INTERNALIZATION OF STUDENT CHARACTER EDUCATION IN MADRASAH IBTIDAIYAH COUNTRY (MIN) SEkuduk OF SAMBAS DISTRICT

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Abstract: *This article discusses the Internalization of Character Education of Students at Madrasah Ibtidaiyah Negeri (MIN) Sekuduk Sambas District. The research aimed to try to describe the internalization of character education of students in Madrasah Ibtidaiyah Negeri (MIN) Sekuduk Sambas District, method of learning character education of students in Madrasah Ibtidaiyah Negeri (MIN) Sekuduk Sambas Regency; Factors affecting the character of students in Madrasah Ibtidaiyah Negeri (MIN) Sekuduk Sambas District. This research is designed with qualitative approach using case study design. Research subjects are principals, educators, education personnel and students MIN Sekuduk. The results of the analysis show that the internalization of character education through the habituation of values such as religious values, honesty, togetherness, simplicity, and discipline systematically and continuously integrated in curriculum management, student management and management of educators and education personnel, will realize character education who gave birth to a superior and emotionally intelligent generation, socially savvy and spiritually intelligent. A superior generation with multiple intelligences is an important provision in preparing children for the future because someone who has multiple intelligences will be easier and more successful in facing all kinds of life challenges, including in building the moral of a nation of character.all kinds of life challenges, including in building the moral of a nation of character*.

Keywords: *Internalization, Education, Character, MIN Sekuduk*

Preliminary

Religious education and moral or moral education should get first place. Because education is essentially human-human effort, education is very strategic to educate the nation's life and is needed to improve the overall quality of the nation. Character education should start early. Because children are the future generation of the nation. Early character formation greatly affects the future character of this nation. Character building will grow well, if in the process of growth they get the attention and guidance from parents and school. According to Helen G. Douglas he argues that the characters are not inherited, but something that is built continuously day by day through thoughts and deeds, mind after thought, action for action (Muchlas Samani, 2011).

Character education teaches habitual ways of thinking and behavior that help individuals to live and work together as family, community, and state and help them to make responsible decisions (Yahya Khan, 2010). According to Adeyemi (2009) in his

research entitled Teaching Character Education Across the Curriculum and the Role of Stakeholders at the Junior Secondary Level in Bostwana he argues that in improving character education in schools, all other stakeholders also have a role to play in promoting character education at schools and the wider community. Including the components of education itself that is the content of the curriculum, the process of learning quality, relationships, school management, implementation of work activities and work ethic of all citizens and the school environment (Adeyemi, Michael Bamidele, dkk. 2009). This study focuses on the management or management of students' education of the SE SEKUDUK. The focus of the research is broken down into three subfaces, namely: (1) The application of character education of MIN Sekuduk; (2) Student character learning method MIN Sekuduk; (3) The factors that influence the student's character MIN Sekuduk.

Research methods

This type of research is qualitative, with research design using ethnography. This research was conducted at MIN Sekuduk located in Kecamatan Sejangkung Sambas Regency. The data collection methods include: (1) Interview (2) Observation (3) Documentation. To improve or to know the validity of data are (1) degree of trust (credibility) (2) Transferability (3) Dependability (4) Confirmability. To present the data for easy understanding, the data analysis steps used in this research are (1) data reduction (2) data presentation (3) drawing conclusion (Lexy J Moleong, 2009).

Research Result

Based on observation dated 14 August 2017, it is known that the application of character education MIN Sekuduk, done through habituation or school culture that is a behavior that gets used to form a personality for each individual student. Where the personality will become a character that formed within a person. Over time the child will grow as the environment teaches it and the environment is also something that becomes the habit that it faces every day. Managing the character of a child is not enough to be taught only through the subjects in the classroom, but the school also applies it through habituation or school culture. Habituation activities conducted at MIN Sekuduk is not just a command, but the teacher gives direct practice or role model to the students.

Character education that is done through habituation and giving examples or exemplary is a behavior that is instilled to each individual where the habituation mentioned will be a character that is formed within a person. Good behavior that will continue to be a habit will give birth to someone who has good character. Similarly, the bad behavior that will continue to be a habit will give birth to someone who has a bad character as well.

Based on observations made on Tuesday 17 august 2017, there are several scopes that become monitored and the main areas of habituation applied by MIN Sekuduk is as follows: First, Sunnah dhuha Prayer is done together in the mosque but not in berjamah. Because sunnah prayer dhuha not include sunna prayer that is congregation but done together. The status of the teacher is not as a priest but as a model or example for his students after that we teach them to pray together dhuha prayer together.

The character that is to be achieved from the first prayers of sunnah dhuha is to have the children have religiutas high enough so that their spiritually awake every day. Secondly, they want to apply discipline in their souls, because they, because prayer as a whole, educate the soul to be more disciplined, so there are values of discipline we want to cultivate. Also we want to create a sense of responsibility to the child to carry out the task.

Second, this line-up activity is executed every day when going to class. This activity is distinctive in its implementation process, which gives the direct neatness assessment by the principal, then the principal points one of the classes as the winner or the most tidy class. The winning or the most is neatly appointed to enter the class first. The character to be achieved from the marching line activity is the first issue of child discipline. Second, want to create their character to work hard because they have to adjust the line with their friends. And also create an atmosphere of togetherness with friendship and also love the homeland and spirit of nationalism.

Thirdly, the reading of prayers and *asmaul husna* as a routine activity in MIN Sekuduk, is also an Islamic teaching that must be practiced. Because prayer is a connection tool between human and God (*hablumminallah*) in relation to religious spirituality. Then with the habit of carrying out the recitation of prayers and *asma'ul husna* will create a good character, at least there are three characters to be achieved from prayer activities and readings asma'ul husna that we emphasize the point that children have religiutas, then independence so they can not easily depend on others in completing tasks. Also in the *asma'ul husna* there is a prayer-do'a also for others, so we teach also the sense of having a high social awareness of others.

Fourth, Shake hands and kiss him, MIN Sekuduk is one of the Religious-based Primary Schools that have implemented shaking hands as a routine activity at school. Schools can be said good and qualified if it can produce students who are smart and smart in the field of academic and non academic and have good moral and moral values. As MIN Sekuduk the smell he also always creates a harmonious and familial atmosphere both between students with teachers and teachers with teachers, this will make the process of activities at school can run well and smoothly. By applying a school at school culture, it is hoped that schools will be able to create younger generations who have strong character in their morale and behavior in order to become future providers in the future. Characters to be achieved from the culture of shaking hands (shaking hands) are friendly / communicative, love peace, and social awareness.

Fifth, savings activities become part of MIN activity which need to be developed. Savings activities in school as well as when we save in Banks such as Bank BRI, BNI, BCA and others. In addition to saving there are also voluntary savings that are currently developed by MIN Sekuduk. The process is almost the same with the activities save, just different sources of money used. Money Savings are voluntary savings money is set aside from student pocket money every day. This voluntary deposit is unique in MIN

Sekuduk. The character that you want to achieve from this activity is to create creative, social, responsibility and honest students.

According to observations and observations in the field, the application of school culture or practice is done in MIN Sekuduk such as sunnah dhuha, marching, praying and reciting asma'ul husna, shaking hands and kissing hands teachers, and saving activities will create religious, disciplined, hard-working, friendly, homeland, nationalism, independent, social, tolerance, peace-loving, responsible, caring, self-directed and creative environment.

Based on observations in the field, one of the efforts of teachers at MIN Sekuduk to facilitate students' understanding of the taught material that is by using methods in accordance with the material or subjects are taught as well as associate or insert the character values into the subject the discussion. Learning methods at MIN Sekuduk odor is very varied means to adjust the will and interest of children when studying on that day.

From the interview results in the field, that in the learning method requires that teachers should understand the world of their students, lifestyle, expression patterns, and orientation of their students. This understanding of the student world becomes the basic capital. Through this understanding the teacher can understand all student behavior, as well as have the power to direct the students on one side in accordance with the subject matter, and on the other hand acceptable to students for not criticizing or blaming the student world. Understanding of the world-student then becomes the vehicle for the teaching of values.

Combination methods like this will be very easy to do because it does not make students bored. As far as researchers observe in the field, especially for religion-based subjects, the example of Fiqh lessons in which it discusses prayers, for example dhuha prayers teachers occasionally use the method of practice. The practice is finally applied directly every day in the mosque.

Based on observations made in class I is ongoing learning process with teacher DS, on the subject of Qur'an Hadith. With the subject of *birrul walidain* (devoted to both parents). In the early stages before presenting the material on respecting both parents, the teacher conveyed the sources in the Qur'an and Al-Hadith, about the dutiful recommendation to the parents. Then proceeded to recite a hadith of the Rasulullah which reads:

"It has come to the Messenger of a man then asked," O Messenger-Who is more eligible me better? "He replied, your mother. And he asked again which? He replied, "Your mother". He asked again, "Then who? "He replied," Your mother "He asked again, Then in vain? "He replied," your father." Furthermore the teacher said: Subhanallah, when mother was nine months old, when it was difficult for her mother to stand up and walk hard, even lay sick. The first three months of nausea and vomiting because there we he pondered. When we are going to be born, the mother strains the soul between life and death. Despite bloody and unbearable illness, the mother remains willing with our presence. After birth one by one our fingers are calculated and stroked. In the midst of

the pain, he was seen smiling with a melt of happy tears. And at that moment the mother thought would born a pious child who glorify it.When it is finished, the teacher smiles and then says: Come on Children as carefully as the writing of your heart, what services and goodness have you done to the parents? Children raised in family situations that are caring and affectionate tend to experience good behavior. Such good behavior is in essence a form of happy family manifestation. In addition to the influence of the family, non-formal education also plays a role in it. Non-formal education is referred to as TPA education.

Discussion

Character education at Min Sekuduk through the application of habituation is a concrete act which is grounded by various educational issues, including cases that afflict individuals, or Ormas, or certain organizations clashing, criminal acts, theft, penalty, sexual harassment (according to survey data showing 63% of Indonesian teenagers have free sex), pregnant out of wedlock, drug trafficking among adolescents, circulation of pornographic photos and videos among students, student brawls, which has agitated people in various places in some big cities in Indonesia. Even similar events are often difficult to overcome by the school itself, to the extent of involving police officers and lead to imprisonment, because it is a criminal act that could take the lives.

The real phenomenon experienced and occurring in this nation shows that "this nation is truly unique" this view of uniqueness should direct our views and minds to explore more about what causes it, how to solve it, and how this nation is built for a more future good, as well as success in the world and happy in akherat. To solve or minimize those problems we must have the courage to unravel the root of the real problem. Entering the era of globalization and modernization has become one of the educational challenges for educators to adapt their curriculum and educational facilities with sophisticated technology in order to produce students capable of competing in this era.

School is the second medium of educational socialization after outgoing, contributing to the role and great contribution in introducing and instilling social values and norms in the formation of personality. School as an educational institution that education itself is a culture, cannot avoid the formation of the establishment of positive character for their students. According to Kohlberg and Lockheed he states, there are four stages of character education that need to be done, namely (a) the stages of habituation as the beginning of the child's character development, (b) the stage of understanding and reasoning on values, behavioral attitudes, and student character;) the stage of applying various behaviors and actions of the students in daily reality, (d) the stage of meaning is a stage of reflection of the students through the assessment of all attitudes and behaviors they have understood and done and how their impact and usefulness in life is good for themselves or others (Abdul Majid, 2011).

The National Education System aims to develop the potential of learners to become human beings who believe and be cautious to God YME, morals, healthy,

knowledgeable, capable, creative, self-man and become a democratic and responsible citizens. That is what we all hope for. Research conducted by Ping (2009) in his article entitled "A Critique of" Moral and Character Development "he proposed that there are six alternatives to face character and moral education. First, character and moral education can be added to the curriculum that is appropriate and appealing to students. Second, opportunities are given to students to clarify and defend their own values without any recommendations or support. Third, students can be taught how to analyze their panda views after making decisions and how to put those decisions in rational action. Fourth, the cognitive-oriented approach of Lawrence Kohlberg (1976) can be used to move students to a higher level after discussing with their peers who hold high moral values. Fifth, students can be taught a set of specific values and corresponding appropriate actions. Sixth, the combination of a series of approaches, such as inculcation, value education, analysis and learning of action or service learning, can be applied to influence one's willingness and action (Liu Ping, 2009).

The character cannot be formed quickly and immediately (instant), but must go through a long, careful, and systematic process. Based on a growing perspective in the history of human thought, character education should be done based on the stages of child development from an early age to adult hood.The management of character education at Min Sekuduk through the use of habituation in schools developed a character set that was unearthed, crystallized, and formulated using various sources, among other considerations: (1) Al-Qur'an and Hadith; (2) Philosophy-Religion, Pancasila, 1945 Constitution, and Law N0.20 of 2003 along with the provisions of its derivative legislation; (3) psychological, educational, moral, and socio-cultural considerations; (3) Empirical considerations in the form of experience and best practice of leading educational unit figures, message cultural groups and others.

This is consistent with Majid's claim that habituation is created by a situation and condition (persistent life situation), and reinforcement that enables learners in their educational units, in their homes, in their neighborhoods to familiarize themselves with behaving accordingly characters that have been internalized and personalized from and through the intervention process. The process of culture and empowerment that includes giving examples, learning, habituation, and empowerment must be developed in a holistic, holistic, and dynamic way (Abdul Majid, 2011).

The habituation of cultivation value in Min Sekuduk which developed is (1) Prayer sunnah dhuha, (2) Lines, (3) Pray and recite asma'ul husna, (4) Shake hands and say hello (5) Saving. The success of the learning process can not be separated from the teacher's ability to use the learning methods used that are oriented towards increasing the intensity of student involvement effectively in the learning process. The use of appropriate learning methods is basically aimed at creating learning conditions that enable students to learn actively and fun so that students can reach the optimal learning outcomes and achievements.

Stiff (2010) in his journal entitled Widening The Lens to Teach of Character Education Alongside Standards Curriculum he revealed that in order to support the

education of a character with the curriculum standards, the first school leaders should direct the teachers in character education orientation. Furthermore he also mentions in his journal that there are five steps of combining the teaching of everyday character with the standard of the first educational office, Identifying the emphasis on values and characters that reflect the consensus of society and showing how good decision-making is on the basis of those values. Second, Guiding teachers in analyzing country standards for setting teaching targets and identifying character education emphases, such as decision making, achievements. Third, Provide staff training and planning time for teachers to design unit plans to incorporate state standards and character education teaching. Fourth, supporting teachers in the implementation of lesson activities that emphasize state standards and character building experiences. Fifth, promote the use of work-based assessment such as observation instruments and scoring rubrics, which can effectively evaluate aspects of character development (Hellen R. Stiff, 2010).

The effort of Min Sekuduk, in applying the method of learning in the classroom, always tries to link or input the material or subject to character values (Reflective). Teachers provide motivation and enthusiasm to learn with words that are meek, friendly, wise, give advice and guidance to always do good deeds. Advising or suggestions can be made at the beginning of the meeting before the course material, or on the sidelines of the giving of materials or also at the end of the course material. Thus character education not only touches on the cognitive level, but touches on integration and internalization and real experience in the daily life of the students in the community. Effective learning methods are related to the teacher's understanding of the development and condition of the students. Because the teacher has an important role and responsibility in shaping the character of his pupil, not just the theory.

According to Huitt (2003) suggests, the learning methods developed by the primarily moved from the existence of differences associated with various student characteristics. Because students have different personality traits, the habits vary from one individual to the other, the teacher-learning method is not fixed on a particular method, but only on certain methods, but varies. In addition to the consideration of students 'diversity, the use of various learning methods is also intended to increase and improve students' learning motivation, so that they are not saturated with the ongoing learning process. The use of appropriate learning methods can encourage the growth of students' happiness in learning, improving and improving motivation in performing tasks, giving students easier achievement of better learning outcomes. Based on the data obtained, it is explained that the learning at MIN Sekuduk always begins with prayer. Pray before learning is a manifestation of morals to God in learning, as well as praying to God is the embodiment of a straight Islamic aqedah.

The cultivation of student character values is also not necessarily the responsibility of the school. Beyond school, investment values of student characters also become the responsibility of parents, because parents are as mentor children in the house. In this case, the family contributes to the level of character values of children

through the level of attention, affection, and parental guidance. The family is the smallest social unit, but it is undeniable that the majority of children are raised by the family, and the reality shows that in the family the child gets the first education and coaching. Apart from being the smallest social unit, outgoing is the most demanding and most powerful environment in educating children. With affection and harmony, the family as one of deep influence forming or characterizing children.

Oladipo (2009) in his article entitled "Moral Education of the Child: Whose Responsibility"? He says that children often idealize one teacher in school, they see the behavior of the teachers and then also try to imitate the behavior. The behavior of young people begins with imitatio (imitation) and this is true since childhood (in family). What the older person says will be recorded and reappeared by the child. Children learn something from their environment, especially the immediate environment (family) and have high rational intensity (S.E Oladipo, 2009).

The role and responsibility of the family to educate the child, is very dominant. Similarly, the environment of children's life, both in the environment of children, both in the school environment and community environment. The influence of the environment determines the student's psychic development. Furthermore, with the environment (school and community environment) children's lives will contribute to the formation of children's character. It depends on the environment, whether the environment is a good influence or not. In accordance with the results of observations of researchers in the field, in general the environment of student life is very supportive, both in terms of environmental life in school and environment life in society. Viewed from the environmental side of life at school, students at MIN Sekuduk get two categories of teaching materials, namely religious material derived from the MORA curriculum, and general materials derived from the Diknas curriculum. In addition to getting knowledge of the material taught, students in MIN Sekuduk also get exemplary from a teacher and feel the attention and affection of his teachers. The cultivation of character values, will not always be affected by the environment of school life, but the environmental factors of life in society also play a role in it, depending on the subject that affects in the field, whether good or bad. People in Sekuduk smell (especially Muslims) are very concerned and enthusiastic about education, especially religious education.

Conclusion

The effort of forming the character of students of MIN Sekuduk is done by applying habituation or school-style that leads to character formation with the appropriate mission that is to carry out moral character building according to Islamic values. The activities of school habituation or culture performed at MIN Sekuduk include: sholat sunnah dhuha, marching line activities, praying and reciting asmaul husna, shaking hands and kissing teacher's hands and saying hello and saving. The application of habituation or the culture of the school is done through the process of exploring the character and introducing themselves to the children because each child's character and his psychology and cognitive are different. The application of such habituation, (1) Directing and solicitation (2) By exemplary and examples. The learning

process at MIN Sekuduk using variative methods, and always trying to improve or enter the material or subject into the character values. In addition, teachers must understand the world of students, lifestyle, expression patterns, and orientation of his students because the understanding of the world of students is a basic capital in the learning process. Implementation of learning in the welding teachers also always give advice to children to always do good, this is done to always do good, this is done on the sidelines of material presentation or when delivering material or when Submission of material upon completion. In Factors that affect the character of students in school include the form of affection and attention of parents in the family. Exemplary teachers, teacher affections, association of friends and teachers in the school environment. And sociability in society

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