

INTERNALIZATION OF DISCIPLINARY CHARACTER VALUES THROUGH PAI LEARNING

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Abstract: The purpose of this research is to describe the Internalization of disciplinary character values, how the Internalization of disciplinary character values and what are the inhibiting and supporting factors in the Internalization of disciplinary character values at Primaganda Jombang High School, The research design used in this research is a case study. This research aims to develop an efficient working method, meaning that the researcher conducts an in-depth study of a case, the conclusion is limited to a particular case. The collection technique uses interviews, observation and documentation, while the validity of the data in this study uses triangulation, namely triangulation of sources and techniques. The results in this study show that 1) Internalization of student discipline character values at Primaganda Jombang High School includes through Planning activities: including, modeling good behavior, not being late for teaching, making sanctions. Implementation: includes following the recitation before entering school, praying dhuha and dhuhur (in congregation) and following the organization at school. Evaluation: includes assessment of student learning such as activeness, creativity, understanding, student involvement in learning, especially mental, emotional and social involvement, 2) The inhibiting and supporting factors in the internalization of student discipline character values at Primaganda Jombang High School include: The role of the principal, the active role of the teacher, student awareness and the pesantren environment.

Keywords: student discipline character in PAI learning

INTRODUCTION

One of the founding fathers of the nation, the first president of the republic of indonesia, bung karno, even emphasized: 'this nation must be prioritized by prioritizing character building because character building is what makes Indonesia a great, advanced and victorious nation and

dignified. if character building is not done, the Indonesian nation will become a nation of coolies.¹

Character education has existed from the time of the prophet until now so that how a human being explains what should be done to others and states the goals that must be addressed because in character education is able to encourage spontaneously the birth of actions that are of good value in a person.² Character education is a system of instilling character values to school residents which includes components of knowledge, awareness or willingness and action to implement these values. So, basically, character education is everything that is done by teachers who are able to influence the character of students, schools are character education institutions, one way of instilling learning values. In Islamic references, a very well-known and inherent value that reflects the extraordinary character or behavior reflected in the prophet Muhammad SAW, namely: (1) Sidik, (2) Amanah, (3) Tablig, (4) Fatonah. Of course it is understood that these four values are the essence, not entirely because the Prophet Muhammad Saw. Also famous for his character of patience, resilience and various other characters.

Sidik means right, reflecting that the Prophet is committed to the truth always saying and doing the right thing, and striving to uphold the truth. Amanah which means honest or trustworthy, reflects that what the Prophet said and what the Prophet did could be trusted by anyone, both by Muslims and non-Muslims. Fatonah which means smart or clever, wise, broad-minded, skilled, and professional. This means that the behavior of the Prophet can be accounted for his reliability in solving problems. Tablig

¹Muchlas Samani, *Konsep dan Model Pendidikan Karakter* (Bandung: Remaja Rosdakarya, 2017), 1

² Madjid, N. *Masyarakat Relegous Membumikan Nilai-nilai Dalam Islam Kehidupan Masyarakat*. (Jakarta.Paramadina, 2000), 2

which means communicative reflects that who is the interlocutor of the Prophet, then the person will easily understand what is conveyed..³

According to Suyanto as quoted by Zulnuraini that character education is character education plus, which involves aspects of knowledge (cognitive), feelings (feeling), and actions (action). In simple terms, character education can be named as an effort to help students to develop all the potential of the heart, mind, taste and spirit, and body) to face the future. Talking about the future, there are questions related to how the face of education in the 21st century.⁴

Character in Islam is known as morals, which is the inner and outer condition of humans. Morals are divided into good morals and bad morals. Good morals (akhlaq mahmudah) such as patience, gratitude, sincerity, qana'ah, humility (tawadhu'), honesty (sidiq), generosity (jud), trustworthiness, forgiveness, and spaciousness. Bad morals (akhlaq madzmumah) such as irritability (ghadhab), kufr (disbelief), riya', greed (tama'), arrogance (takabur), lying (kidb), stinginess (syukh), betrayal, vengeance, and spite. Quantitative measurement of this character group can be developed by involving various predecessor theories that support the boundaries of good and bad character above.

One way to create human beings with character is to integrate character education in every lesson. ⁵ Character is the characteristic of a person or a group of people or a nation. It is genuine, rooted in the personality of a person or nation, and becomes the source of one's energy to behave in speech and action. Character traits are values that universally provide goodness or virtue for all. ⁶. Especially for teenagers or young men and women who are the next generation of this nati

³ Riatna ., *Perilaku Organisasi Dalam Pendidikan*, (Bandung: Remaja, 2018) 3

⁴ Samani, M. *Konsep dan Model Pendidikan Karakter*. (Bandung: Remaja Rosdakarya Offset, 2017). 4

⁵ Marzuki. *Prinsip Dasar Pendidikan Karakter Perspektif Islam*. (Yogyakarta: UNY Press. 2015)

⁶ Maksudin. *Pendidikan Karakter Non-Dikotomik*. (Yogyakarta: Pustaka. Pelajar. Mardiya, 2013) 4

One of the characteristics that researchers found in the Primaganda Jombang High School institution which these characteristics are not owned by other institutions, namely, the Vision and Mission of the institution which made researchers interested in researching at the institution. The vision is the formation of a society with a noble personality and a creator of God.

RESEARCH METHODS

This study researchers used qualitative research methods. With the type of research, researchers clarify it as a case study. Case studies are qualitative studies that aim to find meaning, the research process and gain a deep understanding of individuals, groups or situations.⁷. According to Lofland's research, the main data sources for qualitative research are speech and behavior, and the rest are other data such as documents. In this section, data sources are divided into text and operations, written data sources, and photos/videos. Data collection procedures in this study researchers used observation, interview, and documentation techniques in data collection.

DISCUSSION OF RESEARCH FINDINGS AND RESULTS

A. Internalization of Student Discipline Character Values in PAI Learning at Primaganda Jombang High School

1. Planning

Internalization is a deep process to internalize the integration of religious values with educational values, thus internalization in students is expected to be able to realize what is the goal for achieving successful learning in students. especially in the internalization of student discipline character values in PAI learning.

⁷ Emzir, *Metodologi Penelitian Kualitatif*, (Jakarta: Rajawali Pers, 2012), 20

Character itself is very influential in the learning process because the character between students is different so that it needs special handling from a teacher, because according to the character is the attitudes of the soul, morals or character that distinguish a person from others. Character is a way of thinking and behaving that characterizes each individual to live and cooperate, both in the family, community, and country.⁸ So from the assumptions above, it provides a meeting point that further clarifies and emphasizes that the planning method is one of the effective ways to instill student discipline character values in PAI learning. The planning efforts made by PAI teachers at Primaganda Jombang High School are as follows:

- a) Modeling good behavior to students.
- b) Not being late for class
- c) Dress neatly
- d) Being close or together with students more often.
- e) Instilling religious values before entering class, reading short letters before learning.
- f) Instilling values of caring for the environment such as cleaning the classroom, school yard and school bathroom.
- g) Making sanctions or rules.
- h) Cooperating with parents.

Some of the statements above are in accordance with the Internalization theory, which is an effort to live and explore values, so that they are embedded in every human being. The process of embedding values requires continuous and sustainable time so that a person will accept the values that have been instilled in him and will bring out behavior in

⁸ Muchlis, M. *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*. (Jakarta: BumiAksa, 2011) 15

accordance with the values he has obtained. This means that there is a change in a person from not having the value to having it, or from already having the value more strongly influencing his behavior..⁹

Internalization of this value must be based on the Quran and Hadith, while according to the Big Indonesian Dictionary, Internalization is the appreciation of a value, so that it is a belief and awareness of the truth of the value manifested in attitudes and behavior..¹⁰. This is in accordance with the existing theoretical context as planning and habituation are very effective ways of instilling moral values into the souls of students

Based on this process, there are two things that are at the core of Internalization, namely: (a) The process of planting or inserting something new from outside into a person. (b) The process of strengthening something that already exists in a person so as to build awareness in him that something is very valuable. The mechanism of the internalization process has stages that must be passed, namely: the Value Transformation stage, the Value Transaction stage, and the Value Internalization stage. The value transformation stage is when educators inform good values to students, which is only a communication using verbal language. The value transaction stage is the interaction between educators and students after educators inform good and bad values, so there is two-way communication. At the stage of transinternalization, educators deal with students not only physically but mental attitudes and overall personality. Educators also respond to what educators want by using all aspects of their personality. In this process there is an inner communication between educators and students

According to Djahir and Hamka exemplify the practice of fostering human morals, namely first through exemplary, meaning that in the early stages anyone must learn morals and character through example, and in exemplifying the need for exemplary figures, teachers are required to be role models and personalities who display moral values.

⁹ Fuad Ihsan, *Dasar-Dasar Kependidikan* (Jakarta: Rineka Cipta, 1997), 155

¹⁰ Setiawan, E. KBBI Offline Versi 1.1. KBBI Offline Versi 1.1. Diambil kembali dari <http://pusatbahasa.diknas.go.id/kbbi/> (2010).

This is in accordance with the statement of the PAI Teacher of Primaganda Jombang High School that starting from the smallest things such as entering school on time and dressing neatly is a small example of discipline at Primaganda Jombang High School.

From the observations that researchers found in the field, researchers saw that the teachers who played a very important role in educating students at school not only gave appeals to students but directly gave examples to students so that students could imitate directly from the behavior of teachers at school.

Basically, teachers provide a good example and maximum effort to internalize disciplinary character values in PAI learning, teachers are tasked with planning, implementing the learning process, assessing learning outcomes, and providing guidance including teacher activities in internalizing disciplinary character values in PAI learning, namely:

- a) In the learning process, the teacher becomes a good friend, not a teacher who is feared by the students.
- b) Teachers establish relationships with student guardians (communicate) to find out the development of students after outside the classroom or school.
- c) Teachers here serve as observers who carry out interactions between students and the interaction of students with the environment (friends, learning process).
- d) Teachers as motivators teachers are expected to act as a motivator for students in learning, the encouragement is given if students are less passionate or less active in learning, as a motivator the teacher must create classroom conditions that stimulate students to carry out learning activities either individually or in groups, the role of the teacher as a motivator is very important in increasing the enthusiasm and development of student learning activities. Teachers must be able to stimulate and provide encouragement and re-inforcement to dynamize student potential, foster self-help (activity), and power (creativity) so that there will be dynamics in the teaching and learning process.

This is in accordance with the statement of the principal of Primaganda Jombang High School, Regarding the Internalization of the value of student discipline character in PAI learning at Prima Ganda

Jombang High School, I as the principal of Primaganda Jombang High School, that in Internalizing the value of student discipline character in PAI learning, the most important role is the teacher because of what, the teacher here acts as a teacher, motivator, observes, supervises students in learning, study buddies in delivering lessons, fostering the discipline character of students.

Some of the statements above are in accordance with the theory of character education from several figures, according to Ratna Megawangi "an effort to educate children to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment."¹¹

2. Implementation

At the implementation stage of the Internalization of the character value of student discipline in Islamic Religious Education learning in Jombang, it is clear that the process of instilling the value of character education in Islamic Religious Education learning is clearly visible at the beginning before the implementation to the end of the implementation of learning. Examples of the planting process at the implementation stage include: before starting learning activities in class teachers and students get used to following prayers in congregation, this is a way to instill character values about religion or religion.

This is in accordance with the statement of the PAI Teacher of Primaganda Jombang High School, the caregivers of the boarding school themselves also make efforts so that students can be disciplined in learning and have good character or morals, the caregivers of the boarding school also make efforts through the habituation process combined with giving direct examples by the teacher showing motivation to foster a praiseworthy generation. The values of character education in PAI learning are as follows:

a) Faith/Religion.

¹¹ Ratna Megawangi.. *Pendidikan karakter: Solusi yang tepat untuk Membangun Bangsa*. (Jakarta: Star Energy (Kakap) Ltd.Susuhunan pakubuana IV, 2004) 16

- b) Honesty and independence
- c) Tolerance
- d) Discipline
- e) Hard work
- f) Activeness
- g) Demonstration
- h) Curiosity
- i) National spirit and love for the country
- j) Love of peace
- k) Love to read
- l) Caring

The above is in line with research conducted by Syarnubi with the title Character education values in the thinking of M. Quraish Shihab: Study or Tafsir al-Misbah. This research study focuses mainly on the values of character education according to M. Quraish Shihab. The values obtained from the results of the study include: 1) religious values, 2) honest values, 3) tolerance values, 4) discipline values, 5) hard work values, 7) creative values, 8) the value of curiosity.¹²

The findings in the field that researchers found include: 1) Discipline, in this case the practice is to discipline students before entering school by participating in morning studies, dhuha prayers together, morning apples. 2) Teachers and boarding school caregivers work together in educating students, especially in instilling good character discipline and akhlakul karimah in students.

3. Evaluation

The evaluation process applied to the learning process at Primaganda Jombang High School is carried out to assess the quality of student learning which is assessed on the activeness, creativity, understanding, involvement of students in learning, especially mental, emotional and social involvement in the formation of

¹² Syarnubi. *Nilai-nilai Pendidikan Karakter Dalam Pemikiran M. Quraish Shihab Studi atau Tafsir al-Misbah*. (Yogyakarta: 2003). 18

competencies and student character evaluation activities or assessment of students is carried out when KBM (teaching and learning activities) is in progress or on the day before entering school.

In line with the statement of the PAI teacher of Primaganda Jombang High School, the effective time to conduct evaluation activities on students can be in the morning, free time that does not interfere with the activities of school and boarding school activities.

Based on the context of this study, researchers found that at Primaganda Jombang High School, students are trained to have discipline and a sense of responsibility such as giving punishment or punishment for what they do, such as being late for entering, being told to recite asmaul husna, or even being told to read the Koran. By giving takzir, it trains them to learn to be responsible. The main principle in the application of punishment is that punishment is the last resort and must be done in a limited manner and does not hurt students. The goal is to make students aware of the mistakes made. Conditions for educators in giving punishment, namely: a) The provision of punishment must remain in the tangle of love, love and affection. b) Must be based on the reason for "necessity". c) Must make an impression on the child's heart. d) Must cause conviction and regret to students. Muhaimin and Abd. Mujib added that the punishment given must: a) Contain educational meaning. b) Is the last resort/solution of several existing approaches and methods. c) Given after students reach 10 years of age ¹³

¹³ Maunah, B. *Metodologi Pengajaran Agama Islam*. (Yogyakarta: SUKSES Offset., 2009) 19

B. Supporting and Obstacle Factors in Internalizing Student Discipline Character Values in PAI Learning at Primaganda Jombang High School.

1. Supporting Factors Include:

- a. Principal, Control from the principal is very important, because directly the role of the teacher in shaping the disciplinary character of students will be directed, the Principal does not only wait for the results of the teacher's work, but the Principal also participates in socializing the disciplinary character of students during the flag ceremony or morning apple.
- b. The active role of teachers, the involvement of teachers in the role of teachers in shaping the character of discipline and responsibility is an absolute requirement. Because the teachers are direct supervisors and supervisors in the field. Therefore, the active involvement of teachers in this educational process is a guarantee for the successful implementation of teachers in internalizing disciplinary character values. Teachers must be able to help students develop their behavior patterns, improve their behavior standards, and implement rules as a tool to enforce discipline. To discipline students, it is necessary to start with principles that are in accordance with the objectives of national education, namely democratic attitudes, so that disciplinary regulations need to be guided by this, namely from, by and for students, while teachers *tut wuri handayani*.¹⁴

Based on the results of observations in the field that teachers at Primaganda Jombang High School play an active role in educating, disciplining students, participating in student activities

¹⁴ Mulyasa. *Manajemen Pendidikan Karakter*. (Jakarta: Sawon Raya no18, 2011). 21

so that the cultivation of disciplinary character values in students can be done in three stages, namely: first, there is communication between teachers and students this is usually done when students carry out learning in class and habituation outside the classroom. second, mutual communication between students and teachers as you in the institution teachers and students participate in carrying out study activities before entering school, students are active in learning or often ask about material that is not understood. Second, mutual communication between students and teachers as you in the institution, teachers and students participate in study activities before entering school, students are active in learning or often ask questions about material that is not understood. Third, the existence of moral and spiritual guidance for students such as, the teacher invites prayers in congregation, arranges the teacher's sandals, follows istighosah, so that students are embedded in themselves good morals and spirituality.

This is in accordance with the internalization theory put forward by Muhaimmin that Internalization which is associated with the development of students there are 3 three stages that occur, namely ¹⁵:

- a) Value transformation stage: This stage is a process carried out by educators in informing good and less good values. At this stage there is only verbal communication between teachers and students.
- b) Value transaction stage: a stage of value education by conducting two-way communication or interaction between students and educators that are reciprocal.

¹⁵ Muhaimin. *Strategi Belajar Mengajar*. (Surabaya: Citra Media. 1996). 22

- c) Trans-Internalization stage: this stage is much deeper than the transaction stage. At this stage it is not only done with verbal communication but also mental attitude and personality. At this stage, personality communication plays an active role.
- c. Student awareness, the most important thing than other supporters, namely the awareness that grows from students to implement a disciplined life in their lives. This factor has made a very reliable force in the implementation of the teacher's role in shaping the character of discipline and responsibility in students.
- d. The pesantren environment, researchers found that Primaganda Jombang High School is domiciled in the Al-Urwatul Wutsqo Jombang boarding school, which is under the auspices of the Ya'qu Husain Foundation. An environment that has religious personality values, has the characteristics of a thoriqoh pesantren and is still thick with pesantren cultural customs that uphold the value of obedience, cultivation of independent character, discipline, obedience to regulations as well as life skills media and spiritual development as well as emotional students. Based on the point of view of the theory of empiricism in educational psychology, that a person's development is shaped by an environment, the promoter of this theory is John Locke, this flow is very influential in the United States In each of its activities, the pesantren dimension familiarizes education that is much more effective and without the time limitation of formal hours.

2. Inhibiting Factors Include:

- a. Different family backgrounds, not all students have the same background, between one student and another so it is possible that not all students learn religion at home effectively. This is in

accordance with the theory, the character or character of a person with another person will not be the same even though they are born as the same person or twins, the situation experienced by a person with another person will always affect life and the way in which the character of his soul and character is formed. In humans, there is an urge to fulfill needs To form a character must start early, since he was a baby, because character is formed gradually.¹⁶

- b. The potential and understanding of different students, basically the motivation, interests, problems, conditions, and attitudes possessed by each student are different, this is in line with the statement of Scerenkomendefines character as an attribute or characteristic that forms and distinguishes personal characteristics, ethical characteristics, and mental complexity and a person.
- c. The psychological state of students, sometimes students find it difficult to accept learning well because the delivery from the teacher is not clear or students do not pay attention to what the teacher says, so that it makes students not understand what a teacher is saying.
- d. Selection of inappropriate methods, during learning students are sometimes easily bored because a teacher's delivery is only monotonous, making students reluctant to respond or participate.
- e. The environment is the main reason for the inhibiting factor in the development of Internalization of student discipline character values, because human beings are social creatures who need other people, and it is from relationships with other people outside of

¹⁶ Fathoni. *Organisasi dan Manajemen Sumber Daya Manusia*. (Jakarta: Rineka Cipta, 2006).

this formal that will affect the process of developing discipline character in students, especially family..

This is based on the exposure of the PAI Teacher of Primaganda Jombang High School, for students who are outside the boarding school, which we can say is not effective in learning because students are not allowed to enter the boarding school environment so that most students are sometimes lazy in participating in online learning, especially in doing school assignments, because of the lack of supervision from parents.

CONCLUSIONS

The process of internalizing the value of student discipline character in PAI learning can be shown by going through several stages, namely the planning, implementation, evaluation stages, including the internalization of disciplinary character values in PAI learning. Supporting factors for the internalization of student disciplinary character values include: the principal, which plays a role in socializing disciplinary character in students during morning roll call and flag ceremonies. the active role of teachers, which is to instill, shape and be responsible for the disciplinary character of students while at school because teachers are mentors and supervisors in the field. parents take part and support the disciplinary character of students by communicating and cooperating with the school, student awareness, motivation for students. The inhibiting factors include: different family backgrounds, different student potential and understanding, different student psychological conditions, and inappropriate learning methods.

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