



IMPLEMENTATION OF CHARACTER EDUCATION IN INTEGRATED ISLAMIC ELEMENTARY SCHOOL

Neliwati¹, Muhammad Isa², Rija Ansari³, Siti Rahma Qomaruddin Lubis⁴

Universitas Islam Negeri Sumatera Utara, Medan Indonesia^{1,2,3,4}

Email: neliwati@uinsu.ac.id

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Abstract

Institutions considering a wide range of non-educatipenetratednow been penetrated in our educational institutions. Such bers: the phenomenon of violence, sexual abuse, mania business through schools, corruption and arbitrariness that occur among school. After conducting a reliminary study in Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat it can be concluded while, that the Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat is an educational institution that began to notice the importance of character education. This study used a qualitative descriptive approach. In collecting the data, the authors using observation, interviews, and documentation. This study produced three findings: first from the aspect of planning is done in several ways, including: a) Designing school conditions conducive, b) Designing curriculum of character education explicitly, c) Creating a curriculum characters integrative, d) Management of classrooms, e) environmental management outside the classroom. Both at the level of implementation is done, among others: a) Cooperation between the school community, b) Applying the model, c) Habituation pray, d) Guidance Qur'an intensive, e) Appreciating the creativity of learners, f) Establish a harmonious relationship between teachers and learners. Third at the level evalusinya do several things, among others: a) Cooperation with parents of learners (co parenting), b) strict supervision of the character, c) Home visit (Home Visits), d) Issue a communication book.

Keywords: Character Education, Integrated Islamic Elementary School, Character Value,

Abstrak

Pendidikan karakter menjadi semakin urgen untuk diterapkan di lembaga pendidikan kita mengingat adanya Berbagai macam perilaku non-pendidikan kini telah merambah di lembaga pendidikan kita. Perilaku tersebut antara lain lainnya: fenomena kekerasan, pelecehan seksual, mania bisnis melalui sekolah, korupsi dan kesewenang-wenangan yang terjadi antar sekolah. Setelah melakukan studi pendahuluan di Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat, dapat Dapat disimpulkan bahwa SDIT Anak Sholeh Kec. Hinai Kab. Langkat merupakan lembaga pendidikan yang mulai memperhatikan pentingnya pendidikan karakter. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Dalam mengumpulkan data, penulis menggunakan observasi, wawancara, dan dokumentasi. Penelitian ini menghasilkan tiga temuan: pertama dari aspek Perencanaan dilakukan dengan beberapa cara, antara lain: a) Merancang kondisi sekolah yang kondusif, b) Merancang kurikulum karakter pendidikan secara eksplisit, c) Menciptakan kurikulum yang berkarakter integratif, d) Pengelolaan ruang kelas, e) lingkungan manajemen di luar kelas. Baik pada tataran implementasi yang dilakukan antara lain: a) Kerjasama antar warga sekolah, b) Menerapkan keteladanan, c) Pembiasaan shalat, d) Bimbingan Al-Qur'an intensif, e) Menghargai kreativitas peserta

didik, f) Menjalin hubungan yang harmonis antara guru dan peserta didik. Ketiga di level evaluasinya melakukan beberapa hal, antara lain: a) Kerjasama dengan orang tua peserta didik (co parenting), b) pengawasan yang ketat terhadap karakter, c) Kunjungan rumah (Home Visits), d) Menerbitkan buku komunikasi.

Kata Kunci: Pendidikan Karakter, SDIT, Nilai Karakter.

INTRODUCTION

The purpose of National education as stated in the 1945 Constitution mandates that the government seeks and organizes a national education system to increase faith and devotion to God Almighty and noble character in the context of the intellectual life of the nation. The Indonesian people consciously build education based on noble character. Based on these objectives, education in all lines and levels should develop learning, habituation, and exemplary as well as activities and a conducive culture of educational institutions so that children become intelligent and have noble character.¹

Educational institutions in Indonesia, especially in the district. Hinai Langkat Regency began to give a positive response to these challenges and responsibilities. Many education systems have emerged that refer to character education, such as what School of Anak Sholeh of Integrated Islamic Elementary Hinai is trying to implement.² This school is very concerned about moral/character education in the implementation of teaching and learning activities. The curriculum used at School of Anak Sholeh of Integrated Islamic Elementary is guided by the curriculum of the Ministry of National Education (Ministry of National Education), but the application of religious education as the formation of children's character is a very prioritized thing.³

School is a place to carry out education after education in the family. School is a place to gain knowledge and develop potential, school is also a place to instill character values. The problem so far is that the values of character education in schools are only limited to indoctrination and in knowledge or theory, and not yet at the level of cultivation and implementation in real everyday behavior.⁴ Zuhdi states that indoctrinative moral education is

¹ Badrun Badrun dkk., "Principal's Leadership Strategy in Strengthening Character Education," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (28 Februari 2022), <https://doi.org/10.30868/ei.v11i01.2290>; Yera Hur, Sanghee Yeo, dan Keumho Lee, "Medical students' self-evaluation of character, and method of character education," *BMC Medical Education* 22, no. 1 (2022): 271, <https://doi.org/10.1186/s12909-022-03342-6>.

² Ninik Indawati dkk., "Improving The Religious Character of Educators Through Exemplary of Principles," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (1 Juni 2022): 789–801, <https://doi.org/10.33650/al-tanzim.v6i3.3691>; Ansori Ansori dkk., "Digital Innovation in Pesantren Education: Prediction to Welcome Global Islam Awakening," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (31 Mei 2022): 645–61, <https://doi.org/10.31538/nzh.v5i2.2222>.

³ Nurotul Faidah dan Muhammad Anas Maarif, "Literacy-Based Islamic Cultural History Learning at Islamic Elementary School," *Jurnal Pendidikan Islam Indonesia* 6, no. 2 (15 April 2022): 110–22, <https://doi.org/10.35316/jpii.v6i2.345>; Dyah Putri Fadillah dan Istikomah Istikomah, "The Strategy Of School Literacy Culture In Elementary School," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (19 Oktober 2021): 503–17, <https://doi.org/10.31538/nzh.v4i3.1614>.

⁴ Poetri Leharia Pakpahan dan Umi Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (10 Januari 2021): 1–20, <https://doi.org/10.31538/tijie.v2i1.19>.

only sufficient to stem the occurrence of deviant behavior from societal norms, but it is not possible to form individuals who have independence in moral decisions.⁵

This is in line with Muslich, which states that character education should not only touch at the level of introducing norms or values, but also at the level of internalization and real action in everyday life.⁶ Examples include prayer before class hours, dhuha prayer every morning, congregational prayers, ablution assistance, library visits, which are some of the routines implemented at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat as an effort to form a strong character for students.⁷ Even every student of Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat is entitled to a tahfiz program, where all students are guided to memorize important letters and are targeted that after graduation they have memorized at least 4 juz of 30 juz in the Al-Quran, in addition to other activities outside of class hours that support the formation of children's character always improved by Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat such as the Ramadan Islamic boarding school, social services, syawalan, market day, commemoration of the PHBI (Islamic Great Day Celebration) and outdoor visits to orphanages or destinations every year.

That is, if the school has tried to realize the implementation of character values in schools well, namely by providing knowledge (knowing) about norms or values so that students can feel (feel) positive things from these values and students are encouraged to internalize these character values. through their daily actions.⁸ The form of school success in implementing student character values can be seen from how students internalize these values properly, which will be seen through the actions or behavior of students on a daily basis.⁹

An indicator is needed to find out whether the process of implementing these character values has been going well or not. There are 2 (two) types of indicators to determine the success of schools and classes in developing character values. First, indicators for schools and classes. Second, indicators for subjects. These school indicators are used as a marker of school success in implementing the implementation process in schools.¹⁰

From this review, the research focuses on the efforts that have been carried out by schools in implementing character education values in accordance with school guidelines that have been made by the Ministry of National Education covering the planning, implementation

⁵ Helmawati, *Pendidikan karakter sebari-bari* (Remaja Rosdakarya, 2017).

⁶ Abdul Mukti Bisri, "Studi Analisis Komite Sekolah/Madrasah Dalam Mengawal Kualitas Pendidikan," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (25 Maret 2020): 51–64, <https://doi.org/10.31538/munaddhomah.v1i1.31>.

⁷ Debby Intan Safitri, Mudzanata Mudzanata, dan Anggun Dewi Setya Putri, "The Implementation of Authentic Assessment in Thematic Learning in Elementary Schools," *International Journal of Elementary Education* 4, no. 2 (23 Juli 2020): 255–60, <https://doi.org/10.23887/ijee.v4i2.25551>.

⁸ Nurun Najmi, Muhammad Husnur Rofiq, dan Muhammad Anas Maarif, "The Effect Of Cooperative Learning Model Type Of Teams Games Tournament (Tgt) On Student's Learning Achievement," *At-Tarbiyat: Jurnal Pendidikan Islam* 4, no. 2 (28 Agustus 2021), <https://doi.org/10.37758/jat.v4i2.291>; Edy Kurniawan dkk., "Pengaruh Penggunaan Media Audio Visual Terhadap Hasil Belajar Kosakata Bahasa Inggris Siswa Kelas II MI Dwi Dasa Warsa," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 1 (24 Mei 2022): 27–38, <https://doi.org/10.54069/attadrib.v5i1.226>.

⁹ Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (Random House Publishing Group, 2009).

¹⁰ Arita- Marini, Desy-Desy Safitri, dan Iskandar- Muda, "Managing School Based on Character Building in The Context of Religious School Culture (Case in Indonesia)," *Journal of Social Studies Education Research* 9, no. 4 (1 Oktober 2018): 274–94.

and evaluation processes. Student behavior in the form of habits is an indication that they have internalized the character values that the previous school had tried to develop through knowledge (knowing), instilling these values through feelings (feeling).¹¹

So far, character education is considered the main solution in improving the character and culture of the nation. The government also makes various efforts so that the inculcation of character values can be well integrated in students at all levels of education. SDIT (Integrated Islamic Elementary School) is one of the important levels of education in order to produce graduates who are good in mindset and behavior, so that they are ready to continue their education to a higher level.¹²

Each school has a different school culture and strategy in trying to make the character education process successful. For example, the teachers at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat links religious materials with general material so that there is continuity between the two with simple concepts according to the age abilities of students at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat. This is in accordance with the school's vision, namely "Creating Superior and Intelligent Students in Science, Having Islamic Morals and being Environmentally Insight". With a very good concept developed by Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat, the response of the surrounding community is very good, they do not hesitate to entrust their children to be educated at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat is hoping that their children will become a generation that excels both in intelligence and morals.¹³

The process of implementing character education values includes the planning, implementation, and evaluation stages carried out by the school and student behavior which is a manifestation of the internalization of character values in students that the school is trying to develop is a concern in this study.¹⁴

Based on the results of observations and discussions with the principal and the Head of Curriculum, it can be seen that schools have a commitment to building a culture of character in schools. This can be seen from the school's vision and mission which reflects the culture of character and values that Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat. From the results of observations and discussions with the principal and the Head of Curriculum, this research focuses on the process of implementing the values of character education and student behavior in the form of student actions through daily habits at school. However, it is not enough to do good daily habits only at school, it must also be balanced with good habits in

¹¹ Endun Abdul Haq dkk., "Management of Character Education Based on Local Wisdom," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (24 Maret 2022): 73–91, <https://doi.org/10.31538/ndh.v7i1.1998>.

¹² Mauhibur Rokhman dan Fathul Amami, "Integration of Islamic Religious Education and Science Learning in Elementary School," *Ta'dib: Jurnal Pendidikan Islam* 10, no. 2 (2 November 2021): 331–40, <https://doi.org/10.29313/tjpi.v10i2.8971>; Sri Marmoah dan Suharno Poerwanti Jenny Indrastoeti Siti, "Literacy Culture Management of Elementary School in Indonesia," *Heliyon* 8, no. 4 (1 April 2022): e09315, <https://doi.org/10.1016/j.heliyon.2022.e09315>.

¹³ Sri Wahyuni dan Sanchita Bhattacharya, "Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (2 September 2021): 229–49, <https://doi.org/10.31538/tjje.v2i2.22>.

¹⁴ Nilda Nilda, Hifza Hifza, dan Ubabuddin Ubabuddin, "Peran Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam Sekolah Dasar," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 1 (25 April 2020): 12–18.

the home environment. The process of implementing the character education values studied in the form of planning and implementing the implementation of character values that have been carried out by the school and focusing more on religious values, honesty, perseverance, discipline, and caring/responsibility which are the priority values at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat. This is a value that becomes a priority compared to other character values. Student actions in the form of these habits are an indication of the school's success in implementing character education values. If schools provide good character education, students will take actions according to character values. Based on this explanation, it is very important to investigate further about what character education is like at Integrated Islamic Elementary School Anak Sholeh.

Based on the existing phenomena, researchers conducted research with the aim of knowing and describing that the implementation of character education greatly influences student behavior. Researchers describe character education to instill and develop noble characters in students, so that they have good behavior to apply in their lives. Therefore, the researcher conducted a study with the title "Implementation of Character Education in Islamic Elementary Schools for Children"

METHOD

This research is qualitative-descriptive. Qualitative research is a research procedure which is a research procedure that produces descriptive data in the form of words or verbal statements from people or observable behavior directed at individual backgrounds (Suharsimi Arikunto: 1985). Based on the presentation of this type of research is descriptive, namely research conducted by observing phenomena that occur factually and analyzing them based on scientific logic. The purpose of qualitative research is to explain a phenomenon as deeply as possible by collecting the deepest data, which shows the importance of depth and detail of the data being studied.¹⁵

RESULTS AND DISCUSSION

The process of implementing character values at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat.

Based on the results of interviews and documentation, it is shown that the process of implementing character education at Integrated Islamic Elementary School Anak Sholeh is carried out starting from the beginning when students enter the school gate. Integrated Islamic Elementary School Anak Sholeh seems to have a high commitment in instilling and developing character values. This can be seen from the school's vision and mission, good school facilities, and school conditions that are quite neat, clean, and comfortable. Facilities such as classrooms and other infrastructure facilities are also quite adequate. This of course can support the process of implementing character education values in schools.

The following is an explanation of the process of implementing character values at Integrated Islamic Elementary School Anak Sholeh obtained from interviews and documentation. In planning, the school also conducts socialization to all elements of the school,

¹⁵ Lexy J. Moleong, *Metodologi penelitian kualitatif* (Remadja Karya, 1989).

so that the process of implementing character education can run according to the school's goals. Dimensions of character values that are a priority at Integrated Islamic Elementary School Anak Sholeh include: religious, honest, diligent, disciplined, and caring/responsible. Then to strengthen these character values, the school also makes rules and regulations that have been mutually agreed upon.

Planning in the prenting character values at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat.

The planning stage in the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh is the same as teacher planning in general, namely by loading these character education values into the learning implementation plan. Thus, it is hoped that the implementation process of character education can be integrated in every learning activity in schools.

In planning, the school also conducts socialization in advance to all elements of the school, so that the process of implementing character education can run in accordance with the school's goals. Dimensions of character values that are a priority at Integrated Islamic Elementary School Anak Sholeh include: religious, honest, diligent, disciplined, and caring/responsible. Then to strengthen these character values, the school also makes rules and regulations that have been mutually agreed upon.

Implementation of the process of implementing character values at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat

Implementation of character values at Integrated Islamic Elementary School Anak Sholeh begins when students go to school. Students are required to be present a maximum of 5 (five) minutes before the bell rings. Students who are more than 15 minutes late will be penalized in the form of memorizing letters. Students are obliged to say greetings and greet Ustadz and Ustadzah who are ready to welcome them at the school gate. After the bell rang, the teacher asked the class leader to lead the prayer and the students were required to attend the motivational apple and perform the dhuha prayer. This is done to familiarize students with religious character values by coming on time and being able to perform sunnah prayers.

In the implementation of learning the teacher emphasizes the character values of being honest, diligent, disciplined and responsible. The value of honest character is carried out by the teacher by inserting advice to students to tell the truth, when students are asked not to ask for answers from friends and when buying in the canteen, students are required to pay according to what is purchased which is associated with Islamic teachings which are strengthened by the Koran and hadith. This is also reinforced by the results of the teacher's interview which stated that: "I try to instill the value of honest character in students by advising them to tell the truth, when they do not ask friends for answers, and when they eat snacks in the canteen, they have to pay according to what they buy.

The value of diligent character also seems to be taught by Ustadz and Ustadzah (the teacher) when teaching by pressing the students to do the task well, having complete lesson notes so that they are easy to learn and listening well to the lessons delivered by the teacher.

In addition, students are taught to comply with school regulations including wearing uniforms and carrying out picket duties according to schedule. This is as stated by the teacher in his interview as follows: "In terms of discipline, we teach children to do homework, wear uniforms neatly and cleanly and carry out picket according to schedule."

The value of caring/responsible character at Integrated Islamic Elementary School Anak Sholeh emphasizes the behavior of throwing garbage in its place, picking up scattered garbage and cleaning the bathroom after use it. In practice, it appears that students have a sense of concern high enough to throw garbage in its place. This too supported by facilities provided by the school by providing trash cans in every class and room.

In the process of implementing character education, it is necessary to cooperate with various parties, both the school, family and community so that it runs according to the objectives. Therefore, the school needs to establish good communication with various parties as a means of sharing and evaluation to discuss problems and obstacles that occur during the implementation process as well as solutions to overcome problems that occur in the process of implementing character values.

In the implementation of learning the teacher emphasizes the character values of being honest, diligent, disciplined and responsible. The value of honest character is carried out by the teacher by inserting advice to students to tell the truth, when students are asked not to ask for answers from friends and when buying in the canteen, students are required to pay according to what is purchased which is associated with Islamic teachings which are strengthened by the Koran and hadith.

The value of diligent character also seems to be taught by Ustadz and Ustadzah (teachers) when teaching by pressing students to do assignments well, having complete lesson notes so that they are easy to learn and listening well to the lessons delivered by the teacher.

The value of caring/responsible character at Integrated Islamic Elementary School Anak Sholeh emphasizes the behavior of throwing garbage in its place, picking up scattered garbage and cleaning the bathroom after using it.

Constraints in the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh include: a) Parents have not fully accompanied their children as expected by the school, b) Habituation at home that is not in line with habituation at school, c) Unsupportive social environment.

Integrated Islamic Elementary School Anak Sholeh makes efforts to overcome obstacles in the process of implementing character education values including: a) Conducting regular parenting school activities, b) Home visits if there are things that must be resolved immediately, c) Holding regular class councils, d) Communication homeroom teacher to parents intensively on student problems experienced by the school, e) The existence of religious assistance (mentoring) and academic (academic companion), f) The existence of speech regularly, and g) The closeness of teachers with students to explore student problems.

Results (evaluation) of the implementation of character values

The values of religious, honest, diligent, disciplined and caring/responsible character values that have been implemented by the teacher turn out to be in practice there are still several obstacles that must be faced. There are still some children who have not been able to apply the values of religious character, honest, diligent, disciplined and caring/responsible at school and at home. This is informed by the fact that there are still students who cheat during tests, there are still students who forget to do their homework, there are still students who are busy chatting with their friends while listening to lessons, and so on. In the process of implementing character education, it is necessary to cooperate with various parties, both the school, family and community so that it runs according to the objectives. Therefore, the school needs to establish good communication with various parties as a means of sharing and evaluation to discuss problems and obstacles that occur during the implementation process as well as solutions to overcome problems that occur in the process of implementing character values.

Problem solving that the school seeks include; holding parenting school activities regularly to control children's development, conducting home visits if there are things that need to be resolved immediately, holding regular class councils, communicating homeroom teachers to parents intensively on student problems experienced by school, providing religious assistance (mentoring) and academics (academic assistants), regular tausiyah, and establishing closeness between teachers and students to explore student problems.

Behavior of Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat in Applying Religious Values, Honest, Diligent, Disciplined, and Caring/Responsibility

The implementation of character education values is an effort made in instilling character values in students. The implementation of character education values such as religious, honest, diligent, disciplined, and caring/responsible can be seen through the daily behavior of students. This behavior is a manifestation of the internalization of character values in students that the school is trying to develop.

Constraints faced and solutions pursued by schools in the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat

In the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh can not be separated from the obstacles. Head of Integrated Islamic Elementary School Anak Sholeh revealed the obstacles and efforts to overcome obstacles in the process of implementing character education values, namely as follows:

"The obstacle in instilling character education is the condition of society which is still like this, so that even the parents have not fully accompanied their children as expected by the school. For example, if the school has taught, instilled, and accustomed to learning activities and daily worship routinely but at home, the children are freed and not given care that is at least balanced with the care we provide in the school environment, it's the same. So our upbringing at school will return to zero because of the ignorance of parents who may not set a good example at home. To overcome these obstacles, the school holds parenting school activities

regularly, communicates the condition of the children regularly, and home visits if there are things that need to be resolved immediately.”

The results of the interview above show that the obstacles faced in the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh, namely the parents have not fully accompanied the child as expected by the school. However, the school seeks solutions to overcome these obstacles, namely holding regular parenting school activities, communicating the condition of children regularly, and home visits if there are things that must be resolved immediately.¹⁶

The results of the interview did not differ much from the description of the head vice curriculum of the Integrated Islamic Elementary School Anak Sholeh Hinai, Langkat stated that:

“The obstacle in the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh, namely: 1) There are parents who do not care about the condition of students and the learning process at school, 2) Habituation at home that is not in line with habituation at school, 3) An unsupportive social environment. However, the school also continues to try to overcome these obstacles, namely: 1) By holding regular class councils, 2) Intensive homeroom communication to parents on the problems experienced by the school, 3) The existence of religious assistance (mentoring) and academic (academic assistants).), 4) Tausiyah on a regular basis, 5) The closeness of teachers with students to explore student problems.”

This statement was also corroborated by the statement of the Integrated Islamic Elementary School Anak Sholeh on the results of the interview stated the obstacles in the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh are:

“Habitat at home that is not in line with habituation at school and an unsupportive social environment. Efforts to overcome these obstacles are by uniforming the attitude of teachers in dealing with students and with parents, having meetings between homeroom teachers/school officials and parents of students on a regular basis such as once a month or two months”.

Based on this description, it can be concluded that the obstacles in the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh include: a) Parents have not fully accompanied their children as expected by the school, b) Habituation at home that is not in line with habituation at school, c) Unsupportive social environment.¹⁷ However, Integrated Islamic Elementary School Anak Sholeh also makes efforts

¹⁶ Apap Nazihah dan Ilham Habibi Maulana, “Integrasi Tasawuf Dan Modernitas Dalam Pendidikan Islam Prespektif Fethullah Gulen,” *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (20 Agustus 2020): 41–53, <https://doi.org/10.31538/tijie.v1i1.7>.

¹⁷ Andika Aprilianto, Akhmad Sirojuddin, dan Abduloh Afif, “Strategi Manajemen Kepala Sekolah Dalam Meningkatkan Prestasi Belajar Peserta Didik,” *FATAWA: Jurnal Pendidikan Agama Islam* 2, no. 1 (2021): 107–30, <https://doi.org/10.37812/fatawa.v2i1.392>; Yeni Ciptaningsih dan Muhammad Husnur Rofiq, “Participatory Learning With Game Method For Learning Completeness In Islamic Religious Education,” *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 15, no. 1 (29 Januari 2022): 18–29, <https://doi.org/10.37812/fikroh.v15i1.361>; M. Husnur Rofiq dan Nuril Ainun Nadliroh, “Analisis Evaluasi Pembelajaran Aqidah Akhlak Dalam Sistem Kredit Semester Di Madrasah Tsanawiyah Cerdas Istimewa Amanatul Ummah,” *FATAWA: Jurnal Pendidikan Agama Islam* 2, no. 1 (2021): 70–92, <https://doi.org/10.37812/fatawa.v2i1.269>.

to overcome obstacles in the process of implementing character education values, including: a) Holding regular parenting school activities, b) Home visits if there are things that need to be resolved immediately, c) Holding regular class councils, d) Intensive homeroom communication to parents regarding student problems experienced by the school, e) The existence of religious assistance (mentoring) and academic (academic assistants), f) The existence of regular tausiyah, and g) The closeness of teachers with students to explore student problems.¹⁸

CONCLUSION

The planning stage in the process of implementing character education values at Integrated Islamic Elementary School Anak Sholeh is the same, namely by loading the values of character education into the learning implementation plan. Thus, it is hoped that the implementation process of character education can be integrated in every learning activity in schools.

Implementing character values at Integrated Islamic Elementary School Anak Sholeh begins when students go to school. Students are required to be present a maximum of 5 (five) minutes before the bell rings. Students who are more than 15 minutes late will be penalized in the form of memorizing letters. Students are obliged to say greetings and greet Ustadz and Ustadzah who are ready to welcome them at the school gate. After the bell rang, the teacher asked the class leader to lead the prayer and the students were required to attend the motivational apple and perform the dhuha prayer.

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