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Honest Character Development in Religion Based School (Study at SMP Imam Syafii Pekanbaru)

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ABSTRACT

This article examines the development of honest character in religion-based schools (study at Imam Syafii Junior High School). This article was written using a qualitative descriptive method to explain the development efforts honest character at Imam Syafii Junior High School Pekanbaru. Data collection techniques were carried out by means of observation, interviews and documentation studies. The data analysis technique of this research is by data collection, data reduction, and data presentation. The results of the study indicate that honest character building is carried out in the following ways: (1) Honest character development through a mentoring program. (2) The strategy of fostering honest character by taking responsibility for each other to build commitment among school members, (3) always implementing and carrying out the rules that have been set

INTRODUCTION

Character education is an important thing that must receive attention in the educational process. The importance of implementing character education is due to the many events that show the occurrence of a moral crisis both among children, adolescents and parents. Character education is a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality so that they become human beings insan kamil (Sudrajad, 2018:18).

Since 2010 the government through the Ministry of National Education has planned to implement character education for all levels of education, from elementary schools to

universities. This program was launched not without reason. Because, so far the world of education is considered less successful in bringing the nation's generation into dignified individuals. The world of education is considered only capable of producing human graduates with an adequate level of intellectuality. Many of the school graduates have high grades (and sometimes some grades are obtained in an impure way), are intelligent, brilliant, and are able to complete subjects very precisely. Unfortunately, not a few of them who are intelligent actually do not have intelligent behavior and a brilliant attitude. because of that, role various party important in formation character students who started from environment family, school, and community. Formal educational institutions, namely the school which is receptacle official in build

generation young expected could increase the role for shape personality student through enhancement education character. In the context of character building in schools, honesty is very important to become Indonesian children today. Character can be seen directly in life in the classroom, for example when children take exams. Cheating is an act that reflects the child is not being honest with himself , friends, parents, and teachers. The child cheats by manipulating the value he gets as if it is the actual condition of the child's ability, even though the value he gets is not the actual condition.

Honesty is behavior based on efforts to make himself a person who can always be trusted in words, actions (actions) and work. Honesty can prosper every condition of life and can also develop life in a better direction, without honesty the conditions of life will definitely be disturbed and can lead to the disaster of all efforts made. The indicators of the success of the honest character are in accordance with the indicators which include, making and doing assignments correctly, during the exam not cheating or giving cheats to other friends. Imam Syafii Junior High School Pekanbaru has made several efforts in fostering character values from the indicators of honesty values that have been developed which are the integration model of character education. Emosda (2011) The research entitled Instilling the Values of Honesty in Preparing the Nation's Character The results of the research show that in the context of education in Indonesia, the phenomenon of rejected

moral values has become a kind of red light that urges all parties to immediately see the essential synergies for the development of education. character. Honesty is an important character in or to build a strong nation , through honesty our can study understand balance and harmony .

METHODS

This study uses a qualitative method to explain the development efforts honest character at Imam Syafii Junior High School Pekanbaru. The population of this study were all informants at Imam Syafii Junior High School Pekanbaru . The sample was determined from key informants, namely Student Representatives , teachers PPKn and Religion teacher at Imam Syafii Junior High School Pekanbaru . Data collection techniques were carried out by means of observation, interviews and documentation studies. The data analysis technique of this research is by data collection, data reduction , and data presentation .

RESULTS AND DISCUSSION

The results of research from honest character building in religion-based schools (a case study at Imam Syafii Junior High School Pekanbaru) are among others carried out by :

1. *Halaqah (Mentoring)*

Halaqoh mentoring activities are carried out every Friday which is carried out at least 2 x 40 minutes during class hours. The ustadz who is responsible for the implementation of halaqoh mentoring is called *Murabbi/yah Halaqoh* . One mentoring group consists of 10 students and 1 *Murabbi/yah Halaqoh* . From the author's observations in mentoring activities, it can be seen that each mentoring participant is required

to dress in full uniform, bring the Koran, bring a special halaqoh notebook, bring infaq/halaqoh cash, and ask permission from *Murabbi/yah* if unable to attend for *syar'i reasons* . As for the form of mentoring, *first* a recitation / cult was carried out from one of the mentoring participants, then followed by an evaluation of worship in one week by *Murabbiyah* , then a mentoring agenda was carried out in the form of providing mentoring materials by *Murabbiyah* , and other activities carried out could also be in the form of cooking. , watch movies that have positive values, or make visits to orphanages. In this mentoring activity, there is also a *qodhoya agenda*, namely venting about various problems that are being faced, both joy and sorrow. After that, the activity was closed by donating.

In the implementation of *halaqoh* mentoring at the Imam Syafii Junior High School Pekanbaru, it was carried out by providing mentoring materials related to the indicators of 8 character values that had been determined by the Imam Syafii Junior High School Pekanbaru.

2. Tasqif

This tasqif activity is carried out once a week, namely Monday night. The function of this tasqif is in the context of building student character and adding insight. This tasqif program is one of the Tarbiyah and Worship work programs. The method used is basically lectures and discussions about the material presented, according to the subject matter that has been determined. The tasqif activity that we took part in in the first semester, the ustadz provided material on religious Ghirah and maintaining the halalness of property. It is held once a week, Monday night. So, tasqif is one of the efforts of the tarbiyah and worship divisions

in increasing students' understanding of the application of the 8 character values of Imam Syafii Junior High School students in Pekanbaru. As the author's documentation study of Muwashafat Tarbiyah on 8 character values, it was found that, in the implementation of this tasqif, the *first character value* applied was in the form of noble character values, where students in religious Ghirah strived to become individuals who have Ghirah (jealousy) on their families and Ghirah (jealousy) on his religion. Jealousy is meant here is jealousy towards goodness.

second character value , which is applied to the implementation of the Tasqif Program, is an independent character. Where students are guided to be able to maintain halal property by staying away from illicit sources of income, staying away from usury, staying away from gambling with all kinds and staying away from fraud. And the third character value applied in the implementation of this tasqif program is broad-minded, the rest are guided to get to know 5 friends who are guaranteed to go to heaven. It is intended that students can imitate the 5 companions of the Prophet Muhammad SAW. The fourth character value applied in the implementation of this tasqif is having a healthy body. Through the delivery of tasqif material about withdrawing from smoking, students are informed about the dangers of smoking. From the findings above, it appears that the 4 topics presented in this tasqif activity are material that is very close to students' lives and of course closely related to the application of the 8 student character values, especially the values of noble, independent, broad-minded and able-bodied. The balance of religious life and the hereafter is also clearly visible.

3. *Taujih*

This taujih is in the form of advice. Implementation depends on the needs of students. Taujih is one of the Tarbiyah and Worship programs in the application of 8 character values. In the implementation of Taujih, 8 character values of Imam Syafii Junior High School Pekanbaru students were applied. Character values that are applied such as worship correctly, independently, broad-minded, able-bodied, and skilled. Worshipping properly is included in the material on Hadith about intention. In this material, students are given an understanding of the importance of intending every action. So that every action, no matter how small, if it has been accompanied by a sincere intention because Allah SWT will get ridho and reward by Allah SWT. The value of independent character is also contained in the implementation of this taujih, namely in the discussion about saving and frugality in spending. Students are made aware that extravagance is a satanic attitude that must be avoided. Students must be accustomed to living frugally and saving so that they will get used to it later in life. The broad-minded character values included in the material about the importance of expressing opinions, students are taught about the procedures for expressing their opinions, they are trained to have the courage to express opinions. The value of this able-bodied character is also embodied in the discussion of Priceless Seconds at the end of the night. In this material, students are not only given an understanding of the value of worshipping closer to Allah SWT, but with students getting used to getting up early before dawn,

this can also form a healthy, fit body, which is not susceptible to disease. By getting up early, he can also take advantage of his spare time to do small sports such as gymnastics, jogging and others. Ustadzah also strives for skilled values in providing material about the importance of maintaining neatness. Neatness is meant here, not only the neatness of the place to live and the environment, but also improve its appearance. Students are given an understanding and an example of how to cover their genitals in accordance with Islamic rules.

From the findings above, it can be understood that through this Taujih SMP Imam Syafii Pekanbaru provides advice to students. The material presented in this taujih is material that is closely related to students' daily life problems, so that they have the ability to solve all their life problems. In addition, through this taujih, Imam Syafii Junior High School Pekanbaru has also tried to apply character values to its students such as worshipping properly, being independent, broad-minded, able-bodied and also skilled.

CONCLUSION

From the findings above, it can be concluded that the purpose of education cannot be oriented only to give birth to intelligent humans. For this reason, Imam Syafii Junior High School Pekanbaru has determined the right steps in the application of these 8 character values with a cognitive and character value integration assessment system, making students no longer consider cognitive abilities and character, making students no longer consider their cognitive abilities more important and underestimate character values. This certainly

can motivate students to become intelligent individuals as well as character.

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