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Character Education in Preventing the Danger of Radicalism and Terrorism in PAI Learning at School

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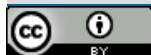
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ABSTRACT

Purpose of this research is how to plan, implement and impact the development of character education values. This research uses descriptive-qualitative research method. While the data collection used is observation, interviews, and documentation. To analyze the data using descriptive-qualitative analysis technique, namely describing existing data to describe reality in accordance with the actual phenomenon. The instruments used were interviews with researchers focusing on research subjects, namely: Principal, Deputy Head of Curriculum, PAI teachers and students representing SMAN 3 Palu. The results of this study are planning aspects; *First*, the syllabus used by PAI teachers has shown the development of character education values in PAI learning. *Second*, the lesson plans are adapted by making certain additions, including: 1) adding achievement indicators related to character achievement, 2) adding learning activities related to character development, 3) adding assessment techniques that measure character development. The implementation aspect is the discovery of specific character values that can be used as references in preventing the dangers of radicalism and terrorism in PAI learning, namely: religious, discipline, tolerance, national spirit, independence, care for the environment, responsibility, curiosity, respect for achievement, and social care. Aspects of the impact, are 1) The impact of material development, students can: a) accept the concepts or knowledge being taught, b) respond, c) respect all differences, d) regulate themselves in attitude, 2) Impact on the development of the school environment

INTRODUCTION

The problem of radicalism in Islam became an issue in many parts of the world at the beginning of the 21st century. The international world faced the reality of a new threat of violent terrorism involving a strong radical Islamist group.(Nurhayati and Hamid 2020).

At this time, Indonesia has experienced multidimensional cases, where the cases started from moral deviations such as: free sex, student brawls, speeding on the streets of students, drug users, gambling, corruption, and the case that is now rife is suicide bombings. terrorist.

Meanwhile, the strengthening of radicalism in Indonesia can be seen from the large number of Indonesians who take part in terrorism cases, According to Purbolaksono (2016), stating, "There are 2.7 million Indonesians involved in a series of terror attacks. Even that number does not include followers and sympathizers of terrorist networks. Meanwhile, the number of people indicated to be affiliated with ISIS reached 0.004 percent or around 1,000 people.

As a result of these conditions, the emergence of threats to nationalism, the emergence of a sense of misgivings in the minds of the people, increased suspicion between religious communities, and so on. Whereas in religion, a person is not allowed to insult other people's religious beliefs and even commit violence against adherents of other religions, because if we insult other religions, it is possible for them (other religions) to retaliate even worse.(Hamid dkk, 2019).

In connection with the above phenomenon, it is necessary that PAI as a material that contains Islamic values is able to provide knowledge to students as a preventive effort against the dangers of radicalism that have an impact on the notion of terrorism in Indonesia. This is because, as teenagers, students are vulnerable to the spread of radical ideas that lead to the notion of terrorism, so a special strategy is needed to prevent and protect the nation's next generation, this has been explained by the Deputy Chair of KPAI, Maria Advianti, SP, in (Bramantoro, 2016), revealed:

"Children have the right to be protected from propaganda of radicalism and terrorism. There must be special protection, through education (education) about the ideology and values of nationalism. (In TribunNews media, Friday (3/6/2016) in Jakarta. Accessed on dated 12/01/2021).

Meanwhile, when it comes to radicalism and terrorism that are currently rampant, there is a hot issue related to the rise of radicalism and terrorism in the world of education, as evidenced by the finding of radical content in Islamic religious education textbooks and Budi Character at the secondary school level.

Islamic Religious Education textbooks that teach radicalism have been widely circulated in high schools in Indonesia East Java. Most of the schools just realized that in the book entitled Islamic Religious Education and Morals in Chapter 10 there is something that allows killing people who do not believe in Allah SWT. (Hamid, dkk, 2019).

Seeing these facts, it is necessary to review the material in PAI learning. Islamic education which has a function as a medium for the formation of morals, ethics, and character of students can be used as an alternative solution to prevent radicalism and even eliminate acts of terrorism that arise as a result of Islamic terrorism movements.

METHODS

This study uses qualitative research with a descriptive approach, where the basic concept of this type of research is that theory is built/grown from the social context of education which is the object of the research. According to (Moleong 2017), "Qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods". This research is located at the State Senior High School 3 Palu City. The subjects in this study were the Principal, Deputy Head of Curriculum, 2 PAI teachers, and 4 students representing SMAN 3 Palu City. This research is inseparable from data and data sources, because data sources are the most important and more important foundation of a research. (Moleong 2017), how to obtain primary and secondary data sources. The research instrument is the most important step in research, because the

main purpose of the study is to obtain data, using several methods, namely: observation. The main data collection method used in this study is observation. Interviews and documentation (Sugiyono 2013). The data analysis technique in this study uses an interactive cycle analysis technique, from (Miles, M.B. and Huberman 2009).

RESULTS AND DISCUSSION

Planning for the Development of Character Education Values in Preventing the Dangers of Radicalism and Terrorism in Islamic

Education Learning Islamic Religious Education learning which is integrated and developed with character education begins with making lesson plans by the teacher. Before carrying out learning, of course, the teacher makes learning plans such as syllabus and lesson plans so that they can be carried out in an orderly manner and achieve their goals. This is also in accordance with the statement from Mr. Nurkholish, S.Pd.I, a PAI teacher at SMAN 3 Palu about what tools are needed in classroom learning.

“Preparation before doing learning is related to learning guidelines, you must be ready. For example, syllabus, lesson plans, books or stationery, supporting facilities such as LCDs, projectors, and preparing students' conditions, such as when students change lessons, they are allowed to wear headscarves. It's almost like a sport.” (Results of the interview on July 22, 2021).

At first glance, the preparations made by Mr. Nurkholish, S.Pd.I are almost the same as the preparations made by other teachers. However, the highlight was when Mr. Nurkholish required his students to wear the hijab in PAI learning. As we know, SMAN 3 Palu City is a public high school that not only has cultural and religious diversity, but this school also gives Muslim students the freedom to wear hijab or not. However, when there are Islamic religious lessons, all students are required to wear the hijab.

Then it relates to the form of learning tools that have been integrated with the development of character education in preventing the dangers of radicalism and terrorism focusing more on the

environment and social environment. Here are the results of the interview.

“Development and integration with the environment and character values included in the material depends on the material to be delivered. Meanwhile, character is related to attitude, behavior, habits, even later it is born into the actions, *actions* of students. Whether it's within the scope of friends, teachers, employees and even the community so that they can be provided with the material presented at school”. (The results of the interview on July 22, 2021)

However, the teacher also admitted that the learning process they did was not as written in the syllabus and lesson plans. Learning is done by adjusting the situation and conditions faced (*flexible*). This is due to many factors, such as student conditions, materials, effective days to study, and the availability of teaching aids. This shows that the learning planning owned by the teacher is still limited to administrative fulfillment and has not functioned optimally.

The learning planning includes the syllabus and lesson plans. Further explanation about learning planning in the implementation of character education in PAI subjects can be explained as follows.

Syllabus

Teacher uses the syllabus in accordance with what is determined by the education office in relation to the 2013 curriculum. Based on the results of the documentation analysis, some elements of the syllabus have been integrated with character values and some have not. While the elements that have not shown development are indicators, learning materials and learning resources that will be used by students.

The written theme is related to *"tolerance, harmony, and avoiding acts of violence"*. The theme can be inserted with character values related to the material, namely to be able to have a tolerant attitude, get along well, and avoid violence. This attitude is important to be realized in the practice of life of each individual student both at school and in the community.

Learning activities in the syllabus can be said to have developed with character education, because there are several learning activities that can develop certain characters, such as after reading, memorizing, interpreting and interpreting the meaning of *QS Yunus/10: 40-41* and *QS al-Maidah/5: 32*, seeking information about the importance of tolerance and harmony among others from various sources of information through reading to the library or other places and or listening to the radio or watching television related to events that remind us of the importance of tolerance and harmony among human beings, reading and discussing information that obtained, get a message from *asbabun nuzul QS Yunus/10: 40-41* and *QS al-Maidah/5: 32*, and rewrite it with *exact muskhal* based on the verses that have been memorized by paying attention to the correct spelling.

The assessment technique in this syllabus has shown the existence of assessment *authentic* and integration of character education. The assessments listed in this syllabus not only assess student learning outcomes, but also assess student learning processes. The assessment techniques used to assess are oral tests, written tests, performance, products, *performance*, and behavioral observations. The attitude assessment instrument is not yet included in this syllabus. However, the teacher has tried to make an attitude assessment instrument and not only that, the teacher also has its own assessment criteria for students. This is reinforced by the teacher's statement when asked by the researcher about the learning assessment. Results of Interviews with Mrs. Hj. Halimatang, S.Pd., M.P.Fis Deputy Head of Curriculum Sector of SMAN 3 Palu City, said:

"In terms of evaluation, I partially use the evaluation that has been written in the syllabus and lesson plans. Like the written test, evaluation is related to self-introspection which is usually done before starting the core activities in learning, and can also be evaluated by giving rewards and punishments. In addition, I also have 35 assessment domains that I have designed myself to meet the assessment indicators as I want. Such as, neatness, discipline, order, proactive, individual, group, 5-S

(smile, greeting, greeting, politeness, courtesy), student sensitivity, worship, etc. " (Results of the interview on 15 July 2021).

This syllabus also shows varied learning by using several learning resources that are not only based on module books and printed books of Islamic religious education, but the teacher also gives students the freedom to find learning resources with books or learning resources that are in accordance with the material.

Based on the results of the analysis of the syllabus document and the interview planning of the lessons owned by the teacher, it can be concluded that the syllabus is made by the curriculum. In the syllabus there are several elements that indicate the development of character education in PAI learning. This can be seen in learning activities, assessments, and learning resources. Elements that have not shown the integration of character education are basic competencies and indicators.

RPP

Teacher uses the lesson plan made by the Curriculum. The lesson plan (RPP) used by the teacher in this study consisted of two major themes, namely the importance of tolerant behavior and avoiding violent behavior and covering three meetings. Based on the results of document analysis conducted by researchers, the following data were obtained. The importance of tolerance behavior The sub-theme listed in the lesson plan is "the importance of tolerance behavior." The sub-theme can include character values that can be developed. The content contained in this sub-theme is about how to understand the importance of tolerance in everyday life.

In this RPP already listed KI-1 and KI-2, namely about religious attitudes and social attitudes. The following is the formulation of KI-1 and KI-2. KI-1, namely Believing that religion teaches tolerance, harmony, and avoiding acts of violence. KI-2 is to live and practice honest, disciplined, responsible, caring (gotong royong, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and show attitude as part of the solution to various problems in interacting effectively with

the social and natural environment and in placing oneself as a reflection of the nation in the association of the world. If observed from KI-2 which leads to the realm of attitude, it contains many character values in it. Moreover, there are several character values that can be used to prevent the dangers of radicalism and terrorism, such as: caring, tolerant, peaceful, etc. This means that the value of character education in preventing the dangers of radicalism and terrorism has been development into IP.

The basic competencies developed from KI-1 and KI-2 have also shown the integration of certain characters. RPP in one lesson must already contain four core competencies, namely KI-1, KI-2, KI-3, and KI-4. To achieve the core competencies that have been determined, the Basic Competencies (KD) are formulated. The basic competencies found in the analysis of the RPP document are in accordance with the predetermined KI, which consists of the formulations of KD-1, KD-2, KD-3, and KD-4. This shows that there is already a match between KI and KD. The following are examples of basic attitude competencies, namely KD 1 and KD 2 for PAI subjects.

To achieve the KI and KD that have been determined, then formulated indicators to achieve the KI and KD. explicitly, based on the results of the analysis of the RPP document, the indicators written in the RPP only formulate indicators for the achievement of KD-1, KD-3 and KD-4. Meanwhile, the formulation of indicators for the achievement of attitudinal competence, namely KD-2, was not found in the lesson plans used for learning. However, in some indicators KD-1, KD-3 and KD-4 can also be seen the integration of character education. Some of these indicators are explaining the benefits of working with friends, showing positive interactions through discussion, and carrying out collaborative activities and reflecting attitudes in learning activities.

The learning methods and approaches used are varied. The learning method listed in the lesson plans is *Problem Based Learning* with the syntax: presenting phenomena, observing, formulating problems, formulating hypotheses, collecting data,

analyzing data, drawing conclusions) combined with PBMP pattern learning (Thinking Empowerment Through Questions) with the syntax: provide, do, ponder, think, evaluate, and direct.

While the approach used is a scientific approach which consists of observing, asking questions, gathering information, experimenting, associating/reasoning, and communicating.

Learning activities in lesson plans have shown the meaning of learning that is integrated with character education. In the core activities there are meaningful tasks, active interaction, contextual application, and developing certain characters. In addition, the learning activities developed are also in accordance with the specified scientific approach. Some of these scientific activities use verbs such as observing, writing, exploring, asking questions, discussing, and demonstrating. While in the introduction and closing activities develop religious character. Some activities that can develop certain characters are written in the lesson plans as follows.

"Students receive information *proactively* about the linkage of previous learning with the learning to be carried out". (Results of the interview on July 22, 2021).

In the analysis of lesson plans, researchers have also found character values that will be developed in learning. These values are clearly written in the attitude assessment component. However, the researchers found that all lesson plans in this sub-theme had the same expected student character values, namely love for the homeland, perseverance, and thoroughness. However, the character values that have been formulated in KI-1 and KI-2 are not assessed. This shows a discrepancy between the formulation of KI, KD, Indicator, and attitude assessment.

The assessment in the RPP has shown that there is an authentic assessment. Assessment not only assesses learning outcomes, but also the learning process. In addition, the assessment includes the affective, cognitive, and psychomotor domains. For each of these domains an assessment instrument has been made. However, the RPP does not clearly state the attitude assessment technique to

be used, but there are attitude assessment instruments, processes, and products. However, still using the assessment that has been determined by Mr. Nurkholish, S.Pd.I. In fact, the assessment does not only refer to assessments in class, but also assessments at home by exchanging information with parents. This is in accordance with the results of interviews with teachers when asked by researchers about attitude assessment techniques.

“Character formation is a habit. For the learning process in class, I make assessment rubrics for these attitudes. In addition, other teachers and I intensely asked students whether these attitudes were also applied at home or not. Because this is a habit, it must be used continuously. (Results of the interview on July 22, 2021).

Learning resources used by teachers are not diverse. Learning resources used by teachers is Tafsir al-Qur'anand books of hadith, Book *asbab al-nuzul* and *asbabulwurud*,Module PAI high school grade XI MGMPs PAI Palu, Other books adequate, Textbook of relevant subjects, the Internet in accordance with the material . Meanwhile, the second meeting related to the theme had the same planning analysis as the first meeting.

Avoiding violent behavior

sub-theme listed in the RPP is “Tolerance as a Tool for Unifying the Nation”. The sub-themes can be inserted character values that can be developed. The content contained in this sub-theme is about how to avoid anarchic behavior, violence and hostility.

In this RPP already listed KI-1 and KI-2, namely about religious attitudes and social attitudes. The following is the formulation of KI-1 and KI-2. KI-1 is "Accepting, carrying out, and respecting the teachings of the religion he adheres to." KI-2, namely "Showing honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, teachers, and neighbors."

The basic competencies developed from KI-1 and KI-2 have also shown the integration of certain characters. RPP in one lesson must contain four core competencies, namely KI-1, KI-2, KI-3, and KI-4. To achieve the core competencies that have been determined, then the KD (Basic Competence) is

formulated. The basic competencies found in the analysis of the RPP document are in accordance with the predetermined KI, which consists of the formulations of KD-1, KD-2, KD-3, and KD-4. This shows that there is already a match between KI and KD. To achieve the KI and KD that have been determined, then formulated indicators to achieve the KI and KD. explicitly, based on the results of the analysis of the RPP document, the indicators written in the RPP only formulate indicators for the achievement of KD-1, KD-3 and KD-4. Meanwhile, the formulation of indicators for the achievement of attitudinal competence, namely KD-2, was not found in the lesson plans used for learning. However, in several indicators KD-1, KD-3 and KD-4, it can also be seen that there is an integration of independent character education and critical thinking.

The learning methods and approaches used are the same as those used at the first and second meetings, because the material is close to community problems and what the community is currently experiencing. So the method remains the same as that used in the first meeting.

The approach used also uses a scientific approach, this is in accordance with the curriculum used in SMAN 3 Palu City. Scientific learning activities start from observing, asking, collecting information, discussing, presenting to reasoning.

Meanwhile, for the overall assessment, the process assessment and description questions are used. Meanwhile, the instruments used include descriptions, columns of attitudes, skills, knowledge to portfolios.

Development of Character Education Values in Preventing the Dangers of Radicalism and Terrorism in Islamic Education Learning

In the implementation of character education in PAI learning, the things studied include planning and implementing character education in PAI learning in class XI. The following is a further explanation of this. The following information was obtained when researchers asked Islamic religious education teachers about it.

Basically, the implementation is carried out not only in learning activities. In fact, the most

important thing is at the time after doing the learning. Because basically, religious lessons to apply are not only in the classroom, but also in everyday life, by looking at their attitudes and behavior. (Results of the interview on July 22, 2021).

Based on the results of these interviews, it can be concluded that the implementation of character education is carried out in the classroom, but the implementation is not continued in the classroom. This is because the teacher does not only race on class assessment, but the teacher also observes the student's process, how students can apply the knowledge they have gained in class into real life.

Character education at SMAN 3 Palu City is thick. It can be seen that every morning before entering class there is an activity to sing the national anthem, with this the value of character is *citizenship* felt right and also the value of the character of love for the homeland. Meanwhile, he also sang the pride song of SMAN 3 Palu City, and no less important was the reading of *Asmaul Husna* and prayer before the lesson began. With this it can be shown that the value of religious character can be seen clearly. On the other hand, the religious culture at SMAN 3 Palu City is well organized. This was also explained by the Deputy Head of Curriculum Sector, Mrs. Hj. Halimatang, S.Pd., M.P.Fis after discussing the value of character education that can be used to prevent the dangers of radicalism and terrorism.

“One of the values of character education is to love the country. Students both inside and outside the classroom have been instilled in them to love their country. Meanwhile, in the context of Islam, Islam is the majority religion in Indonesia. But in reality there are trials of their own which I think are the trials of the Muslims themselves. Which they undermine the idealism of Islam by spreading the notion of radicalism. Therefore, students must be fortified with character values so that they are not influenced by the teachings of these radical schools. For example, when a school spiritist has a lecture competition, it does not necessarily use a theme that teaches Islamic law. However, it also takes the theme of the dangers of terrorism or radicalism. Not only that, students before starting the lesson also prayed

centrally. This is also a character education in the religious realm, to make students religious. There is also an activity to sing the national anthem. This is to strengthen the students' patriotism character” (Interview on 22 July 2021):

This shows that the integration of character education does not only refer to learning activities in the classroom. But also student activities outside the classroom. This was also explained by Mr. H. Idris Ade, S.Pd., M.Si as the Principal of SMAN 3 Palu City.

"The implementation of character education is not only formal. The first is from the teacher himself, by providing examples and good behavior, including the application of character education. For example, teachers teach on time including character education, students in carrying out the tasks given by the teacher, students in respecting teachers are included in the implementation of character education. It's been conveyed here, with the writing on the front, there is a pamphlet writing about safe schools, far from radicalism and so on and that's part of our character education, which of course differs from one school to another in terms of implementation. So in strengthening character education, it is not only religious teachers. All activities at school, such as providing direction to children about the importance of cleanliness, are also included in character education. (Results of interview on 15 July 2021).

In addition to using the interview method with PAI teachers, waka curriculum, and school principals, the researchers also made direct observations in PAI learning activities in the classroom. The following are the results of observations that have been summarized in these several themes. There is a theme related to the importance of tolerance and harmony in life and avoiding violence.

The sub-theme of the importance of tolerance consists of one meeting, namely the 1st meeting. The following is an explanation of the activities carried out by teachers in implementing character education in the sub-theme of the importance of tolerance.

In starting the learning activities, the teacher always starts the learning activities with greetings, and prayers, then takes attendance and checks the condition of the students. Then the teacher starts a more formal greeting back to students to arouse the attention of students who previously did not fully pay attention to the teacher. Then the teacher states about the material to be discussed, namely the theme of tolerance and abstaining from acts of violence, by starting with criticizing related to conditions in the surrounding environment. Are there events around you related to this theme?

With the *problem based learning*, students are indirectly given a stimulus by the teacher to be able to think critically about what has happened around the community.

Based on the results of the analysis of the RPP document, it can be seen that there are various assignments that must be carried out by students. The assignment is intended for students independently or in groups. This is because learning that emphasizes active students to find and build their own knowledge.

Teachers always provide opportunities for students to carry out prayers on time. Usually, when PAI lessons are in the morning, the teacher will discipline students to pray dhuha first. That way it can be seen that the value of religious character has been instilled by the teacher even before the learning begins. Meanwhile, the students are coordinated to bring prayer equipment in the form of mukena for students and caps for students. Meanwhile, the implementation of the dzuhur prayer together is also required by the school principal for students. Every 11:45 WIB, learning is temporarily suspended, the teacher provides opportunities for students to worship according to their respective religions and beliefs so that students and teachers can pray together in the school mosque. The principal of SMAN 3 Palu City, in the interview, gave an explanation about the habituation of the correctness of prayer to students as follows.

"Implementation of the midday prayer berjama'ah, to be forced, yet the impact will also be there themselves. So that after being forced it will

produce a habit. (Results of interview on 15 July 2021).

With this, it can be seen that character education is not only integrated into learning activities, but also in more global activities, such as prayer, extra-curricular activities, etc. By means of having to be forced, in the hope that this method can create a habit.

The teacher always checks the students' attendance. The teacher asked the students about who did not go. In addition, the teacher asked the reason why the student did not go to school. At the 2nd meeting, there were four students who did not go to school due to illness and others were dispensed/permitted to participate in the race practice. This is in accordance with the results of teacher interviews when researchers asked about student discipline, the teacher gave answers as follows.

"Yeah, that's what I always do. I also memorize the faces of my students, so it can be seen clearly who is in and who is not." (Results of the interview on July 22, 2021).

The results of the analysis of the RPP document indicate that the teacher checks the attendance of students in the preliminary activity. This is indicated by the teacher's activities in the form of opening lessons by greeting and asking how they are. It is also a way to focus students' attention.

The results of document analysis in the form of lesson plans, it is known that in the core activities the teacher carries out several learning activities. Although it is not clearly visible, the teacher gives assignments both individually and in groups. The task requires the creativity of each student. Some examples of these assignments are as follows.

"The teacher asks students to identify real behaviors related to harmony and tolerance in accordance with *QS Yunus/10: 40-41* and *QS al-Maidah/5: 32*" "Students rewrite the information they get from the reading text using words itself in column form." (Results of the interview on July 22, 2021).

At the 2nd meeting, the teacher carried out learning with group discussions. The teacher divides

the students to work in different groups by mentioning the number of student attendance consisting of 5-6 students. Students are given the task of analyzing the behavior of tolerance and intolerance in groups. This is in line with his statement when the researcher asked about group discussions that he divided students into heterogeneous groups as follows.

“Sometimes the division of groups is in accordance with the seating plan, so the children just have to turn their seats. But sometimes I also give them the opportunity to choose group members according to their wishes. I also sometimes ask one child to be the leader in front of the class, then take turns choosing the group members. The division of groups is sometimes also through drawing lots. (Results of the interview on July 22, 2021).

The results of these observations and interviews are also not much different from the results of the analysis of the RPP document. The lesson plans used by teachers in the sub-theme of the importance of tolerance and harmony in life by teachers are group discussions. In addition, in the core learning activities, the teacher gives assignments that must be completed in groups.

In explaining the material, the teacher asks questions with students regarding the material being studied. Teachers often apply the question and answer method with students. The teacher asks about the material, students answer according to their knowledge, and vice versa. At the first meeting, the teacher asked and answered questions with students about how tolerance is viewed by Islamic law. While at the 2nd meeting, the teacher asked questions about the attitudes of students to get along and tolerate each other. The question-and-answer method applied by the teacher in learning is in accordance with the results of the teacher's interview which stated that in the lesson plan some information was obtained as follows. The learning method used by the teacher is question and answer (*inquiry*). In addition, in the core activities, students are given various assignments by teachers, both individually and in groups.

In addition, the teacher also creates a learning atmosphere to motivate students through the application of dialogical and varied learning methods. In implementing a dialogical and interactive learning model/method, the teacher often implements a learning method in which he explains the material by asking and answering questions with students.

"Often when I'm learning, I ask students, they answer in various ways." (Results of the interview on July 22, 2021).

Questions and answers, varied lectures, assignments, and group discussions

Question and answer methods, varied lectures, assignments, and group discussions can be found at the 1st and 2nd meetings. When the researcher asked the teacher about assignments to students, the PAI teacher gave a similar answer as follows.

“The current curriculum has a lot of assignments, so I give assignments to students according to the material I'm teaching. If there is an assignment, I ask students to do it if it can be done by students, either in groups or independently”. (Results of the interview on July 22, 2021).

Based on the results of the interview, it can be seen that learning according to the 2013 Curriculum has quite a lot of assignments. So the teacher gives assignments according to the material being studied.

The teacher also stated that he carried out learning with groups to complete certain tasks and the group was formed heterogeneously by the teacher and students as follows.

“I usually free students to choose their groups, but what I often do is divide them randomly, either by counting or sequentially. I also sometimes choose a chairperson to coordinate other students.” (Results of the interview on July 22, 2021).

Based on the results of the analysis of the RPP document, it can be seen that there are various assignments that must be carried out by students. The assignment is intended for students independently or in groups. This is because learning that emphasizes active students to find and build their own knowledge.

Teachers always provide opportunities for students to perform prayers on time. At 11.45 WIB, PAI learning was temporarily suspended, the teacher gave students the opportunity to worship according to their respective religions and beliefs so that students and teachers could pray together in the school mosque. The teacher in the interview gave an explanation about the habituation of the accuracy of the prayer to the students as follows.

"If the second break, students and teachers pray in congregation specifically for Muslims. All classes are warned to bring prayer equipment, both male and female, so as not to queue for the mosque mukenah. Because this is a habit, so that students pray on time not only at school, but outside school as well." (Results of the interview on July 22, 2021).

From the results of the interview, it can be seen that every second break, class XI students carry out the midday prayer. This is done by praying together with the teacher and other class students. This is done in order to get used to praying on time.

To close the learning activities, the teacher always ends the lesson by praying together. Prayers that are read include prayers after studying. The class leader leads the teacher and his friends to pray together.

The prayer aspect is done before the lesson takes place. This is done simultaneously with the media speaker. So one school, each class can carry it out simultaneously. This is also a form of implementation of KI-1 related to religious development. This is in accordance with the results of interviews with teachers who stated that one aspect of developing religious values is praying before and after lessons as follows.

"For Core Competency 1 (KI-1), namely praying before and after starting learning activities. And to pray before the lesson is carried out simultaneously, led by a religious teacher. Meanwhile for." (Results of the interview on July 22, 2021).

Meanwhile, with regard to the religious development of students, principals also scheduled istighosah simultaneously implemented on the ground *outdoor* with rutinannya schedule has been set

for a year. Researchers also participated in istighosah activities.

It was seen that not only students participated, but also teachers and staff who joined the activity. This is also confirmed by the statement of religious teachers, relating to the implementation of istighosah.

"No, this istighosah activity has been determined by the school principal as a routine activity. Even the schedule has been set for this year." (Results of the interview on July 22, 2021).

This is in accordance with what has been explained by the Head of SMAN 3 Palu City below,

"Actually PPK is not only done formally, non-formally Bina Taqwa activities we do are routine every year in the month of Ramadan, then there is halal bihalal, Eid al-Qurban, etc. Apart from that, we have to do regular coaching for children, such as praying together, istighosah, and so on." (Result of interview on 15 July 2021).

This means that principals and teachers have an important role in fostering students' religious attitudes. Not only that, it is related to student attitudes. If there are students who pray with a bad attitude, the teacher immediately reminds the student to pray with a good attitude.

The inculcation of religious values which is a deepening of religion in students is indeed very important. This is also a strategy to prevent students from the dangers of terrorism. This was also stated by the principal of the school.

"The problem of terrorism is much more to be anticipated, one way is by doing a good study of religious material. The deepening of good religious material is in order to straighten children in practicing religion". (Results of interview on 15 July 2021).

Overall, the researcher can conclude that teachers have tried to integrate character education in the thematic learning process of the sub-themes The Importance of Harmony and Tolerance and Avoiding Violence. This can be seen during the PAI learning process, from the initial activities to the final activities. The teacher does not teach these values, but integrates various character values into each

learning activity. The following is a table of implementation of character education sub-theme Importance of Harmony and Tolerance

Table 1. Implementation of Character Education Sub-theme Importance of Harmony and Tolerance

No.	Character Value	Description
1.	Religious The	teacher invites students to pray before and after the lesson and provides opportunities for students to worship both dhuha prayer and dhuhur prayer.
2.	Sense Want to know	teacher gives an assignment-an assignment to the student-initiated, curiosity of students.
3.	Discipline The	teacher checks the attendance of students at the beginning of the lesson. In learning, the teacher checks the completeness of student learning, such as assignments, learning tools, and student books. At the end of the lesson, the teacher checks the completeness of the students' school uniforms. Not only that, outside the classroom the teacher also pays attention to punctuality in entering class and also discipline in cleaning the classroom.
4.	Mutual respect for each other The	teacher gives students their opinion during the learning process. During exchanging opinions, the teacher asks students to respect each other's opinions.
5.	Tolerance The	teacher explains the importance of tolerance and provides real examples during learning. Students are expected to be able to respect the beliefs, ethnicity, ethnicity, race of other friends.
6.	The spirit of the National	Teachers coordinate student to sing the anthem national Indonesian before classes start every highway.
7.	Responsibilities The	teacher gives various assignments that must be completed by students, both in groups and independently.
8.	Social care	This value is seen when the teacher creates a harmonious classroom atmosphere. The teacher gives understanding to students who do not want to work with groups of different sexes. In addition, the teacher also familiarizes students with sharing with their friends if there are students who do not bring the learning equipment assigned by the teacher in the lesson previous. The value of social care is developed in core activities.

9.	Independent The	teacher asks students to do their work independently and honestly. That way, a sense of not being dependent will be easy to instill.
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Source: (Kemendiknas 2010)

Meanwhile, the sub-theme of Avoiding Violence consists of one meeting, namely the 3rd meeting implementing character education in the sub-theme of Avoiding Violence. In starting learning activities, teachers always start learning activities by praying together. Prayers that are read include prayers before studying, memorizing *Asmaul Husna*, and reading other prayers. Students pray with the teacher led by the teacher through the media speaker.

The aspect of praying before the lesson is in accordance with the results of interviews with PAI teachers who stated that one aspect of developing religious values is praying before and after lessons. The teacher also stated that he always accompanies the students in praying. The teacher advises students who pray with a bad attitude.

From the results of the analysis of the RPP document, the following information is obtained. In the preliminary activity, the teacher carries out activities in the form of inviting students to pray together according to the religion and beliefs of each student. So, the teacher supervises the students in praying at the beginning of the learning activity.

The teacher always checks the students' attendance. The teacher asked the students about who did not go. In addition, the teacher asked the reason why the student did not go to school.

The results of the analysis of the RPP document indicate that the teacher checks the attendance of students in the preliminary activity. This is indicated by the teacher's activities in the form of opening lessons by greeting and asking how they are.

The Impact of Developing Character Education Values in Preventing the Danger of Radicalism and Terrorism in PAI Learning

In the implementation of learning, the last thing that needs to be considered is related to evaluation. Meanwhile, evaluation does not only refer to assessment, but also refers to the impact of

the learning taking place. So that after knowing the impact, it can also be known related to the contribution/role of the integration of character education, either in the school environment or in material development.

Such as the results of interviews and observations made by researchers. The impact of developing character education in preventing the dangers of radicalism and terrorism is beginning to be seen. First, the researcher analyzes the advantages and disadvantages regarding the implementation of the integration of character education. Based on the explanation of the Deputy Head of Curriculum Sector, Mrs. Hj. Halimatang, S.Pd., M.P.Fis, stated that there are weaknesses and strengths in the implementation of character education development. Here are the results of the interview.

"The advantage is still not clear. However, the real impact can be seen from the alumni. Seen many alumni who still have the spirit of love for the homeland. And thank God, so far there have been no students who have deviated from the teachings of their respective religions. There are no atheist students. Everyone has their own religion." (Results of interview on 15 July 2021).

From the explanation above, it can be seen about the role/contribution of character education development. According to the explanation above, that there are advantages and disadvantages. This advantage can be seen from the real impact, from the results (*output*) of SMA Negeri 3 Palu students which are proven by the absence of students who have radical ideas. Meanwhile, regarding the weakness of the implementation of character education development, the Vice Head of Curriculum believes that there is no weakness in the implementation of development in the classroom, which is in the implementation of development in the extracurricular realm. Here are the results of the interview.

"There are no weaknesses for its application in classroom learning, but in terms of extracurricular learning there are weaknesses. That is less time for extracurricular learning. Not only that, unscheduled extracurricular time makes it difficult to observe extracurricular learning." (Results of interview on 15 July 2021).

Then if you look at the obstacles experienced by both the Principal, Deputy Head of Curriculum, PAI Teachers and students, it can be analyzed from the results of the following interviews.

"When viewed from the impact, there are two impacts that can be identified, namely positive impacts and negative impacts. The positive impact is that there is a comfort in the school environment. If there is comfort, the learning process will be achieved, according to what we programmed. The negative impact, if it is not coordinated and there is no continuous guidance continuously. It will deviate back children who are still unstable. Because cultural influences are not only in the classroom or school environment. Most of his hours outside of school. That is, if we give straight directions like this, then there are influenced by others, it will change again. So there is always intensive coaching providing a minimum of every ceremony providing continuous coaching. (Results of interview on 15 July 2021).

Then, Moh. Ihsan and Aryanti Hasan, students of class XI SMAN 3 Palu City, also expressed their opinion regarding learning outcomes that have developed the value of character education in preventing the dangers of radicalism and terrorism. Here are the results of the interview.

"The results in the subject matter are very clear, we know about Islamic religious values, and know what the dangers of radicalism and terrorism are like. In addition, we can also carry out religious worship properly. So I can improve myself to be a better person." (Results of the interview on July 22, 2021).

Meanwhile, the Islamic religion teacher, Mr. Nurkholish, S.Pd.I, has another opinion regarding the impact of implementing the integration of character education, as can be seen from the following interview evidence.

"There are several known impacts, including: 1) related to his attitude, it can be seen by his behavior after learning, also from the review he usually remembers or not, 2) worship, when the material delivered is finished, how is it? What effect does it have on their worship activities?" (Results of the interview on July 22, 2021).

Then, Nurhasan and Shopiah Nur, class XII students of SMAN 3 Palu City, also argued that the impact of developing character education can be seen as follows.

"The impact is for us to be closer to God and introspection, relating to what is good and what is bad." (Results of the interview on July 22, 2021)

He argues that the development of character education can make him closer to God, so that his religious values become even stronger.

Planning for the Development of Character Education Values in Preventing the Dangers of Radicalism and Terrorism in PAI Learning

Education is an important aspect of life. Not only as a means to teach students, but education is a means to answer the problems that are developing at this time. Moral decadence is the root of problems in society. Parents are too fixated on the cognitive aspect, causing a lack of attention to the moral aspect which is usually a benchmark for a person's personality. Education which is a conscious and planned effort to go in a positive direction contains a material that teaches about what is good and what is bad in this life. Therefore, education is an alternative in solving the problems that exist today. Moreover, character education contains character values that are useful for the life of the nation.

Education according to the Ministry of National Education Law no. 20 of 2003, states,

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community, nation and state.

So, basically, character education is an effort to develop the character, character, and character that

exists in students. By inculcating values and knowledge of the importance of morals in social life.

Meanwhile, in its implementation, character education is a means to improve and develop the character of students. This is in accordance with the opinion of (Lickona 2012), defining, "character education as a genuine effort to help someone to understand, care, and act on the basis of core ethical values".

When viewed from several aspects, character education is not only seen as a means to improve the character of students. However, this character education can also be a stronghold for students in the face of a rapidly developing world. The issue of radicalism and terrorism is no exception. This big issue is in the spotlight that is widely discussed because of its actions that seem to scare the public and take the form of violence. The fruit of this radicalism must indeed be considered, because the case does not only develop in people who are lay in religion. However, now its development has penetrated the realm of educated society, including the world of education. While the definition of terrorism itself is, the word "terrorist" (perpetrator) and terrorism (action) comes from the Latin word "*terrere*" which more or less means to shake or vibrate. The word "terror" can also create horror. Of course, horror in the hearts and minds of its victims. However, until now there is no universally accepted definition of terrorism. Basically, the term "*terrorism*" is a concept that has a very sensitive connotation because terrorism causes the killing and suffering of innocent people. (Sunardi, Abdul Wahid dan Sidik 2004).

In this term, the concept of terrorism is considered as something that causes people to tremble and fear this condition. This is because the stigma of society that has claimed that radicalism can give birth to terrorism is a condition that causes murder, violence, misery, and so on.

Meanwhile, from the results of research at SMAN 3 Palu City which considers that the radicalism of the occurrence of terrorism events that have emerged in this day and age is something that must be anticipated by deepening good religious

material and implementing character education strengthening by integrating character education into subjects. Not only in subjects, but also in all aspects of school activities.

Religious deepening can be done through Islamic religious education materials. Meanwhile for character education it must be attached to every subject. Basically character education has been desired since the implementation of character education was established.

The conclusion obtained from the description above is that principals, teachers and even waka of the curriculum already have views that are in accordance with the nature of character education applied in schools, not only as an effort to develop the character of students, but also as an effort to prevent the dangers of radicalism and terrorism which growing today.

Meanwhile, regarding the description of the objectives of developing character education at SMA Negeri 3 Palu, namely: *first*, to make students have 4 C's (*creative, critical-thinking, cooperative, collaborative*), *second*, students are expected to have HOTS (to have HOTS (*Higher Older Think Smart* *Higher Older Think Smart*), which is). high-level thinking in capturing information. And the last goal is to make people with character.

This is almost the same as what was described by the Ministry of National Education in terms of character education development goals. Meanwhile, according to the Ministry of National Education,

"The objectives of character education include: 1) Developing the potential / heart / conscience / affective of students as human beings and citizens who have cultural values and national character, 2) Developing commendable habits and behavior of students. and in line with the universal values and religious traditions of the nation. 3) Instilling the spirit of leadership and responsibility of students as the next generation of the nation; 4) Developing the ability of students to become independent, creative, and national-minded human beings; 5) Developing a school life environment as a safe, honest, creative and friendly learning

environment with a high sense of nationality and full of strength. (Kemendiknas 2010)

In conclusion, basically students are required to develop their potential, habits and competencies so that they can become individuals who are beneficial to the community and of course as the successors of the nation's life. Students are expected to be able to have these characters which can serve as a shield in preventing the dangers of radicalism and terrorism.

Then, the PAI learning plan that has been developed in character education contains learning tools consisting of lesson plans and syllabus. Before carrying out the lesson, the teacher makes plans such as compiling the syllabus and lesson plans. Both types of planning is something that must exist in learning. Based on the results of the analysis of the syllabus and lesson plans used by teachers, overall it has shown the integration of character development education in PAI learning. This can be seen from the formulation of KI, KD, scientific approach used in learning activities, and authentic assessment in lesson plans.

This is in accordance with the opinion of (Wibowo 2012), which states that, "the model of character education development in schools can be done in several ways, one of which is development in subjects, namely the character values are included in the syllabus and lesson plans" .

The development of character education can be seen in each element in the syllabus and lesson plans, such as KI, KD, indicators, methods and approaches, learning activities, learning resources, and assessments. However, there are still some elements that have not shown the integration of character education. In the lesson plan, the learning resources used are not diverse and there are no indicators for the achievement of attitude competence.

Regarding the integration of character education in the learning planning stage, the development of the syllabus and lesson plans is a preparation that the teacher goes through in the planning stage. Based on the research results, both the syllabus and lesson plans are designed to assist

teachers in facilitating character education-oriented learning.

Syllabus

PAI teacher at SMAN 3 Palu City received a syllabus from the curriculum and developed a character education syllabus independently. The syllabus is useful as a guide for further learning development, such as making lesson plans, managing learning activities, and developing an assessment system. The syllabus is the main source in the preparation of learning plans, both lesson plans for one competency standard and for one basic competency. "The syllabus is also useful as a guide for planning the management of learning activities, for example classical learning activities, small groups, or individual learning". (Mardhiyah 2019). In developing learning tools including a character education-based syllabus, all PAI teachers at the school received training or *workshops* conducted by the school, the Palu City MGMP (subject teacher discussion) forum and the Palu City education office. The syllabus was developed with the main reference of the Content Standards. In the syllabus, prior to the integration of character education in the subjects it contained KI, KD, basic materials, learning activities, indicators, assessments, time allocation and learning resources. All of these components aim to assist students in mastering KI and KD. Students are expected to be able to achieve KI and KD as well as to develop their character.

The syllabus used by class XI teachers has also shown the integration of character education in PAI learning. This can be seen in learning activities, assessments, and learning resources. Elements that have not shown the development of character education are basic competencies and indicators. KD and attitude indicators should be included in the lesson plans. So, it can be seen clearly the formulation of KD and indicators of attitudes, knowledge, and skills. Character values are also not included in the syllabus. The teacher should include it in the lesson plan, so that it is clear that the attitude competencies that must be achieved by students.

RPP

RPP is a lesson plan per unit that will be applied by the teacher in classroom learning. Based on this lesson plan, "a teacher (whether compiling the lesson plan itself or not) is expected to be able to implement learning in a programmed manner" (Rahmawati 2015). RPP is generally composed of KI, KD, learning objectives, learning materials, learning methods, learning steps, learning resources, and assessments. As formulated in the syllabus, all components in the lesson plans were developed to create a learning process in achieving KI and KD. In creating a learning process that includes character development, the lesson plans are then adapted by making certain additions. The research subject teacher has made changes in the lesson plans made with the following changes:

- 1) Addition of achievement indicators related to character achievement
- 2) Addition of learning activities related to character development
- 3) The addition of assessment techniques that measure character development

Although it is generally concluded that the teacher made the changes that have been mentioned, the changes made by the three PAI teachers at SMAN 3 Palu have differences, such as how to put character indicators, learning activities and assessment techniques. It can be seen in each lesson plan made by each teacher. As in the interview that was acknowledged by the teacher, the teacher developed the syllabus and lesson plans themselves, because the signs or standard formats had never been encountered. also educates character.

Comments from teachers and observations made by researchers, show that teachers, both in making syllabus and lesson plans develop their own because it is considered that there is still no standard or clear format regarding the integration of character education in character education-based learning tools.

Implementation of the Development of Character Education Values in Preventing the Dangers of Radicalism and Terrorism in Islamic Education Learning

Based on the results of research, teachers have developed character values into every PAI learning activity, from the beginning to the end of learning as well as in school activities. For teachers, character education in schools will not work well if it is not applied in classroom learning activities.

In PAI learning activities, teachers create dialogic and interactive learning by applying various learning methods. The teacher also creates a learning atmosphere that allows students to compete in a healthy manner through various assignments and other learning methods. The implementation of character education carried out by teachers can be seen from preliminary activities, core activities, and closing activities. This is in accordance with the opinion of Anik Ghufron (in Zubaedi, 2011:263), who argues that, "the development of the integration of character values into learning activities means combining, incorporating, and applying values that are believed to be good and right in order to form, develop, and foster the character or personality of students according to national identity when learning activities take place.

The learning activities carried out by the teacher also have several stages. These include preliminary activities, core activities, and closing activities. Learning activities consisting of preliminary, core and closing activities are carried out in order to assist students in practicing the targeted character values. The following is a diagram of the implementation of the development of character education.

In preliminary activities there are a number of activities carried out to introduce values or help internalize values or characters at the preliminary learning stage. The teacher implements several activities. Teachers always start learning activities by inviting students to pray together centrally with media speakers led by direct religious teachers. Not only reading prayers, but students also singing the national anthem of Indonesia Raya, chanting *Asmaul*

Husna and ending with a central prayer activity. The following are things that PAI teachers do at SMAN 3 Palu City in the context of implementing character education:

- a. The teacher comes on time (the value instilled in discipline)
- b. The teacher greets (instilled values: polite, caring)
- c. Pray together during the first lesson (religious instilled values)
- d. Checking student attendance (examples of instilled values: caring, discipline)
- e. Reprimand students who are late in a polite manner (caring, disciplined, polite)
- f. Conducting ANT activities or taking a moment to collect (instilled value: cleanliness)

The core activity uses learning models, learning methods, learning media, and learning resources that are tailored to the characteristics of students and subjects. The selection of a scientific approach and/or inquiry and *discovery* and/or learning that produces *project-based learning* is adapted to the characteristics of competence and level of education. In this core activity, the teacher uses a scientific approach. I mas stated that, "The *scientific* approach is a learning approach that is carried out through the process of observing, asking, trying, reasoning, and communicating. Learning activities like this can determine the attitudes, skills, and knowledge of scale participants to the maximum. The five scientific learning processes are implemented when entering the core learning activities. (Sanjaya, 2015).

This core activity begins with observing, asking questions, gathering information, associating, and communicating. In addition, the teacher also checks the implementation of daily picket and student attendance. In the core activity, the teacher applies various learning methods such as various lecture methods, question and answer, assignment assignments, *problem based learning*, *brainstorming*, dictation methods, memorization, and group discussions.

Furthermore, the researcher can conclude that the integration of character values in the learning

process can run effectively by using group discussion learning methods and *problem based learning*. This group discussion method is often used by class XI teachers. The group discussion method is carried out when the teacher gives assignments that must be completed in groups. While the method is *problem based learning* still rarely used by teachers, unless the material is related to problems/issues that arise around the community. Based on Imas' book, "This method *problem based learning* challenges students to do "learn how to learn" learning, work in groups to find solutions in the real world". Some methods of character education are discussion methods and *problem based learning*. In addition, in the core activity, the teacher gives appreciation to the students. This appreciation can be in the form of verbal appreciation, or the teacher makes his own award, namely the point system.

It can make learning fun and make students active. Giving appreciation/award can also make students' creativity develop. So that teachers can develop all the potential and abilities possessed by students. Such a classroom atmosphere can support the implementation of character education in students. This is in accordance with the opinion of (Hidayatullah 2010) that, "strategies in character education can be carried out through several attitudes, one of which is creating a conducive atmosphere".

The teacher also uses the habituation of certain characters such as praying on time. This can be seen when the teacher stops the thematic learning, even though the second break has not yet arrived. The teacher does this so that students are accustomed to praying on time. When the teacher is still carrying out the lesson, the students remind the teacher that the time for prayer is near. This shows that students are used to praying dhuhur in congregation at school.

Furthermore, in the learning process, the teacher carries out spontaneous activities such as reminding students who pray with a bad attitude. Wibowo (2012) states that, "one model of integrating character education in schools is a self-development program in the form of spontaneous activities, namely activities that are carried out spontaneously

at that time". Teachers need to do these spontaneous activities because sometimes students do not know that what they are doing is wrong. Activities that are directly carried out will have its own impact, so students do not repeat it again.

Based on the results of the study, in PAI learning the teacher uses subject matter as material or media to develop character education values. Based on the observations, the theme being studied is "The Importance of Harmony and Tolerance." Broadly speaking, the subjects studied include the content of *QS Yunus/10: 40-41* and *QS al-Maidah/5: 32*, interpretation of *QS Yunus/10: 40-41* and *QS al-Maidah/5: 32*, the importance of tolerance and harmony in everyday life, the efforts made by a person to achieve certain goals, and character values that can be imitated from certain ideals or professions. The material studied is in the form of reading texts about certain ideals and pictures of certain professions. The teacher explores moral messages and character values that can be imitated by students contained in the material. The teacher asks questions with students about the material being studied. (Kemendiknas 2010), that an important principle in the development of character education is that values are not taught but developed. The teacher does not need to change the existing subject matter, but uses the subject matter to develop character values.

Learning resources used by teachers have not varied. The teacher uses the teacher's book and the student's book as the main reference in learning activities. Not only that, the teacher also uses books and commentaries, as well as related internet sources. However, teachers should use a variety of varied learning resources so that students get a meaningful learning experience.

In terms of discipline, the teacher trains students to be disciplined in dressing in uniform and bringing various learning equipment and assignments. The teacher always checks this. However, the teacher has not given the appropriate punishment. The teacher only records students who are not disciplined and then advises these students. The researcher concludes that punishment can have

a deterrent effect on students. This is in accordance with the opinion of (Hidayatullah 2010), which states that, "strategies in character education can be carried out through several attitudes, one of which is the cultivation of discipline". Furthermore, (Hidayatullah 2010) explained that discipline is a powerful tool in educating character.

In the implementation of education character in class XI, researchers found several things that were done by teachers to in still and develop character in students. Based on field notes, interviews, and observations, the teacher fosters and develops the value of patriotism by requiring students to sing the national anthem Indonesia Raya before lessons. The teacher familiarizes students with speaking politely, both with the teacher and with other students using Indonesian or Javanese with good and correct manners. The meticulous value is developed by the teacher when the teacher gives certain tasks that require students' accuracy, for example writing using good and correct spelling. When learning, the teacher also develops students' self-confidence by asking students to communicate either an assignment or an opinion in front of the class, either individually or in groups.

The next finding, in the implementation of character education in class XI, based on the results of observations and interviews as well as documentation, the teacher made his own assessment instrument to assess KI-1 (religious) and KI-2 during learning, namely in the form of a KI-1 questionnaire and a KI-2 questionnaire. The KI-1 questionnaire is an assessment for each student regarding the implementation of the five daily prayers and the accuracy of their implementation. While the KI-2 questionnaire is a peer assessment instrument developed by the teacher. The teacher appoints several students to take notes on students who are not doing well. The KI-2 questionnaire contains the process assessment carried out by the teacher by observing student behavior during the learning process. These instruments can make it easier for teachers to know and assess student attitudes when teachers do not observe students directly.

Meanwhile, based on the results of the study, the teacher has carried out the PAI learning process in which there are character values to achieve educational goals. Based on the observations, the following nine character values were observed from class XI teachers, namely religious, patriotism, tolerance, discipline, curiosity, respect for achievement, care for the environment, social care, and responsibility. These values are not conveyed directly to students, but are implied in the way teachers act and teach.

The values developed are in accordance with the character values identified Wibowo (2012), for cultural education and national character, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, appreciate achievements, friendly and communicative, love peace, love to read, care for the environment, care about social, and responsibility.

Based on the results of the study, the following are five values that are always developed by teachers, namely:

- 1.) Religious: This value is seen when the teacher invites a central prayer before the lesson, accompanying students during prayer. In addition, the teacher provides opportunities for students to pray when the time has shown the time for the dhuhur prayer and also the dhuha prayer. Meanwhile, relating to character values that are implemented outside the classroom are the routine implementation of istighosah which has been set at the regulations at SMAN 3 Palu, as well as the commemoration of Islamic holidays which are held in schools.
- 2.) Discipline: This value is seen when the teacher checks the students' attendance at the beginning of the lesson. In learning, the teacher checks the completeness of student learning, such as assignments, learning tools, and student books. At the end of the lesson, the teacher checks the completeness of the students' school uniforms. Not only that, outside the classroom the teacher also pays attention to punctuality in entering

class and also discipline in cleaning the classroom.

- 3.) Tolerance: This value is seen when the teacher divides students to work in different groups. Groups are formed heterogeneously in various ways, such as drawing lots, according to attendance numbers, and according to student seats. This value is developed in the core activities. Not only that, sometimes when religious teachers deliver material there are non-Muslim students. These students can directly apply the value of tolerance and can dialogue with non-Muslim students.
- 4.) The spirit of nationality: this value is clearly seen when students before starting the lesson, sing the national anthem of Indonesia Raya and during the flag ceremony.
- 5.) Independent: this value is seen when the teacher asks students to do their assignments independently and honestly. That way, a sense of not being dependent will be easy to in still.
- 6.) Caring for the Environment: This value is seen when the teacher checks and reminds students to carry out class pickets, both at the beginning and at the end of learning activities. In addition, in learning, the teacher reminds students to keep the class clean when doing craft assignments in the classroom. This value is developed in the initial, core, and final activities.
- 7.) Responsibility: This value is seen when the teacher gives various assignments, both independently and in groups. The teacher asks students to complete it in a certain time. This value is developed in the core activities.
- 8.) Curiosity: This value is seen when the teacher asks questions with students while explaining a subject matter. In addition, the teacher creates students' curiosity by giving various assignments that require students' creativity and curiosity. The value of this curiosity is developed in the core activity.
- 9.) Rewarding Achievement: This value is seen when the teacher gives appreciation for what the students have done. The teacher gives verbal rewards.

10.) Social Care: This value is seen when the teacher creates a harmonious classroom atmosphere. The teacher gives understanding to students who do not want to work with groups of different sexes. In addition, the teacher also familiarizes students with sharing with their friends if there are students who do not bring the learning equipment assigned by the teacher in the previous lesson. The value of social care is developed in core activities.

Some of these values are already contained in the RPP document, but the teacher has not created learning that is developed with these values. There are also some findings of character values developed by teachers in PAI learning. The first finding is the value of polite and independent character. The value developed by the teacher is appropriate. The second finding is the value of cooperation and conscientious character. This value always appears in every meeting.

The Impact of Developing Character Education Values in Preventing the Dangers of Radicalism and Terrorism in PAI Learning

The final stage in implementing the development of character education values is the evaluation or assessment stage. At this stage an evaluation of learning activities inside and outside the classroom is carried out. Assessment of the implementation of this development is carried out by several parties such as teachers, parents of students and the school. In this case, the assessment is not only related to written and oral tests. However, it can refer to the assessment of students' daily behavior after learning. By conducting an assessment, you can clearly know the impact and role.

However, in this case, the researcher did not examine the learning outcomes in the form of grades. However, researchers examine the impact and role of integrating the values of character education. Specifically on character values that are considered capable of preventing the dangers of radicalism and terrorism.

In learning activities, there must be a learning goal. According to Sanjaya (2015), the learning

objectives are numerous and varied, which can be grouped into two parts.

“First, the learning objectives are formed by knowledge and skills. Learning objectives that are formed by knowledge are sought to be achieved by instructional actions, usually called *instructional effects*. While the second goal is the result that accompanies the instructional learning objectives. The form is in the form of critical and creative thinking, open attitude, democratic, accepting others, and so on. This goal is called *nurturant effect*”.

So it can be concluded that the impact of character education development is the impact of instructional and maintenance impact. The instructional impact relates to the impact of the learning materials, such as test scores, report cards, and other competency tests. Meanwhile, the impact of this maintenance is related to the maintenance of attitudes and roles after the learning process is carried out. Meanwhile, by knowing the impact, it is also possible to know the contribution or role of developing character education values. Be it the role of material development or the role of developing the school environment.

Meanwhile, related to the direct impact or accompaniment. Indirect learning outcomes are the impact of accompaniment/accompaniment, it should also be formulated to be clearer and more focused in the learning program, because these results do not need to be achieved when a teaching and learning process is completed, but it is hoped that the results will affect students and will accompany or accompany later, perhaps still need time or the next stages of the teaching and learning process.

“Usually this accompaniment impact relates to the *affective domain* (attitudes and values), including; 1) receive; 2) respond; 3) appreciate; 4) self-regulation; 5) become a pattern of life. The impact of this accompaniment is in the form of results that are not directly measured and uncertain when the teaching and learning process ends. Things that need to be considered in the accompaniment impact are; 1) students become *modeling* (can imitate), 2) *contagion* (infected); 3) osmosis (permeated) about knowledge, skills, and attitudes of

learning conditions, both programmed by educators and those not programmed by educators. (Sapriati, 2010)

From this statement, it can be concluded in several processes below.

1. Receiving: students receive knowledge and concepts related to religious values and character used in preventing the dangers of radicalism and terrorism in schools.
2. Responding: students are able to respond related to the material that has been delivered by the teacher.
3. Appreciate: so that after understanding the concept of character education in preventing the dangers of radicalism and terrorism in PAI learning. Students are able to accept other understandings and beliefs, can foster a sense of tolerance among others.
4. Self-regulation: that way, students are able to regulate themselves and behave towards different understandings from them, whether in forums, organizations, or in class.
5. Become a pattern of life: so that when every individual at school has the concept of tolerance, moderation and has a sense of love for the homeland. Then it will be farthest from the influence of radicalism and create a peaceful environment. Then it can become a culture at school.

Referring to the impact of material development, which is related to the contribution in developing the material and has an observable impact related to the impact of the development of the school environment can be categorized according to the following.

1. There was a comfort in the school environment. Because one of the school's principles is to create an atmosphere of comfort for students.
2. With the comfort and healthy culture in schools, all school members can work together so that the learning process will be achieved according to what is programmed.
3. Students become more able to implant their religious spirit, because they are always

controlled by teachers and school principals so that they can become more characterful.

The implementation of continuous supervision and coordination. Because, if it is not coordinated and there is no continuous guidance continuously, then students can deviate considering that students are still at an unstable age. Because the influence of culture is not only in the classroom or school environment, many hours outside of school. If it is not controlled properly, students will change their understanding again.

CONCLUSION

Based on the results of research and discussion, as well as the theory that underlies this research, it can be concluded that:

1. Planning the development of character education values in preventing the dangers of radicalism and terrorism in PAI learning. *First*, the syllabus in the syllabus used by the PAI teacher has also shown the development of character education in PAI learning. This can be seen in learning activities, assessments, and learning resources. Elements that have not shown the integration of character education are basic competencies and indicators. KD and attitude indicators should be listed in the lesson plans. *Second*, the lesson plans are adapted by making certain additions, including: 1) adding achievement indicators related to character achievement, 2) adding learning activities related to character development, 3) adding assessment techniques that measure character development.
2. Implementation of the development of character education values in preventing the dangers of radicalism and terrorism in PAI learning. The result is the discovery of specific character values that can be used as references in preventing the dangers of radicalism and terrorism, namely: religious, disciplined, tolerance, national spirit, independence, care for the environment, responsibility, curiosity, respect for achievement, and social care.
3. The impact of developing character education values in preventing the dangers of radicalism and terrorism in PAI learning. 1) The impact on

the development of the material, namely: a) accepting the concept or knowledge being taught, b) responding, c) respecting all differences, d) self-regulating in attitude; 2) Impact on the development of the school environment: 1) There is a comfort in the school environment. 2) All school members can work together so that the learning process will be achieved according to what is programmed. 3) Students become more controlled by teachers and principals. 4) With the control of teachers and principals.

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