

Implementation of Model Strengthening Religious Character Education and Nationalists at Muhammadiyah Plus Elementary School City of Salatiga Academic Year 2017/2018

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Abstract

The Character-Building Reinforcement (PPK) in Muhammadiyah Plus Elementary School of Salatiga is to strengthen the students being religious and nationalist. The aim of this research is to identify the application and the success of the Character Building Reinforcement; religious and nationalist in Muhammadiyah Plus Elementary School of Salatiga year 2017/2018. This is qualitative descriptive research, the data is taken from the interview, observation, and documentation. The data analysis technique is using data collection, data reduction, data display, verification, and conclusion confirmation. The result is the application of the implementation model of Character Building Reinforcement; religious and nationalist in Muhammadiyah Plus Elementary School of Salatiga year 2017/2018 is applied in academic, non academic, and self-development, whereas the success in other program and school wisdom are 1) Character-based program as a prime program to the value of religious and nationalist habituation. 2) The culture of the school to characterize the students through four things, they are routines, spontaneous activities, exemplary, and conditioning. 3) Character learning or Nobel character model of the students is holistic, integrated, and balanced according to graduate competence standard, through simple habituations in the classroom. 4) Active participation of the community to build good communication with public and private institutions and the local community. 5) Parents' involvement as the stakeholder makes the parents be active in the

implementation of the Character Building Reinforcement in Muhammadiyah Plus Elementary School of Salatiga, especially in religious and nationalist education.

Keywords: character building, religious, nationalist

INTRODUCTION

One of the points of the Indonesian Government Nawacita is to strengthen the nation's character, through the National Movement for Mental Revolution (GNRM) in all walks of life including the world of education. Presidential Regulation Number 87 Year 2017 concerning Strengthening Character Education (PPK) aims to instill the values of the nation's character building massively and effectively through the implementation of the main values of GNRM namely religious, nationalist, independent, mutual cooperation, integrity that focuses on learning, habituation, and school acculturation, so that the strengthening of character education is expected to change the behavior and ways of thinking and acting for the whole of the Indonesian nation for the better (Tim PPK Kemendikbud, 2007).

Character is interpreted as the basic thing possessed by every human being (Suryanti & Widayanti, 2018). While other opinions state that character is a relatively stable personal trait of an individual that is the basis for standard behavior in accordance with social values and norms (Dasim, 2012). Someone who has a strong character is able to make him a dignified and respected by others (Zarkasi & Kusaeri, 2018). Good

character is a concept that contains good knowledge, embraces something good and does good things too (Katılmış, 2011).

Character education is a deliberate effort in growing objective virtues namely human qualities that are good for individuals and good for the whole society (Zubaedi, 2015). Character problems characterized by declining moral morals cause the fading of social responsibility and solidarity as well as the fading of nationalism, such as fights between community groups, student fights, and juvenile delinquency and even children of elementary school-age children become serious problems. One effective way to strengthen children's character is through strengthening character education in schools. Instilling the values of character building in schools needs an example of a school that carries out activities to strengthen character education.

Character building in schools can be applied through various activities such as learning activities, extracurricular activities, and harmonics in schools (Sardjijo, 2017). Strengthening of religious character can be done through school principal regulations, implementation of teaching and learning activities, extracurricular activities, culture and behavior that are carried out by all school members continuously (Sahlan, 2010). Religious character shows the strength of faith in God Almighty. While the nationalist character is a way of thinking, behaving, and doing that shows loyalty, care, and respect for the nation, and the state above self and group interests (Sukatman et al., 2019).

Muhammadiyah Plus Salatiga Elementary School (SDM Plus) is one of the schools implementing a character education strengthening program for children. Leading private schools are in demand by people whose parents have very high trust. This is evident from the enthusiasm of parents who are enthusiastic about sending their children to school. Although they have to pay more, because of its many advantages it does not become a problem for parents. Some of the advantages of SDM Plus Salatiga include a habitual and cultural character and religious culture program, increasing academic and non-academic achievements each year and being a reference for Muhammadiyah schools.

Some studies that support religious and nationalist character education are Mustoif's research (2018) with the title Character education implementation for students in grade IV SDN 5 Sindangkasih regency of Purwakarta West Java (Mustoip, 2018). This study shows, the character values pursued by the school are religious values, discipline, independence, respect for achievement, communicative, and responsibility in accordance with the vision and mission of the school.

Safitri (2015) in his research Implementation of Character Education through School Culture in SMP N 14 Yogyakarta (Safitri, 2015). The results showed that school culture is an important thing that must be considered in the process of internalizing character values in schools. Listiyawati (2018) with the title The Implementation of the Strengthening of Character Education in SDN 09 Mataram City, West Nusa Tenggara (Listiyawati, 2018). The results of this implementation need

to be considered an increase in 3C (Communication, Coordination, and Cooperation) in character education.

This study provides an overview of "Implementation of Model Strengthening Religious and Nationalist Character Education in Muhammadiyah Plus Elementary School Salatiga City 2017/2018 Academic Year".

METHODS

This study aims to answer research questions about how to implement the Model for Strengthening Religious and Nationalist Character Education in Muhammadiyah Plus Elementary School in Salatiga City Academic Year 2017/2018. This research is descriptive qualitative in accordance with the object. This research took place in SDM Plus Salatiga. The subjects involved in this study were the principal, PAI teacher, student guardians, and the main target were students.

Data collection techniques using interviews, observation, and documentation then compared using the triangulation of data. Sources of data obtained from the preparation of program activities to the implementation of the cultivation of religious and nationalist characters. Other data sources are students' memory book documents, interviews with PAI teachers, students and student guardians through religious and nationalist activities.

DISCUSSION

Character education can instill character values to students as a foundation for the formation of a quality generation that is able to live independently in everyday life. So that later can be human beings who have the principle of a truth that can be accounted for. SDM Plus Salatiga as a school with character in the process has planned and implemented models for strengthening religious character education and nationalist character from the beginning before the school year began by holding In House Training (IHT) activities and work meetings to plan and implement learning based on strengthening character education especially religious and nationalist character.

The implementation of the model of strengthening religious and nationalist character education in HR Plus Salatiga in the academic field emphasizes the teaching and learning process program in the classroom and outside the classroom by integrating character education in all subject matter for the formation of religious and nationalist characters.

The implementation of the model of strengthening religious and nationalist character education. In SDM Plus Salatiga in the non-academic field, the emphasis is on extracurricular programs that support the formation of religious and nationalist characters, while the extracurricular programs are Dance, Band Kids, Robotics, Mathematics Olympiad, Language Club, Marching Band, Martial Arts, Information Technology and Computers, Khitobah, Drawing, and "Murotal". The time for implementation after academic learning is 14.00 WIB until 16.00 WIB

with the responsibility of the teacher and education staff. As for the coaches and mentors of all professionals in their fields to maximize the results of the nationalist and religious character of this non-academic field.

The implementation of the strengthening of religious and nationalist character education in the self-development activities at SDM Plus Salatiga is an activity that aims to provide opportunities for students to develop and express themselves according to the needs, talents, interests of students. The composition of the program is a character which aims to familiarize behavior with noble character according to Islamic religious values.

The Successful Implementation of the Model for Strengthening Religious and Nationalist Character Education in SDM Plus Salatiga is one of the private schools based on Islam to be a place to instill religious and nationalist characters. The process carried out in instilling the strengthening of character education in accordance with the results of interviews, observations, and documentation from school principals, teachers, students, and parents shows that implementing strengthening of religious and nationalist character education. At SDM Plus Salatiga with a variety of policies, activities, and programs.

Religious Character Valuation Program. The habituation program at SDM Plus Salatiga includes: 1) saying greetings and shaking hands, 2) praying duha, 3) tadarus Alquran, 4) praying in dhuhur prayer, 5) movement to dispose of garbage in place, 6) movement to take care of plants, 7) pray before praying and after eating, and praying before and

after studying. Meanwhile, programmed habituation includes: 1) Islamic boarding school Ramadhan, 2) social service, 3) the implementation of Eid al-Qurban, 4) alms fitrah, 5) joyful takjil, 6) infaq on Friday and 7) implementation of Hajj rituals.

Program for the Establishment of Nationalist Character Values. Some routine and programmed programs to instill the value of patriotism include: 1) Morning Apple singing national and regional songs and reading Pancasila, 2) Flag ceremonies every Monday, and 3) Commemoration of national days, such as, commemoration of Indonesian Independence Day, Heroes' Day, Kartini's Day, Pancasila Awakening Day and National Education Day.

SDM Plus Salatiga implements four things according to the Ministry of National Education program which includes: (1) Routine activities; (2) Spontaneous activity; (3) role models; and (4) through conditioning.

Activities that are routinely carried out at SDM Plus begin with a greeting and shaking hands in the morning before starting the activity. The activity is the activity of welcoming students in the morning conducted by the picket teacher at 06.20-07.00. Other activities include the implementation of worship, namely duha prayer, tadarus Alquran, and midday prayers in congregation.

Programmed religious activities such as the Islamic boarding school Ramadan, the distribution of sacrificial animals, alms fitrah, and Hajj rituals. Spontaneous activities, that is, students spontaneously set aside an

allowance to help disaster victims. Activities have been carried out such as helping victims of the tornado disaster in Salatiga, victims of the landslide disaster in Banjarnegara, Rohingya Muslims, and others. The existence of activities in SDM Plus Salatiga is a cultural and cultural habit which includes: 1) fostering uniform order, 2) fostering discipline, 3) inculcation of reading interest, and 4) inculcation of clean culture.

The Culture of the Nationalistic Character School. Activities carried out to form nationalist characters, namely: morning apple singing national and regional songs and reading Pancasila, flag ceremonies every Monday, and commemorating national days, such as, commemoration of Indonesian Independence Day, Heroes' Day, Kartini Day, Pancasila Awakening Day, and National Education day as an effort to commemorate the services of the heroes.

Character Learning Model in SDM Plus Salatiga

The learning model for strengthening character education implemented at SDM Plus Salatiga is through simple habituation done in the classroom, especially when teaching and learning activities take place. The class supports in forming children who are characterized by calligraphy posters of the verses of the Qur'an and hero posters. The ways and methods of teaching teachers in integrating character values in lessons is through activities that include, teacher creativity in management in classes inserted with PPK with learning tools, lesson plans, learning models; Many teachers use projects that end with an exhibition of character values.

Active Community Participation

Participation of public and private institutions and communities around Salatiga and Central and even national Java, such as working with the Salatiga KODIM to become the commander of the Heroes' Day ceremony, in collaboration with the Sidomukti Police Sector to become the commander of the routine ceremony on Monday, in collaboration with the Salatiga City DPRD , Central Jakarta House of Representatives to study to become a legislative / legislative body, study with the Mayor of Salatiga about executive warfare.

Involvement of Parents as Stakeholders

Parents' involvement is also in several activities that reflect nationalist character such as involvement in commemorating national days such as Kartini Day with contests and bringing in veteran figures and in the framework of Indonesian Independence Day parents always actively participate in it. In addition to the successful habituation of religious and nationalist characters, parents also felt satisfied with the programs implemented at SDM Plus Salatiga because they felt involved in the planning and implementation process

CONCLUSION

In the data presentation and data analysis in this study, the researcher concluded that the implementation of the model of strengthening religious and nationalist character education in the Muhammadiyah Plus

Elementary School in Salatiga City Academic Year 2017/2018 was applied in the academic, non-academic and self-development fields.

The academic field integrates character education in all subject matter for the formation of religious and nationalist characters in the classroom and outside the classroom. For non-academic fields, the emphasis is on extracurricular programs that support the formation of religious and nationalist characters, while the field of personal development provides opportunities for students to develop and express themselves according to the needs, talents, interests of students.

The approach is applied by instilling values, developing moral morals, value analysis, clarifying values, and learning to do. The method used by habituation method, exemplary method, advice method, observation and supervision method. While the strategies used by developing religious and nationalist culture routinely and creating a learning environment that supports religious education are not only formally delivered in religious education subjects, but are also carried out outside the religious learning process, and as much as possible provide opportunities for students to express themselves, fostering talent, interest, and creativity to train and accustom courage, speed, in practicing the values of religious and nationalist characters.

The successful implementation of the model of strengthening religious and nationalist character education in the Muhammadiyah Plus Elementary School in Salatiga City Academic Year 2017/2018 with a variety of program activities and school policies, among others, 1)

character-based program policies as the flagship program of habituating religious and nationalist character values. 2) school culture is characterized by routine, spontaneous, exemplary and conditioning activities. 3) the model of character learning or noble character of students in a whole, integrated, and balanced, in accordance with graduate competency standards. Through simple habituation did in class. 4) active community participation in building good communication with public and private institutions and the surrounding community, and 5) The involvement of parents as stakeholders makes parents play an active role in the implementation of character education strengthening models in HR Plus Salatiga, especially religious and nationalist education.

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