

Parent's Perception of The Development of The Building Character of Integrated Islamic Elementary School Students In Al-Uswah Pamekasan

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Abstract:

Nowadays, character education in schools has received special attention by the government through the Ministry of Education and Culture Research Technology. The character of the education promoted by the government is integrated with formal education from the elementary schools, junior high schools and senior high schools levels, the presence of character education is expected to have a positive impact on the development of students in schools. According to Ryan & Bohlin (1999) character is a pattern of individual behavior, if the individual has good character, he has an understanding of goodness, likes goodness and does good. This research was conducted at the Integrated Islamic Elementary School (SDIT) Al Uswah Pamekasan with a sample of 42 parents, the method used in this research is descriptive quantitative research method using percentages. Based on the results of data analysis, it was found that the parents perception of the character building development of students was 90%. It is concluded that the parents perception is tremendous on the character building development of the Al Uswah Pamekasan Integrated Islamic Elementary School (SDIT) students. From these results, it is concluded that the character of Al Uswah Integrated Islamic Elementary School (SDIT) students has independence, has good behavior towards teachers and peers, maintains cleanliness and speaks politely.

Keywords:

Parent's Perception, Character Building, Students

Abstrak:

Pendidikan karakter di Sekolah akhir-akhir ini mendapatkan perhatian khusus oleh pemerintah melalui Kementerian Pendidikan dan Kebudayaan Riset Teknologi (Kemendikbud Ristek). Pendidikan karakter yang digalakkan oleh pemerintah diintegrasikan dengan pendidikan formal dari tingkat SD/MI, SMP/MTs dan SMA/MA/SMK. Hadirnya pendidikan karakter diharapkan memberikan dampak positif terhadap perkembangan peserta didik di Sekolah. Karena menurut Ryan & Bohlin (1999) karakter merupakan suatu pola perilaku individu, jika individu tersebut berkarakter baik maka ia memiliki pemahaman terhadap kebaikan, menyukai kebaikan dan mengerjakan kebaikan. Penelitian ini dilaksanakan di Sekolah Dasar Islam Terpadu (SDIT) Al Uswah Pamekasan dengan sampel yang digunakan sebanyak 42 Orang Tua, metode yang digunakan dalam penelitian adalah

metode penelitian kuantitatif deskriptif dengan menggunakan persentase. Berdasarkan hasil analisis data didapatkan jika persepsi Orang Tua terhadap perkembangan karakter *building* peserta didik sebesar 90%. Hal ini dapat disimpulkan jika persepsi guru sangat baik terhadap perkembangan karakter *building* peserta didik Sekolah Dasar Islam Terpadu (SDIT) Al Uswah Pamekasan. Dari hasil tersebut maka bisa disimpulkan jika karakter peserta didik Sekolah Dasar Islam Terpadu (SDIT) Al Uswah memiliki kemandirian, memiliki perilaku yang baik terhadap guru dan teman sebaya, menjaga kebersihan dan bertutur kata yang sopan.

Kata Kunci: *Persepsi Orang Tua, Karakter Building, Peserta Didik*

Introduction

Character is an important part of human life, although basically character is invisible to the eye. However, it is integrated into the behavior of everyday life. Character in psychology is known as personality language, whose personality is not only formed based on genetics or derivatives from parents but is also influenced by the immediate environment and the wider environment, such as schools and communities or groups in their daily lives. The development of a person's character can be seen from the development of age, speaking style, and the language used. Therefore, basically character is a combination of genetics, environment and age (time).

When viewed today, character education is classified into two, namely positive character and negative character, Lickona explained that positive character is a character that describes concern for others, honesty, responsibility and having good ethics or behavior¹. While negative characters such as temperamental, according to Ronni Gunawan's opinion, there is a temperamental that cannot be changed but the intensity of the temperament can be reduced². Even in some literacy, temperamental is categorized as a trait that cannot be eliminated and will always be inherent in a person, therefore temperamental is classified as a category negative character.

Character education which has recently been promoted by the government aims to form students to have good characters such as; etiquette to teachers, maintain cleanliness, behave honestly and respectfully to both parents. Skaggs & Bodenhorn argue that character education does not only have an impact on students' academic achievement in school, but character education is partly linked to the general goals of the school³.

In addition to some of the things above, character education focuses on how students learn to have good self-confidence and moral values slowly, Domes W said that students in schools must learn about self-confidence and moral values that exist

¹ Ruba Khoury, "Character Education as a Bridge from Elementary to Middle School: A Case Study of Effective Practices and Processes.," *International Journal of Teacher Leadership* 8, no. 2 (2017): 49–67.

² Ronny Gunawan, "The Role of Character Education for Early Children in Early Childhood Education Programs in Happy Kids Bogor Indonesia" 66, no. Yicemap (2017): 23–26.

³ Khoury, "Character Education as a Bridge from Elementary to Middle School: A Case Study of Effective Practices and Processes."

in society and consistently maintain good habits⁴. So Ryan & Bohlin explained that character is a pattern of individual behavior, if the individual has good character then he has an understanding of goodness, likes goodness and does good⁵. Therefore, the goal or purpose of character education is basically to form students who have noble character, high self-confidence and positive daily habits of life and maintain the noble values of the nation.

Research Method

The research method used in this research is quantitative research methods, quantitative research methods are research methods in an effort to find, develop and test the truth of knowledge by describing or interpreting numbers⁶. The formula used is the percentage as below:

$$P = \frac{f}{n} \times 100\%$$

Table
Percentage-level Achievement Criteria

Percentage%	Qualification
81-100	Very Good
66-80	Good
56-65	Passable
41-55	Poor
00-40	Very Not Good

The population in this study was 42 parents of students who were selected randomly and at the same time used as research samples known as saturated samples.

Discussion and Findings

The analysis that researchers use in this study is SPSS Version 16, which is based on the following analysis results:

Statistics

Parent Perception

N	Valid	42
	Missing	0
Percentiles	100	90.0000

From the table above, it shows that the parents' perception of education character at SDIT Al-Uswah Pamekasan is 90%, it means that parents perceive that character building in the school is very good. Furthermore, according to parents, what is very visible and formed in students is to have independence, behave well towards

⁴ G Dwirahayu, "Implementation Of Character-Building Education In Mathematics Teaching And Learning To Create Of Human Character," In *PROCEEDINGS International Seminar and the Fourth National Conference on Mathematics Education* (2011): 978–979.

⁵ Hibur Tanis, "Pentingnya Pendidikan Character Building Dalam Membentuk Kepribadian Mahasiswa," *Humaniora* 4, no. 2 (2013): 1212.

⁶ Priyono, *Metode Penelitian Kuantitatif*, ed. Teddy Chandra, 2016th ed. (Zitama Publisher, n.d.).

teachers and peers, maintain cleanliness and speak politely. This is in accordance with an opinion that character education is one of the efforts in creating and developing the soul of students from within, this is to realize a positive character to demand the formation of a better civilization⁷.

In line with the above, Ki Hajar Dewantara coined the concept of character education as follows;

1. A person can govern himself with the aim of unity, orderly life and mutual cooperation.
2. Teaching is a process of educating to be better
3. Education must be in harmony with life
4. Culture must be in harmony with nature and be able to create peace
5. Work according to your ability
6. Live with your own abilities and efforts and
7. Peace of mind and not being bound means that you are ready to provide education to students.

Therefore, in character education in schools, the teacher's role is very important, because the teacher is the spearhead in the world of education, so that in the formation of children's character, it is formed from the time the child is at the elementary school level who is guided and given direct examples by the teacher. Character formation should start from early education, starting at the elementary school (SD), junior high school (SMP) and high school (SMA) levels, this can be the initial foundation for students to take and reach their future. In order for character education to run effectively, it needs to be integrated with the school curriculum. So that students will automatically be disciplined, study well, care for others, respect teachers, and have good morals⁸.

Based on the findings at SD IT Al-Uswah Pamekasan, the curriculum used contains character values in it, so that it is reflected in the daily activities of teachers. As; The teacher welcomes the arrival of students by smiling, friendly, polite and courteous, orderly habituation, speaking well, caring for peers, etc. As for the learning system in the classroom, SDIT Al-Uswah Pamekasan uses a fun learning system so that students do not feel bored, but still with the values of character education in it.

In some references, one of the strategies that can be used in learning which includes character values, namely:

1. Teachers as role models, moral models and moral mentors
Teachers are role models like parents of students at home, so that the moral quality of students depends on the quality of the relationship between teachers and students, in relation to which teachers can provide positive moral examples in three ways, namely; respect, care, set a good

⁷ Sumardi Sumardi, Henny Suharyati, and Permadi Permadi, "The Management Program of Character Building Education," no. 1 (2018): 361–364.

⁸ Amini Amini, Syamsu Yurnita, and Hasnidar Hasnidar, "The Development of Character Education Model Trough an Integrated Curriculum At Elementary Education Level in Medan City," *International Journal on Language, Research and Education Studies* 1, no. 2 (2017): 298–311.

- example, and provide direction related to morals.
2. Create a sense of caring in the class community
Students need the love and attention of adults, therefore the teacher has a duty to create a class atmosphere that cares for one another. Ways that can be used by Master to create caring for others by means of;
 - a. Getting to know each other's personalities
 - b. Respect, care and respect each other
 - c. Feel the group presence in class⁹.

Some of the things above can be used by teachers to carry out character education in schools in order to shape students into human beings or whole human beings who are embedded in the religious and noble values of the nation.

Conclusion

Based on the results of the discussion above, it can be concluded that if the SDIT Al-Uswah Pamekasan has carried out character education that is integrated with the curriculum in the school, the level of parental perception is 95%, which means that according to parents, character education students at SDIT Al-Uswah Pamekasan are very good. This is based on students having independent personalities, having good behavior towards teachers and peers, maintaining cleanliness and speaking politely and other positive behaviors.

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⁹ Character Development, "A Comprehensive Approach to Character Development" (n.d.): 1-5.