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Implementation of Religious Character Education in Pertiwi Susukan Tk Sumbang District Banyumas District

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Abstract: Education plays an important role for the progress of a nation. To elevate the nation's dignity, the greatest success can be obtained if character education is fostered from an early age. One of the most important values in strengthening character education is religious character education. Religious character is the same as religious activities that contain good values. Thus, religious character serves as the basis for creating other characters. The research objective was to determine the implementation of religious character education in Pertiwi Susukan Kindergarten, Sumbang District, Banyumas Regency. The research method used is descriptive qualitative with data collection methods obtained from observation, interviews, and documentation. Then the entire data was analyzed using the ideas put forward by Miles and Huberman, namely by data reduction, data presentation, and drawing conclusions. The results of the study show that there are three activities related to religious character education. First, daily activities, namely praying dhuha in congregation and giving activities before learning begins. Second, weekly activities namely memorizing short letters. Third, annual activities, namely commemoration of Islamic holidays such as the commemoration of the months of Muharram, Isra Mi'raj, and the month of Ramadan. In implementing these activities, the teachers use the method of habituation, exemplary, enforcing rules and cultivating morals. Based on several methods, according to the observations of researchers, the implementation of religious character education in Pertiwi Susukan Kindergarten has been going quite well. Students can take part in various activities related to religious character education with enthusiasm and order.

Keywords: Implementation; Character building; Religious Character

A. Introduction

Education in the digital era as it is now is very fast and progress, especially in the field of technology, can be enjoyed by many people. Not only adults can enjoy it but children can also enjoy it. Education is a process of changing behavior, adding knowledge and life experience so that students become mature both in thought and attitude. In line with this, Yusuf defines education as a step that can be used to improve the behavior of a person or group of people with the aim of maturing humans by guiding and training them through the teaching process (Adhari et al., 2021).

Education plays an important role for the progress of a nation. Through the educational process it will give birth to quality human beings who will determine the quality of a nation. Based on the 2003 National Education System Act in Chapter II Article 3 it is stated that "National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, has noble character, is

healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.” In this regard, for our country, of course, teaching related to religion has a very important role. In accordance with the history in Islam, the Prophet Muhammad SAW emphasized that the main purpose of education is to help humans to develop superior character (Majid & Andani, 2012).

Character education needs to be instilled as early as possible in children. Character can be interpreted as a person's behavior or attitude towards their environment so that they can determine how they will behave in front of other people according to the values of truth. Instilling character values really requires good interaction, one of which can be done by approaching students so that it is hoped that students can apply them both in the family, school and community environment. The environment is what will shape the personality of the child as a characteristic of the character he has. Starting from how children act, think, behave, and express their opinions will be greatly influenced by how the environment around them provides examples and feedback (Susilo & Ramadan, 2022).

In fact the environment around students certainly has a good impact and some also has a bad impact. One of the bad impacts that is rife is that children are not polite to parents and older people, do not care about others, utter dirty words that are far from ethics, and so on. These things are common sights that are almost certain to be found in today's digital era (Majid & Andani, 2012). To solve difficulties in the midst of the nation's many problems, character education is seen as an alternative strategy that can be done.

Based on the opinion of the Ministry of Education and Culture, there are at least three elements that can be developed in character education, namely the formation of character education that fosters awareness as a creature and servant of God Almighty, character education related to science and character education that fosters a sense of love and pride in being Indonesian. . Based on this, the formation of character itself contains various values including religious. In facing the changing times in this digital era, students really need a religious character that is embedded in them. With a religious character, it is hoped that students will have good behavior based on the provisions of the religion they adhere to.

Almost all educational institutions try to instill religious character in students. But between one educational institution and another educational institution certainly has different characteristics. Like the school that the researcher met, Pertiwi Susukan Kindergarten. To foster the religious character of students in Pertiwi Susukan Kindergarten there are several activities that can support the formation of students' religious character. Students are taught the value of religious character through habituation activities which are carried out repeatedly every morning which is called "Cheerful Morning". For example, there are scheduled habits such as praying together, memorizing short letters and so on. In addition to this habituation, before learning begins students are also trained to learn to spend.

The purpose of this study was to describe the implementation of religious character education in Pertiwi Susukan Kindergarten Sumbang District Banyumas Regency.

B. Methods

The method used in this research is descriptive qualitative method. The researcher seeks to describe and describe information about the real situation that occurred at the research

location. The location used for research is Pertiwi Susukan Kindergarten which is located at Jalan Raya Lumbuayu, Susukan Village, RT 1 RW 1, Sumbang District, Banyumas Regency. In this study, the object of research was the religious character education of students at Pertiwi Susukan Kindergarten. While the subjects in this study were Mrs. Sutarsih, S.Pd. as the Principal and Ms. Titis Yulianti, S.Pd. as a teacher. In addition, Pertiwi Susukan Kindergarten students were also subjects in this study.

The techniques used in collecting data are observation, interviews, and documentation. Researchers use participant observation techniques where researchers will participate directly so that in this case researchers will be helped to find the data needed in research. The interview technique used by the researcher is a semi-structured interview technique. Semi-structured interviews can be carried out more freely than structured interview techniques. The interviewees can be asked for their thoughts and ideas in order to find problems more broadly and openly. As for the documentation technique in this study, it is used to perfect the data obtained from the results of observations and interviews that have been conducted by researchers.

The entire data that the researcher obtained was then analyzed using the idea put forward by Miles and Huberman that the action in analyzing qualitative data was carried out interactively and continuously until it was perfect until the data obtained was saturated. The activities in data analysis that researchers do are data reduction, data presentation, and drawing conclusions

C. Results and Discussion

1. Character building

Currently character education is a concept that is most widely discussed in the realm of education. In simple terms, Thomas Lickona explained that character education is a deliberate effort to help someone understand, focus, and practice the basic principles of ethics. According to Alfie Kohn's opinion quoted by Muchlas Samani and Hariyanto, character education can be interpreted specifically and can also be interpreted in general. In a special sense, character education refers to moral teaching that upholds certain values. If in a general sense, character education refers to any educational effort that takes place outside the academic field of school, especially those aimed at encouraging the growth of moral character in students (Samani & Hariyanto, 2020).

In contrast to Alfie Kohn, according to Albertus, character education is giving someone space and freedom to uphold values that are considered good, noble, and should be used as a standard of behavior. Meanwhile, according to Khan quoted by Rinja Efendi and Asih Ria Ningsih, character education is a series of actions carried out with conscious intention and planning to guide students towards good character (Efendi & Ria Ningsih, 2020).

Based on some of the opinions above, it can be concluded that character education is a conscious and planned effort to help students understand, pay attention to, and apply good ethical values so that they can be used as a reference in behaving.

2. Religious Character

Religious comes from the basic word religion which comes from English, namely "religion" which means "religion or belief". According to the Ministry of National Education,

religion is defined as an attitude and behavior that adheres to the teachings of one's religion, is tolerant of other religious practices, and lives in harmony with adherents of other religions (Jannah, 2019). Religious is also interpreted as a person's attitude or behavior related to his religious beliefs and how that person lives his daily life in accordance with the teachings of his religion. So this religious character is a manifestation of one's faith in carrying out his religious teachings which are intended only for Allah SWT (Luthfiyah & Az Zafi, 2021).

Character is not something someone is born with, character exists and is formed through a learning process from the family, environment and school. If character development in students is built through Islamic education in schools and accompanied by good cooperation in the family environment, the student's character will become stronger.

A person with a religious personality always bases his decisions on the religion he adheres to. He made religion a guideline for life in every deed, thought, spoken word, obeying His commands and staying away from His prohibitions (Wiguna, 2014). Religious character can also be interpreted as a character possessed by a person so that it can reveal identity, characteristics, and moral identification. A person's religious character will be seen from his behavior and adherence to Islamic principles. In addition, referring to Asmaun's opinion quoted by Benny Prasetya et al explaining that in order to achieve the goal of happiness in the world and the hereafter, a person must have a religious character that describes a variety of behaviors in the fields of faith, morals and worship. (Prasetya et al., 2021).

3. Implementation of Religious Character Education at Pertiwi Susukan Kindergarten

Education is not only required to educate students to become intelligent human beings with high intellectuals, but also must be able to build a personality by having noble morals. Character education at the education unit level contributes to the development of a school culture which consists of values that guide behavior, customs, and daily routines that are adhered to by all educators and students. In Mulyasa's opinion, with character education it is hoped that students will be able to independently obtain new information, learn and apply it and uphold moral values and ethics so that they can be applied in everyday life (Mulyasa, 2018).

In instilling character education to students certainly requires the method applied. In the opinion of Benny Prasetya, et al. there are four methods of character education, namely the method of habituation, exemplary, enforcement of rules, and instilling morals (Prasetya et al., 2021). Several character education methods applied by teachers include :

a. Habituation Method

Method of habituation or conditioning is repeated behavior that is done with the intention to develop habits. In addition to helping students develop attitudes and behaviors as affective skills, this habituation method also helps students keep these skills growing in themselves. In carrying out this habituation, all school members must be involved in it.

Based on the results of observations, interviews, and documentation, the researchers carried out a form of habituation that was applied to students in Pertiwi Susukan Kindergarten, namely praying dhuha in congregation, giving activities, memorizing short letters, 5S activities, loving cleanliness, dressing neatly, coming to school on time, respecting each other. and love friends without distinguishing between one another.

The use of this method is in line with the theory explained by Moh Ahsanulhaq, that in developing the religious character of students, especially in the context of developing children's character and personality, the habituation method is considered a method that is quite effective to apply. Through this method, students will be accustomed to carrying out activities related to religious character education every day (Ahsanulhaq, 2019).

b. Exemplary Method

The exemplary or modeling method is trying to provide specific and direct examples in the form of actions that illustrate Islamic values both physically and spiritually. One of the key components in making changes is by exemplary. If at school a teacher acts as a model in setting an example, parents also act as a model in setting an example to students when they are at home.

Based on the results of observations, interviews, and documentation that the researchers did, the teacher's example greatly influenced the personal growth and development of students. The teachers at Pertiwi Susukan Kindergarten try to always set a good example or role model for students. As an example of what the teacher does, namely participating in various activities related to religious character education carried out by students. An example is that the teacher participates in the implementation of Duha prayers in congregation and spends together with students. So the role of a teacher will always be imitated and imitated by students. Therefore a teacher must be able to provide positive examples and not only in the form of words but must be accompanied by actions that the teacher himself does.

The use of this method is in line with the theory explained by Azizah Munawaroh, that the exemplary role of a teacher in the school environment is very important and can determine the success of student character education. Besides that, to facilitate the achievement of character education, schools can also work with parents of students. By collaborating with parents of students, character education will be easy to achieve the desired results (Munawaroh, 2019)

c. Enforcement Methods

Enforcement of rules in character education can train students to be disciplined. In this case, the teacher will usually apply a system of rewards and punishments. Awards or rewards are gifts given as an achievement for student achievement. Usually behavior that receives reinforcement through reward has a tendency to repeat itself at the next opportunity. Meanwhile, punishment will be given to atone for actions that violate the law, morals, and standards that apply at that time. The purpose of applying punishment is to help students learn from their mistakes by motivating them to develop ways of thinking and behaving to correct their previous mistakes.

Based on the results of observations, interviews, and documentation that the researchers did, giving rewards that were usually done by teachers at Pertiwi Susukan Kindergarten were giving added value and also giving educational gifts. Meanwhile, the provision of punishment is still in the form of words in the form of recommendations and orders. The use of this method is in line with the theory explained by Rosikum, that in the process of character education the method of enforcing rules is very important to apply to students. Rule enforcement needs to be enforced so that it can instill good behavior in children and can also be used as a monitoring tool. The essence of enforcing rules is setting clear limits on what students can and cannot do (Rosikum, 2018).

d. Moral Cultivation

In Lickona's opinion, there are several components in instilling moral character education, namely moral knowledge, moral feelings, and moral actions. Based on the results of observations, interviews, and documentation that researchers carried out, the components in instilling moral character education applied by teachers in Pertiwi Susukan Kindergarten are first, moral knowledge where students will be given initial knowledge about character education, one of which is religious character. In this stage, the provision of knowledge about character values is integrated into the process of teaching and learning activities. The hope with teaching these character values is that they can instill good habits in students and the environment around students.

Second, moral feelings where students will be accustomed to carrying out the character values they have learned. In this stage, students begin to realize the importance of character values. Third, moral action, namely the peak stage of success after the instillation of moral knowledge and moral awareness. At this last stage, the hope is that after being instilled with moral knowledge and moral awareness students can and want to apply character values in everyday life. By implementing character values in everyday life, over time it will become good habituation for students.

The use of this method is in line with the theory explained by Rosikum, that in terms of character education it is very important to emphasize the experience or practice of students. Even so, character education is still needed but there must be more practice than direct teaching in theory (Rosikum, 2018).

From the results of observation, interviews, and documentation activities which were carried out from April 10 to May 8 2023. Researchers observed that the character education applied to students at Pertiwi Susukan Kindergarten consisted of three forms of activity, including :

a. Daily Activities

This activity was carried out by students before recess, namely at 08.45 - 09.10 WIB. From the observations that the researchers made, the students had implemented religious character education through the habituation of Duha prayer in congregation well. This can be proven by the students not forgetting to always bring their own prayer equipment such as mukenas, prayer rugs, sarongs and caps. In addition, when it was time to perform Duha prayer, the students also rushed to the mosque and, with the guidance of the student teacher, took ablution water together.

Giving is a good and noble activity, so it is necessary to teach it to children as early as possible so that it can become a positive habit. Infaq activities are carried out by students every day, precisely before learning begins. For the implementation system, every morning students are taught to spend a minimum of two thousand rupiah which is collected from the teacher. Here the teacher will take student attendance as well as record students who donate.

The purpose of holding this donation activity is to train children to be diligent in giving alms by setting aside some of the pocket money given by their parents. From the results of the observations that the researchers made, the students had implemented religious character education, especially in giving activities properly. This activity can run well because the teachers have taught this habituation regularly so that they are used to it.

b. Weekly Activities

Weekly activities related to students religious character education are carried out every Wednesday morning, namely short memorization activities. This activity is carried out before learning begins. The aim is to facilitate students in reading verses of the Qur'an and train students' memory.

c. Annual Activities

Annual activities related to students' religious character education include the commemoration of the month of Muharram, Isra Mi'raj, and the month of Ramadan. For activities carried out in April-May, namely Ramadan activities. Ramadan activities such as the Lightning Islamic Boarding School which was held at Pertiwi Susukan Kindergarten lasted for 5 days, namely on 13-17 Ramadhan 1444 H. This activity was filled by teachers whose goal was to explore the abilities of the teachers. The purpose of carrying out this activity is to form students who have an Islamic personality and noble character.

According to the theory explained by Glock and R. Stark, there are five dimensions of religiosity in humans, namely the dimension of religious belief, the dimension of religious practice, the dimension of experience (religious feeling), the dimension of religious knowledge, and the dimension experience (religious effect) (Prasetya et al., 2021). Based on this theory, the daily activities carried out by Pertiwi Susukan Kindergarten students have reached the dimension of religious practice and the dimension of experience. Dhuha prayer activities in congregation are included in the dimension of religious practice, namely by carrying out prayer services. Meanwhile, giving infaq is included in the experiential dimension by applying religious teachings in everyday life. For weekly activities carried out by Pertiwi Susukan Kindergarten students have reached the dimension of religious knowledge. Memorizing activities of short letters which are carried out by providing understanding and knowledge of the verses of the Al-Qur'an. In addition, this activity can also train students' memory. While the annual activities carried out by Pertiwi Susukan Kindergarten students, namely Islamic boarding schools, have reached the dimension of religious knowledge by deepening Islamic religious knowledge.

B. Conclusion

From the results of the research above which discusses the implementation of religious character education at Pertiwi Susukan Kindergarten, it can be concluded that there are three activities related to religious character education including daily activities, weekly activities and annual activities. For daily activities, namely praying dhuha in congregation and giving activities before learning begins. Weekly activities, namely memorizing short letters and annual activities, namely activities commemorating Islamic holidays such as the commemoration of the month of Muharram, Isra Mi'raj, and Ramadhan. Researchers can conclude that through these various activities can shape and strengthen the personality of students with character with the first focus, namely on themselves, starting from the smallest things. Even so, the formation of student character certainly requires a relatively long time and cannot produce spontaneous results. Therefore, matters related to religious character education for students must always be trained and accustomed to students. By doing this, over time students will get used to it and they will immediately have their own initiative to do it without having to wait for someone to order it first. This grows in students because the teachers have

made it a habit from the start and set an example to always carry out activities related to students' religious character education on a regular basis.

As for implementing these activities, it certainly requires the method applied. Various character education methods applied by teachers in Pertiwi Susukan Kindergarten include habituation methods, exemplary, enforcement of rules and instilling morals. Based on several methods, according to the observations of researchers, the implementation of religious character education in Pertiwi Susukan Kindergarten has been going quite well. This shows that students at Pertiwi Susukan Kindergarten have been able to implement religious character education in the school environment.

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