qualitative approach with a case study design. Data is collected based on actual conditions that occur naturally using interviews, observation, and documentation techniques [27,28]. The data obtained in this study can be grouped into primary data and secondary data. Primary data were extracted in the form of words and actions taken by all school residents in the Al-Gontori Islamic

Elementary School. While secondary data can be in the form of documentation to strengthen primary data so that the validity and reliability of data can be met in this study. Primary data sources can be extracted from school principals, vice-principals, teachers, education staff, and students in the school. Data mining is carried out with snowball sampling techniques. Snowball sampling activities carried out using key informants will appoint people who know the problem to be investigated to complete the information provided by key informants, people who are appointed by key informants provide data that researchers dug and will appoint other people again to provide further information, and so on until this research is complete.

Data analysis used is an interactive data analysis technique that starts from: (1) data reduction carried out by sharpening, classifying, removing unnecessary, and organizing data to obtain conclusions and verification. Data reduction is carried out continuously throughout the study, (2) the presentation of the data is carried out to find meaningful patterns and provide the possibility of drawing conclusions and taking action, and (3) conclusions drawn or verification of the data and research findings [29]. To ensure the validity of the data in this study, the triangulation of sources and methods was used. Source triangulation is carried out by combining data obtained from one, two, and three informants that can support and strengthen each other. Likewise, the data collected from the results of interviews, observations, and documentation are integrated to meet the level of validity and reliability of the data so that it can be justified properly.

3. Result and Discussion

3.1 Result

The character-based learning design with the Full Day System in Al-Gontori Islamic Elementary School was carried out to prepare students to be able to behave well or behave well so that the vision and mission of the school can be achieved well. Students are taught and accustomed to practice religious teachings and avoid what has been banned in the teachings of Islam. The good character developed in the whole learning process in Al-Gontori Islamic Elementary School is the right step to form Robbani's generation. The whole process of education and learning held in schools is directed to shape the character and competencies of the students. This competency is related to the competence regarding mastery of science and competence in mastering literacy and the competence of students in carrying out religious values in the formation of students' morality.

Based on the data that can be collected by researchers in studying the character-based learning design with the Full Day System in Al-Gontori Islamic Primary School, it can be described as follows:

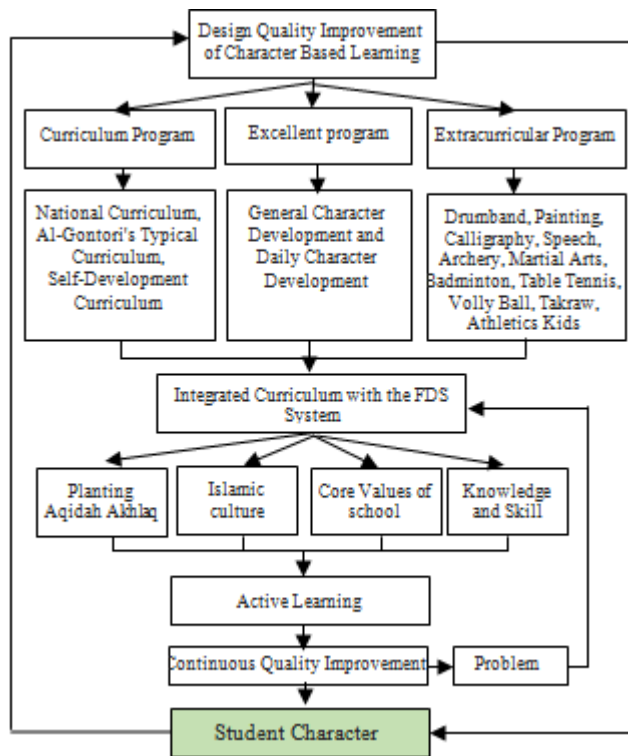


Figure 1: Character-Based Learning Design in Islamic Elementary School With Full Day System

Based on the above research findings about the design of character-based learning with the full day system, an explanation can be given that improving the quality of learning must start from the curriculum owned by the school and excellent programs developed at school, and extracurricular programs that support to enhance the enthusiasm and creativity of students and can also help in shaping the character of students in Al-Gontori Islamic Elementary School. Character education in the Al-Gontori Islamic Elementary School is integrated into the entire learning process and activity programs that are held at school and outside the school. The integration of the curriculum with the Full Day System is carried out in the context of inculcating morality, internalization of character values, the formation of Islamic resources, and mastery of science and skills. Learning is carried out with an active learning strategy with the principle of continuous improvement so that the quality of learning can be achieved well. Improvement after improvement becomes meaningful for teachers in improving the quality of learning so that students have the competence and character by the goals aspired by the institution.

3.2 Discussion

Islamic Elementary School Al-Gontori as one of the institutions of Islamic education is well managed so that the quality of learning can be controlled and achieved effectively and efficiently. This requires the ability of principals to plan, organize, mobilize, and be able to control all activities that have been planned and implemented in schools [30]. The design of remembering the quality of character-based learning is very important to create and implement in Islamic schools. Character education is a very important tool to

prepare students to be able to face the problems of social life, politics, and various challenges in life globally [2]. For this reason curriculum and learning in schools must be well designed by the needs of the community, the development of science and technology, and the values of the nation's character to be able to improve the quality of education by the expectations and needs of the wider community. The integration of the national curriculum, school curriculum, character curriculum, and extracurricular activities in the Al-Gontori Islamic Elementary School can be implemented synergistically in shaping students' competencies and characters. Improving the quality of education and learning will have implications for community support and interest in schools. To realize this, the teacher must have a good attitude and character. Revell and Arthur [7] explain that teacher attitudes toward moral education also have the strategic role needed in the implementation of character education in schools.

The design of the implementation of improving the quality of character-based learning is the first step that must be taken by schools in making education and learning plans in achieving the vision and mission of the school. Improving the quality of character-based education is very important and is a concern in the existing education system in each country. Based on the results of the study show that the implementation of character education always gets encouraging results and continues to be developed in preparing leaders in the future. The main principles of good character are respect, truth, fairness, and responsibility [31]. Character education as designed and implemented in Al-Gontori Islamic Elementary School is essential to prepare Robbani's generation that is strong and characterized in continuing the nation's development in the future.

The design of improving the quality of character-based learning is implemented with an active learning system in the whole process of education and learning in schools. Active learning is a learning strategy that involves students being able to learn actively in overall learning activities in the classroom and outside the classroom. These findings also support the results of research by Bhaerman, Cordell, & Gomez [32]; Eyley & Giles, [33]; Kielsmeier, [34]; Wade, [35]; Billig & Waterman, [36] which emphasizes character education with direct practice in service-learning activities. Character education which is oriented directly on behavior as a form of service to provide services to the community is very important for students to carry out. For example in the form of cooperation and cooperation and overcoming social ethics issues. This according to Berkowitz [37] is one form of character education that is carried out with hands-on practice.

The design approach in implementing character education in Al-Gontori Islamic elementary school is based on a religious approach. This approach in various studies is often referred to as the traditional approach and the modern approach that emphasizes the development of science. Supporters in the implementation of traditional character education include Lickona [38], Kilpatrick [39], Bennett [40], Ryan and Bohlin [41] who explain the results of their research that character-based religious education can be used as a core value in

carrying out character education in schools. The habit of holding prayers together at school is part of character education [42]. Character education that is carried out at Al-Gontori Islamic Primary School is based on the teachings of the Islamic religion and best practices in implementing character values in the whole learning process at school. These best practices are based on religious values that will shape the culture of the school.

The environment and culture in educational institutions are very influential in shaping the character of students. A good environment can make a positive contribution and vice versa, a bad environment will also influence the shape of students' behavior. In this case, Gallien & Jackson [43] explain that character development is a dynamic interaction between internal determinants and external influences so that growth occurs positively. The character of students can also be shaped by social environments that are beyond the reach of educational settings. This shows that external environmental factors also influence the formation of student character. Therefore, a conducive learning environment must be created in schools so that students can learn and grow and develop properly by the values of the culture being cultivated.

The design of the implementation of improving the quality of character learning is carried out with active learning systems, exemplary, habituation, environment, school culture, assignments, direction, and guidance. Active learning is created to help students be able to play an active role in the whole learning process so that it has a predetermined competency. In this regard, O'Sullivan and Burce [44] explain that competency-based education is characterized by the involvement and activity of students in all aspects of learning to obtain the knowledge, skills and professional behavior needed to demonstrate practice in certain scientific disciplines. Tompkins, Laslovich, and Greene [45] explain that competency-based education will produce a balanced ability between conceptual knowledge (theory) and acquisition of skills (practice). Students can have competence in all learning done in school if students actively participate in the learning process that is carried out. The keyword is the activeness of students in participating in the whole learning process and the habituation carried out in all school programs and activities.

The program to increase student activity in the whole learning process at school is through the assignment and active role of students in teaching. For this program to be successful, there is a need for guidance and guidance in carrying out character education exercises held at Al-Gontori Islamic Primary School. Students are given learning tasks to have competency, discipline, and responsibility in carrying out learning tasks. The four pillars of education from UNESCO on character learning have been implemented well in Al-Gontori Islamic Primary School. R has carried out the four pillars of education from UNESCO namely: learning to know, learning to do, learning to live together, and learning to be [46]. Students are taught to know about various values that exist in school, students are taught to live good values, students are taught to use these values in daily life, and

students become creative ability to develop their potential well in achieving their vision and school mission.

Improving the quality of character-based learning, in its implementation requires commitment and good examples from the principal, teachers, and education staff. In this case, Romanowski [4] explains that character education is more effective for students with good examples, modeled, and strengthened by schools and teachers. Character education in schools can also be designed using instructional media that contains examples of stories. This method by O'Sullivan [5] is said to be the easiest way to promote character education to students by using a literature study because the story serves as a role model that connects experience and morals [47]. This condition was also carried out at Al-Gontori Islamic Elementary School by using examples and role models given by Rasulullah SAW and his companions which were used as a source of student character learning in schools.

Exemplary in character education is very important in creating good behavior habits by the values developed in educational institutions. The teacher is the most influential factor in the implementation and change of education [48-53]. The teacher is a role model in the whole implementation of the education and learning process [54]. Exemplary teachers and leaders have a very important role in character education because students will easily imitate teacher behavior.

The habit of implementing character values in the whole learning process is a real exercise in character education. The initial goal of character education is to set an example and familiarize a good character for students [31]. Habituation in character education is a step taken to form a good school culture and support the achievement of students' good character. Several studies have shown that programs of activities in implementing character education implemented in schools can support higher academic achievement, deviations of student behavior that are at risk of being avoided, and fewer students dropping out of school [31,55-58].

The design of improving the quality of character-based learning in the Islamic Elementary School does not only teach right and wrong in overall daily behavior. However, character-based learning places more emphasis on getting used to good behavior so students become aware (cognitive) of right and wrong behavior, able to feel (affective) good values and are used to doing it (psychomotor). Character education not only involves aspects of good knowledge, but also trains students to have moral feelings, loving good, and moral action. Character education emphasizes habits that are continuously practiced and implemented in schools and implemented in everyday life [59].

Related to the design of improving the quality of character-based learning in schools, Romanowski [4] provides advice in carrying out character education in schools, namely: (1) teachers to be involved in program planning to have a strong commitment to increase program effectiveness; (2) the curriculum is designed according to students' intellectual,

emotional and social development; (3) the administration of learning supports and provides a place for flexible learning of certain characters; (4) discussion activities carried out effectively by involving students actively in the implementation of character education programs in schools and accompanied by reflection activities so that discussions can be carried out in-depth; (5) schools have a responsibility to develop an environment that can strengthen the implementation of learning and student behavior, this condition allows students to practice the values of characters learned from character education programs in schools. The Cooley [60] explains that the foundation that can be used as a reference in the implementation of character education is the need for learning empathy and social sympathy as well as good actions in overall learning activities in the classroom.

The design of the implementation of character education needs an evaluation system that is used to determine its success. Evaluation is carried out during the education and learning process in schools aimed at improving learning programs and improving the quality of services to students [20]. The assessment carried out in character education is to use authentic assessments. In this case, Boud [61], Newmann & Associates [62] explain that authentic assessment focuses on the competence that is set to know the true abilities possessed by students. This assessment is to find out the real situation between the process and practice that occurs professionally [63,64]. Some literature on authentic learning [62,65], as well as the literature on professional development and assessment [66,67], argue that schools need to provide students real authentic learning. A learning experience that lives with the complexity of education and learning can stimulate students towards higher levels of original thinking and active learning.

This assessment design can be used as a means to continuously improve and improve the quality of learning throughout the entire learning process at Al-Gontori Islamic School. The teacher must have commitment and ability in carrying out authentic assessments to students. This is intended so that students have the ability of the standards set by the school. An authentic assessment is used in improving student learning achievement, authentic assessment can be carried out by authentic teaching to meet real-world expectations [68,69,70]. An authentic assessment in improving the quality of character-based learning is expected to stimulate students to develop their skills or competencies to the fullest. Authentic assessment can be carried out by assessing the learning process, which can be done by the teacher by observing student activity, abilities possessed by students, as well as through completing assignments, and portfolios. Segers, Dochy, and Cascallar [66] argue that several aspects used in valuation can support the implementation of authentic assessments.

4. Conclusion

The design of character-based learning with the Full Day System held in schools must be carried out systematically based on good learning management so that the goals of character education can be achieved effectively and

efficiently. Character values based on religious teachings are good learning tools in the formation of students' competencies and characters to have noble, creative, innovative, resilient, able to compete, ethical, moral, and polite character in interacting with the environment and society. The formation of students' attitudes and characters in Islamic schools must be taken seriously to be able to internalize the character values that have been formulated and become school policies. The results of this study imply that schools as educational institutions must be able to design character education well based on the curriculum that is developed to achieve the vision and mission of the institution. Principals, teachers, and education personnel must have a high commitment to be able to set examples and role models to be able to form a learning environment that is my curriculum planning and can form a school culture that is in line with the core values to be achieved in the whole process of education and learning in school. Core values must be formulated and designed in its implementation as well as prepared measurement tools to determine success in carrying out character education in schools.

Character-based learning can be carried out through the process of intervention and habituation carried out at school. The intervention process is implemented and developed through learning activities designed to achieve the goal of character education with various structured activities carried out by the school. The process of habituation can be created and developed through a variety of situations and conditions accompanied by reinforcement that enables students to be able to apply and carry out the character values that they are accustomed to throughout the learning process at school. This is very important because the habit of applying character values at school and home can form the good character of students in their daily lives. Habituation of character values will be difficult to do without a good example. An example in the character-based learning process at school is a clear example that must be practiced by the principal, teachers, and staff throughout the whole learning process at school. The example has a very important meaning to familiarize and civilize the core values that exist in schools. Character values must be implemented by school principals, teachers, and staff because they are learning in the form of behavior that is readily emulated and familiarized by students in school. The habit of applying character-based core values in schools can shape school culture. Good school culture can determine the attainment of student character which will be the hallmark of the school and the competencies students have in the learning process at school.

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Author Profile



Dr. Prim Masrokan Mutohar, M.Pd completed his education in the master's program in 1997 and his doctoral program in 2006 in the field of educational management at the postgraduate state university of Malang. Now he is a lecturer, researcher, and chairman of the master's study program in primary school teacher education in post-graduate Institute of Islamic Studies in Tulungagung Indonesia



Dr. Hikmah Eva Trisnantari, M.Pd has undertaken postgraduate education in the master of education

management study program in 1997 at Malang State University and an education management doctoral program in 2006 at Malang state university. She is currently a lecturer, researcher, and head of the social studies education master's degree program at the Postgraduate Program of STKIP PGRI Tulungagung Indonesia



Dr. Sulastri Rini Rindrayani, M.M is the vice-chair of administration and finance in the Teaching and Education College. She has studied at the postgraduate state university in Malang on the doctoral program in economic education in 2015. To support her career as vice chairman, she is also active as a researcher and lecturer at the graduate of STKIP PGRI Tulungagung Indonesia