



Madrasah Head's Strategy in Cultivating Character Education at MI Ma'arif NU 1 Klapagading Wangon Banyumas

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Abstract: This journal examines the Madrasah Head's strategy in cultivating character education at MI Ma'arif NU 1 Klapagading Wangon Banyumas and aims to describe the Madrasah Head's strategy in cultivating character education at MI Ma'arif NU 1 Klapagading Wangon Banyumas. Based on the results of observations and interviews, the principal's strategy in cultivating character education at MI Ma'arif NU 1 Klapagading Wangon, Banyumas Regency includes integration in self-development programs such as routine activities, spontaneous activities, modeling and conditioning. integration in subjects includes Islamic religious studies, sports lessons, integration into school culture in the classroom, school and outside school.

Keywords: cultivating character education, Integration in self-development programs, integration in subjects

INTRODUCTION

Character education is one of the goals of national education. Article 1 of the 2003 SISDIKNAS Law states that among the goals of national education is to develop the potential of students to have intelligence, personality and noble morals. The mandate of the 2003 SISDIKNAS Law not only forms intelligent Indonesian people but also personality or character. So that a generation of character is born who respects the noble values of the nation and religion. It is hoped that a solid national foundation can be built by raising national awareness through character education. Character education is becoming increasingly urgent to be implemented in educational institutions considering that various kinds of non-educational behavior have now penetrated our educational institutions. These behaviors include: the phenomenon of violence, sexual harassment, business mania through schools, corruption and arbitrariness that occur within schools (Doni Koesoema A., 2010: 115).

Li Lanqing (Muchlas Samani, 2011: 41) emphasizes the dangers of an education system that places too much emphasis on memorization, drilling, and rigid teaching methods, including an education system that is oriented only to passing exams. Meanwhile, Muchlas Samani (2011: 36) revealed that the problem that Indonesia is also facing is that the current

early education system is too oriented towards developing the left brain (cognitive) and does not pay enough attention to the development of the right brain (affective, empathy and feeling).

In general, all processes of instilling moral values in children will be beneficial for them individually and socially, this depends on how to develop character education in children, if it is done well and not only prioritizing students' academics, the school will produce graduates who are have character, both moral and academic, and be a human being who is acceptable in the environment and society. Character education must be applied at all levels of education, but a larger portion must be given at the elementary school level compared to other levels of education. This is because elementary/MI students are still not contaminated by bad qualities, so it is very possible to instill good manners or noble character in our nation which will ultimately stick in the children's souls until they grow up. Elementary school education is strategic for character education, but in reality the current early education system is too oriented towards cognitive development and pays little attention to the affective development, empathy and feelings of students.

In an unstructured interview conducted by researchers with a teacher at MI Ma'arif NU 1 Klapagading Wangon Banyumas, he stated that so far he had instilled character in students by providing information and optimizing direction in daily activities at school. However, the teacher in question admitted that the process of cultivating character could not be carried out optimally because religious teaching hours in schools were still limited, apart from that the preparation for learning was not optimal both in terms of lesson plan preparation, media and implementation strategies. (Interview with MI Teacher, Muhammad Amin S.Pd.I, December 10 2023).

So far, emotional intelligence and spiritual intelligence have received little attention from various parties, especially in the field of education. In this regard, education in Indonesia has so far placed too much emphasis on the importance of academic values, just brain intelligence. Starting from elementary school to college level, it is rare to find teachers about emotional and spiritual intelligence who teach about integrity, honesty, commitment, vision, creativity, mental resilience, wisdom, justice, principles of trust, self-control or synergy even though that is precisely what most importantly. In an effort to form students' personalities. The school principal, as the backbone of educational success, is required to act as a spirit generator, pioneer and stabilizer and also as an administrator.

In the initial observations the researcher carried out was an educational institution under the auspices of the Ministry of Religion and LP. Ma'arif NU Banyumas Regency. Where he is enthusiastic about instilling character education in students in the context of

forming strong personalities. Such as cultivating students when they come to discuss or shake hands with teachers, holding clean Fridays, students reading prayers and giving greetings before and after lessons, singing the song Indonesia Raya every morning before starting lessons, singing regional songs every time the lesson ends or before going home, every Monday Flag ceremony, morning exercise once a week and Friday infaq.

RESEARCH METHODS

This research uses a qualitative research method, which seeks to describe the Ma'arif Educational Institution in implementing character education at MI Ma'arif NU 1 Kalapagading Wangon, Banyumas Regency, with the results of data collection through observation, literature study, interviews, and documentation, and analyzed descriptively. . This method is an effort to understand various concepts found in the writing process. The research is used in natural object conditions, where the researcher is the key instrument, sampling of data sources is carried out purposively and snowballing, data collection techniques using triangulation (combined) data analysis are inductive/qualitative. Meanwhile, for data collection, researchers used several data collection techniques, namely observation, interviews and documentation studies. then the data is reduced, displayed and presented in accordance with research procedures.

RESEARCH RESULTS

1. The Principal's Strategy in Cultivating Character Education at MI Ma'arif NU 1 Klapagading Wangon Banyumas Regency
 - a. Integrator in self-development programs
 - 1) Routine Activities
 - a) Picket duty

The picket task has been carried out well. The principal strives to instill care in all teachers. The picket teacher is given a key to the teacher's room, so the picket teacher must leave early in the morning, otherwise the other fellow teachers cannot enter because the room is still locked and cannot carry out their duties. Students also carry out picket duties such as lifting chairs, sweeping the classroom and erasing the blackboard. There are still some students who sometimes do not carry out their picket duties so that the students are always supervised by the teacher, in some classes the teacher even sweeps, if there are students who forget or deliberately leave the picket line, their classmate or teacher will call and remind the student.

b) Say hello and shake hands

The principal's first priority is to teach students to say hello and shake hands with teachers or older people because it is considered important in character formation. So, a daily teacher picket schedule was created so that they were ready to welcome students at the school gate with greetings and handshakes. Every morning the class teacher must be ready at the door of each class. Before entering the class, students are conditioned to line up neatly in front of the class to shake hands with the teacher and enter their respective classes. Mr. and Mrs. Teachers are standing inside the school or in front of the gate to welcome new students or students who have just arrived by saying hello and shaking hands. This is done every alternate day according to the teacher's picket schedule that has been determined.

c) Flag ceremony on Monday

Monday's Flag Ceremony The supervisor of the ceremony is carried out alternately according to the picket schedule, the flag ceremony supervisor every Monday which previously was always filled by the school principal is made alternately according to the picket quota, so each teacher will have the opportunity to be the supervisor of the ceremony. The school principal will become the supervisor of the ceremony when the picket time has arrived to become the supervisor of the ceremony or if there is a national holiday.

2) Spontaneous Activities

Spontaneous activities carried out by the school include participating in national events and religious events organized by the school. These activities include incidental community service for teachers and employees by cleaning and organizing teachers' offices in preparation for the upcoming semester. Spontaneous activities are carried out by the school principal and teachers by always setting a good example by wearing uniforms and complete attributes such as belts, pins, etc., if there is a child who is not neat enough, the child is approached and tidied up, warning students who arrive late, reminding students not to cheat, remind students who are not dressed neatly, correct mistakes made by students spontaneously by improving student behavior from small things such as discipline in using break time, good eating position, polite way of speaking, praying for and/or visiting friends who Sick.

3) Exemplary

School principals, teachers and employees try to be models of character for students in terms of personal neatness, discipline and obeying school regulations. The principal also sets an example for teachers, employees, students and even parents or guardians by prioritizing a disciplined and firm attitude regarding time, the principal often arrives early in the morning and leaves the latest, and is orderly in administration by keeping a principal's diary. All teaching staff or teachers obey school rules and regulations. Likewise, all teaching staff or teachers try to carry out their duties as best as possible.

4) Conditioning

The principal familiarizes teachers and students with obeying school rules and regulations. Apart from that, the principal supports extracurricular activities. Researchers found that trash scoops, trash cans, brooms, feather dusters and erasers were available in every class and were used well by students when carrying out picket duties. Character education slogans are also spread in every corner of the school. The principal and teachers also put up the tagline character values for smoke-free areas, keep it clean, be honest and achieve high performance, cleanliness is the basis of health, diligent is the basis of cleverness, come on, don't throw rubbish carelessly, I'm a healthy child, after urinating/defecating, please splash with enough water. Thank You. Maintain good manners in the school environment 3B: dress, speak, behave, 7K: Security, cleanliness, order, actions, shade, kinship, safety. In each class there are photos of the president and vice president, the Garuda symbol, pictures of national figures and wayang characters. There are wall boards in several places containing student work. Several other forms of habituation that teachers instill in order to cultivate character values in students include getting used to charity, caring about the environment, arriving early.

b. Integration in Subjects

1) Islamic Religion Lessons

The researcher observed the process of teaching Islam in class III at the 5th hour, starting with prayer followed by material containing the introduction of hija'iyah letters. The students who were originally calm became increasingly loud and did not listen to the teacher's explanation. The teacher tried several times to condition the students but was unsuccessful, especially on that day the school went home early because there was a teachers' meeting. While the lesson was still

going on, some students reminded them that there were only 5 minutes left of the lesson, after the time had passed and other classes were seen coming home carrying students' bags in the classroom asking the teacher to go home, "Sir, wis on Bali, sir!", there were also those who joked, " He's bali he!", "sir, don't worry about it, uwis understands" then the students shouted "bali gasik, bali gasik....," a few moments later a student hit the table with a broom handle so that everything inside The class was shocked, including the researcher, the student asked to go home immediately. The teacher then told the students they could get ready to go home with a note that the hija'iyah letters had to be memorized at home. After praying and greeting, all the students went straight home.

2) Sports Lessons

Teaching and learning process in sports subjects in class IV, 3rd lesson hour. Because it was raining at that time, the lesson was held in the classroom and was theoretical in nature, discussing health issues, the culture of healthy living and also included advice on protecting the environment and healthy lifestyles. Before taking a break, students were asked not to play in the water or in the rain. The teacher also reminded them that when answering the teacher's questions, don't be careless, they were asked to look after school property and not damage it, such as a trash can that was used as a goal for playing football, so a lot of it was damaged. Teachers develop the values of religious character, honesty, responsibility and discipline by adapting the material to be delivered, and these values are included in the RPP used. Students are still less active in learning activities so they still need encouragement and motivation from the teacher.

c. Integration in School Culture

1) Class

The principal stated that the rules and regulations must be implemented as best as possible if there are students who violate them, the class teacher is called so that students are given educational sanctions, the child is reprimanded, the parents are called later, if the parents do not come then a home visit is carried out by the class teacher because the teacher The class also acts as a BP teacher. By giving warnings and giving sanctions, for example giving additional assignments, if parents still violate them, they are called to school. The school principal and teachers are committed to developing what can be developed, including dance and martial arts and are often involved in events outside the school. If there is an invitation, it is fulfilled.

2) School

The principal supports all activities that can improve the school, including environmental and religious cleanliness. Teachers and principals leave early to hold a briefing every morning before lessons and return late after the afternoon briefing. Apart from ceremonies and briefings, the school also makes a community service program to organize the room once a week and incidentally, when cleaning is necessary, community service is carried out. The school principal and teachers hold a cleanliness competition between classes every time they commemorate Independence Day. Teachers and students always maintain classroom cleanliness, both incidental and planned, which contains the values of discipline and responsibility. Every Monday to Thursday, high school students pray together with the teacher. Christian and Catholic teachers and students also hold joint worship during major holidays. Teachers display students' work in class and on wall magazines as a form of appreciation and motivation for students to do better.

3) Outside of School

The principal believes that school extracurricular activities are very effective in cultivating character values in students, so taekwondo and scout activities are implemented as extracurricular activities. Scout extracurriculars are managed by 2 coaches, a man and a woman. Held every Friday from 13.00 to 14.30 and students are divided into 2 groups, namely the standby group and the raising group. Apart from Scout extracurricular activities, the extracurricular activity held at the school is taekwondo where the school collaborates with an institution that brings in taekwondo teachers every Saturday after lessons. School residents play an active role in taking part in activities outside of school, such as festivals, competitions or arts and sports activities. Then, the character supporting activities listed in the curriculum are mandatory for scouting and taekwondo activities every Saturday for high classes which promote the values of tolerance, discipline and responsibility.

d. Character Education Strategies and Methods.

Schools use discipline enforcement strategies by implementing school rules and regulations. Schools provide sanctions for students who violate school regulations. The sanctions are adjusted to the violations committed by the student. Students who are often late, according to school regulations, students who are late 3 times in a row

will be called by their parents. And there are routine practices held by the school, namely, congregational midday prayers, etc.

From the activities held by the school, the school has implemented a culture of character education, both in routine activities, spontaneous activities, modeling, conditioning and extracurricular activities. From the results of observations and school activities that have been carried out, the routine activities carried out by the school include teacher and principal briefings every morning and afternoon. At the beginning of each lesson in each class, community service work once a week, congregational midday prayers for Grades Five and Six every Monday to Thursday, infaq is held on Mondays and Fridays.

The strategy implemented by the school is in spontaneous activities, by participating in national events, as well as religious events organized by the school and outside the school. These activities include incidental community service for teachers and employees carrying out community service by cleaning and organizing teachers' offices in preparation for the upcoming semester, science competitions, sports competitions and scouting events. School principals and teachers also carry out activities to care for people affected by disaster, such as visiting sick friends, doing ta'ziah if a student's family or teacher or resident around the school dies. Principals and teachers also make efforts to use exemplary efforts, as is the observation that principals, teachers and employees try to become character models for students both in personal neatness, discipline and obeying school regulations.

The school principal and teachers used a strategy by placing the tagline character values of smoke-free areas, keep it clean, be honest and achieve high performance, cleanliness is the basis of health, diligent is the basis of cleverness, come on, don't litter, I'm a healthy child, after urinating or defecating, please flush enough water, thank you, maintain good manners in the school environment 3B: dress, speak, behave, 7K: Security, cleanliness, order, actions, shade, kinship, safety.

2. Support from teachers and committees for the Principal's Strategy in Cultivating Character Education at MI Ma'arif NU 1 Klapagading Wangon, Banyumas Regency

Support for the principal's strategy in cultivating character education:

a. Teachers or Educators

Teachers carry out their role by including character values in the learning process, as well as character building in the classroom. Teachers always provide encouragement and motivation to students, both inside and outside the classroom. Picket duties and welcoming students before entering class are good role models for

students. Teachers who carry out picket duties will arrive early in the morning and go home last. Apart from that, teachers give rewards in the form of praise, grades or prizes to students who do good things. . Teachers oversee environmental programs where students maintain the cleanliness and beauty of the environment, such as watering plants and picketing duties. Arranging students to line up and greet them before entering class, giving direct warnings if they say something bad, there are students who eat while standing, throw rubbish carelessly or scribble, they are told to clean up, this teaches about responsibility, supervises picket duties, and pickets clean the class.

The teacher uses various methods in teaching and inserts character education, when calming the students the teacher creates clapping hands and singing like in English lessons in class 4 "shit down-shit down, every body shit down, just do it". If someone is late, they are asked why they are late and are told that tomorrow they can't be late again. In grade 5, parents often ask the teacher to give their child a seat in the front, so the teacher makes a rule that students who come early can sit in the front. This provides motivation. not only students but also parents so that students do not arrive late. If students haven't finished working on the questions, they can't rest or go home. Students have to do homework. If it's someone else's work, it won't be assessed. Teachers are of the opinion that students can actually do it just because they're lazy, so they need to be encouraged a little to be more serious about doing it. Teachers also occasionally give prizes to students who are the best in the learning process.

b. Family

Parents or guardians of students should be able to be involved in cultural activities and instilling character education through several activities, but parental attention is still minimal. The problems faced by teachers do not stop with technical matters, but also the approach taken with families. This has an impact on students who are less active in participating in the learning process and character development activities held by the school, such as character building in the classroom, activities outside of teaching, extracurricular activities, scouting, or activities held outside the school. Students often don't go to school because they are tired or because there is no one to accompany them, students rarely do homework, don't carry out pickets, and don't take part in extracurriculars or extra hours. This is due to parents' lack of attention to their children's education, so the approach taken by teachers is during committee meetings, calling parents if students commit several violations,

communicating when taking report cards, or communicating via SMS or telephone, sometimes parents ask questions. Homework or the child's condition at school, communicating directly with parents who come to school, and conducting home visits if necessary. In implementing the clean living culture, students can be seen throwing rubbish in the rubbish bins provided by the school, carrying out cleaning activities around them before lessons start, and carrying out class pickets. However, there are still some students who throw rubbish carelessly.

c. school Committee

The role of the school committee that has been implemented is to discuss and approve the committee members who manage the canteen to pay into the committee treasury and the money can later be used for farewell activities or other activities. The school committee jointly organizes activities that can support the realization of culture and the cultivation of good character education for all school members. Meanwhile, other activities that will be implemented are the little doctor program and school security patrols (PKS). Implementation of non-teaching or extracurricular activities is less than optimal. These extracurricular activities include dance, taekwondo, and scouting. Observation results revealed that the facilities used by students were quite limited and students had to take turns using them. Meanwhile, in the implementation process, the accompanying teachers were less active in accompanying the students, and even gave the impression that the students were left to play alone. The limited number of accompanying teachers who are competent in the extracurricular area has meant that several extra activities have been deactivated, such as extras for making traditional toys, wall art and table tennis. In fact, students are quite active in taking part in extracurricular activities, it can be seen that when the extracurricular schedule starts, namely on Saturday, students are very enthusiastic about preparing the equipment that will be used in the chosen extra activities. Parents or guardians of students should be able to be involved in acculturating activities and instilling character education through several activities, but minimal parental attention and environmental factors make it difficult for students to be directed in cultivating character at the school.

CONCLUSION

MI Ma'arif NU 1 Klapading Wangon Banyumas Regency is a madrasah that has a large number of students. Based on the results of observations and interviews, the principal's strategy in cultivating character education at MI Ma'arif NU 1 Klapagading Wangon,

Banyumas Regency includes integration in self-development programs such as routine activities through picketing, greeting and shaking hands, flag ceremonies, spontaneous activities, among others. incidental community service for teachers and employees, setting a good example by wearing full uniforms and attributes, warning students who arrive late, reminding students not to cheat, reminding students who are not neatly dressed. Examples include personal neatness, discipline, and obeying school regulations, the principal often arrives early and leaves late, orderly administration by keeping a principal's diary, Conditioning includes supporting extracurricular activities, 3B: dressing, speaking, behaving, 7K: Security, cleanliness, order, action, shade, kinship, safety. Integration in Subjects includes Islamic Religious Lessons, Sports Lessons, Integration in School Culture in the Classroom, School and Outside School.

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