

# Implementation of Character Education Policy in Integrated Islamic Elementary School

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**Abstract---** The purpose of this study was to analyze and describe the Implementation of Character Education Strengthening Policies at Pelita Khoiril Ummah Islamic Elementary School with the CIPP theory program (Context, Input, Process and Product) evaluation models. The research method used was the phenomenological method with a qualitative approach. Data collection techniques using interviews, observation and documentation. The data analysis technique uses the procedure proposed by Miles and Huberman, while the data validity test used the credibility test.

Based on the results of the study show that: 1. In terms of context programs for strengthening character education in schools were supported by the environment in terms of safety and comfort. 2. The dimensions of the input program was to strengthen character education supported by the completeness and availability of facilities and infrastructure in schools and human resources, namely the principal, teachers, education staff and students. 3. The process dimension was supported by the strategy of implementing character education strengthening which was carried out through intracurricular, cocurricular and extracurricular activities. 4. Product dimensions produced religious character, nationalism, independent, mutual cooperation, and integrity.

**Keywords:** Policy Implementation, Strengthening Character Education, Integrated Islamic Elementary Schools, Students, Program Evaluation.

## I. INTRODUCTION

Education is very important and strategic strategy through the education of a nation can rise and develop. The education program educates the life of the nation and is a state ideal which has been stated in the opening of the constitution of the Republic of Indonesia. Education functions as a character maker that will educate the public by introducing a variety of education in schools. Education is the most important spear in every country. Education is a state asset that is able to increase human resources. Based on the Law that education functions to form the character which is called a character.

Forming characters from an early age through school rules is a very important form to help students control their behavior. the purpose of the formation of disciplinary character in schools is to provide encouragement and support for students to show positive behavior, and be able to adapt to all the demands of the environmental regulations that become their obligations so that they are trained in controlling every act [1].

Based on Article 6 Paragraph (4) of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, it is explained that character education is carried out in formal education with school-based management, and is the responsibility of the head of the education unit and teachers. Character education is the foundation in providing education for citizens. Character education also determines an increase in civic obligations in the context (*civic etitude*), which is the behavior of virtue that provides conditions for citizenship rights [2].

Character building and character education are a necessity because education does not only make students smart, it also has good manners and manners, so that its existence as a member of the community becomes meaningful both to themselves and others. The easiest character education development is when children are still in elementary school. That is why the government prioritizes character education in elementary schools. The purpose of character education is taught in elementary schools is to introduce elementary school students to learn and create good characters and be able to be students who always maintain their own character without following others [3].

## II. LITERATURE REVIEW

### A. Implementation of Character Education

Policy implementation is determined by the policy will and the context of its implementation. The basic idea is that after the policy is transformed, the policy implementation is carried out. Implementation is a policy that is made and must be carried out in accordance with established rules. The basis of implementation is the rules set by the policy maker. The implementation of character education is a program of rules that have been made and must be carried out as a standard in educational procedures.

Implementation of character education basically includes the development of substance, a procedure, climate, or environment that calls for, motivates, and makes it easier for someone to grow and develop positive culture in everyday life. By implementing an implementation of character education, teachers or students are able to apply it in everyday life.

The implementation of noble character as an educational goal can be built through culture or the environment. Three main environmental elements of student

development are the school environment, family environment, and community environment that is built synergistically and together in supporting the education and learning process in the classroom. Through the support of these three components, it can become a process for character building to be achieved by students [4].

### *B. Strengthening Character Education*

Strengthening character education can be understood as a skill and character that must be developed because it will form good citizens or good and superior human resources. Then character education is considered or seen as the best investment of a government in a country. Besides that character is also seen as a form that can be measured and as a dimension of human capital. Then character can be used as the best solution to revive social mobility such as poverty and stagnant growth and productivity of citizens. Character education is a very broad scope, which includes all humans. Then the concept of character can help explain the basic principles of human science in social form, personality (self), and sympathy. Strengthening character education is born and created in the development of education in schools. Character education is taught when developing the attitudes and behaviors of students sitting in school [5].

Character education is education whose development is in the social, emotional, and etwas realms. So that the way to provide good character education is by applying the concepts of real life or society. The main points of character education in the form of the nature of trust, care, respect, responsibility, empathy and good citizenship. Character education can improve a stable education for students. By the formation and teaching of character education can improve the nature and attitudes of students to respect each other, respect, protect the environment properly and be able to have good behavior in the community.

Character education is education that has two backgrounds, inner and outer. Viewed from outside self-esteem, character education is education relating to relationships with other people or society. The structure of character education itself must be based on intuwasi or reasoning of a person which can then be fostered with training and hands-on practice in an active (community) environment, which then these skills can be well developed [6].

### III. METHOD

This research was a descriptive qualitative research type. Qualitative research is research that intends to understand what phenomena are experienced by the research subjects [7].

The research design used in this research was descriptive qualitative. Descriptive qualitative research defines and informs data related to the current situation, attitudes and views that occur in the community, contradictions between two conditions / more, relationships

between variables, differences between facts, effects on a condition, and others [8].

### IV. RESULTS AND DISCUSSION

Strengthening character education was an education program in schools to strengthen the character of self-sufficiency through harmonization of heart, taste, thought, and sports with the support of public engagement and cooperation between schools, families, and communities that are part of the National Mental Revolution Movement (GNRM). The implementation focuses on the implementation of a program to strengthen character education in schools that are included in Permendikbud Number 20 of 2018, strengthening as a response to character education needs to be done in the long term and continuously.

The learning process began with planning, implementing, and monitoring learning outcomes. By Kwerena, if the process was carried out correctly in accordance with National Education Standards, it was expected that the output in the form of self-sufficiency was characterized. Quality could be seen from two swasi, namely normative and descriptive aspects. Research results obtained by researchers obtained from field interviews, the researchers would reveal the results in the field based on the research focus of the researchers, namely the implementation of character education and the policy of strengthening character education.

#### *1. Program Evaluation in Context Dimensions*

The community was very supportive of the various activities carried out by the school, the importance of social service activities, mutual cooperation of the surrounding environment, scouting activities, and other religious activities which are routine activities at school. The community itself participated in and welcomed the activity while it was positive. Social relations, both between the teacher and the principal, the teacher and the teacher, and the teacher and the self-employed ran smoothly.

The relationship between the school principal and the teacher was established well during routine meetings when there were problems resolved by deliberation, examples of activities between teachers and teachers of halaqah / recitation every Friday, family gathering, outbound, giving criticism and suggestions for school progress. Between teachers and students were usually held committee meetings, and penting important skills so that parents can also communicate well related to the development of students. Between teachers and self-help there was usually a special approach when self-help makes mistakes so the teacher immediately responds by reprimanding and advising, giving rewards and writing to self-help students who obey or violate the rules that have been applied in schools.

Evaluation of the context dimension included community response to self-attitude and behavior very good and positive, this can be seen from the distribution of new students each year increases. The community was very supportive of the various activities carried out by the school, the importance of social service activities, mutual cooperation of the surrounding environment, scouting activities, and other religious activities which are routine activities at school. Pelita Khoirul Ummah Integrated Islamic Elementary School fostered social relations, both between teachers and school principals, teachers and teachers, and teachers and self-help organizations running smoothly.

### 2. Program Evaluation in Input Dimensions

The results of this study were the principal's leadership in supporting activities to strengthen character education was very influential. Principals lead decisively, prioritizing deliberation, togetherness, teamwork, there was always a coordination meeting involving the council of teachers and parents with parenting skill activities, and teacher training programs were held every semester. The principal understands the students' characteristics, by engaging directly with students in teaching tahsin and worship practices.

Teacher responses to the character of self-help, both inside and outside the classroom could adjust the conditions of self-help, self-help always greet the teacher both inside and outside the classroom. The teacher's response to the character of self-sufficiency was no problem, for the first time entering a private school there might still be many who bring unfavorable habits from outside, but after getting IT lessons such as hadith prayer, and practice of worship, a lot of helping change the behavior of students have good character to the teachers and the school environment.

The response of the education staff to self-sufficiency characters was almost the same for the overall assessment with other teachers, it was felt that changes in children's characters were much better because they have learned about character building in schools.

### 3. Program Evaluation in Process Dimensions

The results showed that the strategy of implementing character education reinforcement carried out by teachers through intracurricular activities refers to the four things that exist in the observations of the school, namely praying five times, reading the alquran, memorizing the alquran and having good character honesty, religious and independence. Each teacher carried out the learning process which in each lesson plan was always included the characters that would be formed at this time, motivating students by telling stories and watching the words of the prophet forming good characters in school.

Based on the research resulted of the implementation strategy of strengthening character education conducted by teachers through co-curricular activities, namely a liaison book program to control self-help activities while at home, both from worship and repeating lessons and helping parents. Deepen the subject matter that had been learned in the classroom through learning strategies outside the classroom or outside the lesson schedule children can practice directly.

### 4. Program Evaluation in Product Dimensions

The results of this study were the characters that had been produced through character education programs, among others: religious, nationalism, independent, mutual cooperation, and integrity. The usual habit of praying before and after studying / eating, murojaah before learning, manners to the teacher, praying duha and praying zuhur in congregation, national wasme during the flag ceremony, singing national songs every day that there was a program, being independent in preparing school supplied, running individual assignments with responsibilities, mutual cooperation when class picket and Friday clean.

Based on the results of discussions and research conducted by researchers, the Implementation of Character Education Strengthening Policy (PPK) by using a program evaluation model with the CIPP (Context, Input, Process, and Product) theory. So it was concluded that the strengthening of character education at Pelita Khoirul Ummah Islamic Primary School had been running well, that was based on the findings obtained by researchers by seeing the PPK has been implemented which is supported through: the environment, human resources, facilities and infrastructure, collaboration with various parties, approaches and types of activities that have produced self-sufficiency in character such as religious characters, nationalism, independent, mutual cooperation, and integrity.

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