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# Implementation Of Student Character Formation Through PAI Learning At Bustanul Ulum Islamic Vocational School, Jember Year 2018/2019

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**Abstract**

*Character education is a process of transforming life values to be developed in the personality of a person or student so that they become one in the behavior of that person's life. Character education is not just teaching what is right and what is wrong, more than that character education instills good habits so that students understand what is right and what is wrong, and are able to feel good grades so that students will be able to thing to do that good thing. This research focuses on how to plant, implementation and evaluationformation of student character through PAI learning at Bustanul Ulum Islamic Vocational School in 2019/2020. This type of research method is descriptive qualitative research, where research is descriptive (describes) and uses analysis, with data collection methods through observation (observation), interviews and documentation which are then analyzed by reducing irrelevant data, presenting data and drawing conclusions. The research results show that 1) Planning for instilling student character through PAI learning at the Islamic Vocational School of Bustanul Ulum has been seen optimally supported by the RKS (School Work Plan), RKAS (School Budget Activity Plan) and the 2013 Curriculum which consists of syllabus and lesson plans adapted to the conditions of students. 2) The implementation of student character cultivation through PAI learning at the Bustanul Ulum Islamic Vocational School went very well. This can be proven by the activities in the teaching and learning process which are in accordance with what is planned in the teaching and learning process which are in accordance with what is planned in the RKS, Syllabus and RPP. and pray. 3) Evaluation of students' character building through PAI learning at the Bustanul Ulum Islamic Vocational School, namely the assessment of test results, test results,*



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*exam results, which are summarized in learning completeness, the results of parental assessment activities of children when at home, then the results of children's behavior activities while at school , then at the end it will be accumulated on the value of the report card.*

**Keywords: Character, Learning, Islamic Religious Education**

## INTRODUCTION

Education is a planned effort in the process of mentoring and learning for individuals so that they grow and develop into human beings who are independent, responsible, creative, knowledgeable, healthy and have noble character. This is in accordance with Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education that Indonesia as a cultured nation is a country that upholds noble character, noble values, wisdom, and character. In order to create a cultured nation through strengthening religious values, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, caring for the environment, caring socially, and being responsible, it is necessary to strengthen character education( Zainal Dan Sujak. 2016 )

In learning Islamic religion, the main foundation is the Koran and hadith which are the main foundation. So that Islamic teachings teach that every action in life is all based on the application of noble morals. Be kind to yourself, God Almighty, parents, family, and other people, both young and old, all interactions are the embodiment of one's morals.

Cultivating character at SMK Islam Bustanul Ulum Jember has taught students especially in terms of character. In accordance with the statement from the Islamic Religious Education teacher that character education is very important for students, of course the role of a teacher can protect, love and humanize students so that character grows as a process of self-actualization.

## THEORETICAL BASIS

### Definition of Planting Character

Planting is the process, method, act of planting, cultivating or instilling (Kasiram, 2010) The cultivation of character that is meant in this study is the way that schools do to instill character in students. Character education according to the Minister of Education and Culture



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of 2018 No. 20 ministries of education and culture:

1) Religious. That is an attitude of obedience and adherence to the religion he adheres to and has tolerance for other religions
2) Honest. Behavior based on efforts to make oneself a person who can always be trusted in words, actions, and work
3) Tolerance. Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of other people who are different from themselves
4) Discipline. Actions that show orderly behavior and comply with various rules and regulations
5) Hard work. Actions that show orderly behavior and comply with various rules and regulations
6) Creative. Thinking and doing something to produce new ways or results from something you already have
7) Independent. Attitudes and behaviors that are not easy to depend on others in completing tasks
8) Democratic. Ways of thinking, behaving, and acting that value the rights and obligations of himself and others
9) Curiosity. Attitudes and actions that always seek to know more deeply and widely from something that he learns to see and hear
10) National spirit. The way of thinking, acting, and having insight that places self-interest and that of the group
11) Love for the motherland. The way of thinking, acting and having insight that places the interests of the nation and the state
12) Appreciate achievements. Attitudes and actions that encourage him to produce something that is useful for society and recognize and respect the success of others
13) Friendly / communicative. Attitudes and actions that encourage him to produce something useful for society and recognize and acknowledge the success of others.
14) Love peace. Attitudes and actions that encourage him to produce something useful for society and recognize and acknowledge the success of others.
15) Likes to read. Habits that make time to read various readings that provide wisdom for him
16) Care for the environment. Attitudes and actions that always try to prevent damage to


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the surrounding natural environment, and develop efforts to repair the natural damage that has occurred.

17) Social concern. Attitudes and actions that always want to give help to other people and society in need
18) Responsibility. One's attitude and behavior to perform his duties and obligations, which he should do, towards himself, society, the natural environment Linguistically (etymologically), the term character comes from

Latin language*kharakter, kharassaein,*and*kharax* in Greek*character* sect*charassein*, which means make sharp and make deep. In English*character* and in Indonesian it is commonly used with the term *character* (Zubaedi, 2011). In the Big Indonesian Dictionary the word*character*interpreted by character, psychological traits, morals or manners that distinguish one person from another, and character. So the term character means having character, having personality, behaving, character, character and character (Hasan, 2002). An individual with good or superior character is someone who tries to do the best for God Almighty, himself, others, the environment, the nation and the state.

## RESEARCH METHODS

The research approach used in this research is qualitative research. Qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups( Mulyasa, E 2011). The reason researchers use this approach is according to Bogdan and Taylor in Moleong that qualitative research is defined as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Gunawan, 2017). The type of research used by researchers is field research (*field research*). Field research is a study where the data source and research process use places and locations at SMK Islam Bustanul Ulum Jember No. 17 Pakusari, (Helmawati,2017). This research is a field research that aims to describe the cultivation of student character through PAI learning at Bustanul Ulum Islamic Vocational School Jember.

## DISCUSSION

### Planning for Instilling Student Character through PAI Learning at Bustanul Ulum Jember Islamic Vocational School in 2018/2019.


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In the system of educational institutions it is necessary to have systematic and directed planning for the continuity of education. Planning in Islam known as*at-takhthit* or*planning* namely planning or description of an activity that will come with a certain method. These plans can be arranged according to the needs within a certain period of time and must be right on target. Good learning activities always start with a well-thought-out plan. Careful planning will show optimal results in learning. In addition, planning also means the process of defining organizational goals, creating strategies to achieve goals and developing plans for organizational work activities (Marzuki, 2017)

Likewise with the Bustanul Ulum Islamic Vocational School, it is necessary to have a planning process for instilling character through PAI learning as a form of school work plan activities (RKS) which are usually carried out by educational institutions. In this meeting the Principal as the holder of power or*supervisor* giving assignments to educators, students, parents and school members to instill values character values to students so that students increase knowledge and understanding of moral values towards others such as obeying rules, being religious, tolerant, caring, polite, honest, diligent, disciplined, fond of reading, nationalist, respecting others, kind and hard working . Regarding learning, all learning materials in schools currently use the 2013 curriculum, so the principal assigns each teacher the task of compiling and completing teaching and learning tools such as syllabus and lesson plans. This is in accordance with the opinion expressed by Marzuki who stated that planting character through learning oriented towards SK/KD analysis, development of character syllabus, preparation of character lesson plans, and delivery of character teaching materials. intended to limit the values that can be developed in the relevant SK/KD learning. Teachers are required to be more careful in bringing out the values that are targeted in the learning process.

In preparing the learning implementation plan at the Bustanul Ulum Islamic Vocational School, this is in accordance with the provisions in Law Number 20 of 2003 concerning the National Education System which reads:

1.) Article 36 Paragraph (2) states that the curriculum is at all levelsand the type of education is developed with the principle of diversification according to educational units, regional potential, and students. 2.) Article 36 Paragraph (3) states that the curriculum is arranged according to the level of education within the framework of the Unitary State of the Republic of Indonesia by taking into account: (a) increasing faith and piety; (b) increase in noble character; (c) increasing the potential, intelligence, and interests of students; (d) diversity of regional and environmental



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potentials; (e) demands for regional and national development; (f) the demands of the world of work; (g) the development of science, technology and art; (h) religion; (i) dynamics of global developments; and (j) national unity and national values. 3.) Article 38 Paragraph (2) stipulates that the primary and secondary education curricula are developed in accordance with their relevance by each education group or unit and school/madrasah committee under the coordination and supervision of the district/city education office or religious affairs office for basic education and province for secondary education.

Thus the planning of the learning process including the character building program in Bustanul Ulum Islamic Vocational School refers to learning tools, namely in the form of syllabus and lesson plans that are in accordance with the rules of their preparation.

**Implementation of Student Character Building through PAI Learning at Bustanul Ulum Jember Islamic Vocational School in 2018/2019.**

The implementation of learning from the preliminary, core, closing activities is selected and carried out so that students practice the targeted character values. By using the principles*Contextual Teachingand Learning* (Introduction, Core, Closing) can facilitate the internalization of values. In addition, the teacher's behavior throughout the learning process.[13] The implementation of character building in this case, the teacher's role becomes very basic and important for the success of character building to support the successful implementation (implementation) of character education, an element of the personal potential of educators in the embodiment of role models, through the process of internalizing habituation of character values in the behavior of life at school.

In terms of the implementation of the character values planting program at the Bustanul Ulum Islamic Vocational School it is carried out through coaching which includes teaching and learning activities in schools such as studying PAI learning materials and other learning examples of natural sciences and social sciences, enforcement of discipline and school rules, manners, guarding cleanliness, and so on. As well as learning outside of class hours is commonly referred to as extracurricular activities which study about coaching students in knowing the talents and interests of students in the fields of science, sports, arts and languages. It is hoped that this coaching can also educate the character of students so that they can become whole human beings.

This is in accordance with the opinion expressed by Heri Gunawan who stated that the


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cultivation of character values through processes and approaches in order to achieve goals effectively and efficiently is based on and reflects noble values and norms, both towards God Almighty. , oneself, fellow human beings, national and environmental. Whereas through PAI learning consists of the stages of initial activities, core activities and closing.

**Initial activity**

Before starting learning activities, educators and students get used to performing sunnah dhuha prayers in congregation or individually, so that they enter into learning which always begins and ends with prayer, this is a way to instill religious or religious character values. Through the process of habituation which is combined with giving direct examples by educators, it shows that there is motivation to cultivate a commendable generation.

While the initial activities in the learning process are the teacher starting or opening the lesson by greeting. Opening a lesson is an activity to create mental readiness and optimally attract the attention of students, so that they fully focus on learning. There are several things that can be done by the teacher to start or open learning, including through building familiarity and pre-testing. Fostering familiarity is an effort that must be made by the teacher to create a conducive learning climate and prepare students to enter the learning process. This familiarity building can be done by the teacher introducing himself to students, greeting, praying, checking the presence of students. Whereas*Pretest*(preliminary test) is an activity of asking questions that relate previous knowledge to the material to be studied, then explaining the learning objectives, basic competencies and scope of material according to the syllabus and lesson plans.

**Core activities**

The formation of student competencies is a core learning activity, which includes conveying information about basic material or standard material, discussing standard material to build student competence, as well as exchanging experiences and opinions in discussing standard material or solving problems that are faced together. The procedures followed in the formation of competencies are as follows:

a. Based on basic competencies and standard material that has been included in the learning implementation plan.
b. The teacher explains the standards logically and systematically, the subject matter is presented clearly and written on the board.
c. The teacher monitors and gives assignments to students. 4) The teacher repeats the


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material and provides constructive motivations to students.

**Final activity (closing)**

Closing is the end that is done by the teacher to end learning. In this closing activity the teacher must try to find out the formation of competencies and achievement of learning objectives, as well as students' understanding of the material that has been studied, as well as ending learning activities.

Thus, based on the explanation above, it is hoped that the implementation of character instilling through PAI learning will allow schools to implement character values such as: self-confident, rational, logical, critical, analytical, creative, innovative, independent, responsible, patient, careful. , willing to sacrifice, brave, honest, love of knowledge, fond of reading, nationalist, tenacious/persistent, fair, orderly, disciplined and hard working. In order for character values to be realized in everyday life at school by all school members as a habit (habituation).

**Evaluation of Students' Character Building through PAI Learning at Bustanul Ulum Jember Islamic Vocational School in 2018/2019**

The next step after planning and implementing is evaluation.*controlling*) includes the continuation of the task to see if the activities are carried out according to plan. In a learning evaluation it is very important to do to find out whether in the delivery of lessons found things that hinder the process and to find out whether the material conveyed can be absorbed properly by students.

Evaluation here can be in the form of an assessment of attitudes, skills, and knowledge. In this case the assessment applied at SMK Islam Bustanul Ulum for character building in PAI subjects and other subjects, namely the assessment of test results, test results and exam results which are summarized in the results of learning completeness. then the results of the parents' check list/control of students when they are at home, all student activities at school are accumulated in the report card grades.

**CONCLUSION**

Based on the results of the analysis regarding the cultivation of student character through PAI learning at Bustanul Ulum Islamic Vocational School it can be concluded as follows:



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1. Planning for instilling student character through PAI learning at the Islamic Vocational School of Bustanul Ulum has been seen optimally supported by the existence of the RKS (School Work Plan), RKAS (School Budget Activity Plan) and the 2013 Curriculum which indirectly character education values have been instilled insert it into learning Islamic Religious Education and other learning. Planning a character planting program through PAI learning, namely syllabus and lesson plans adapted to the conditions of the students.
2. The implementation of naming student characters through PAI learning at the Bustanul Ulum Islamic Vocational School went very well. This can be proven by the activities in the teaching and learning process which are in accordance with what is planned in the teaching and learning process which is in accordance with what is planned in the RKS, Syllabus and RPP. Activities carried out such as, initial activities with dhuha prayers in congregation, reading books (literacy), saying greetings, praying, a Al Fatihah, taking attendance, pretest. While in the core activities such as understanding the material and reading the verses of the Qur'an, An. As well as closing activities by summarizing the material, giving reinforcement and motivation, delivering material at the next meeting, and praying.
3. Evaluation of the inculcation of student character through PAI learning at Bustanul Ulum Islamic Vocational School, namely the assessment of test results, test results, exam results, which are summarized in learning completeness, the results of parental assessment activities of children when at home, then the results of children's behavior activities while at school , then at the end it will be accumulated on the value of the report card.

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