

Implementation of Strengthening Religious Character Education at Elementary School Qur'ani Al- Ikhlas Rappang Sidenreng Rappang Regency

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Abstract—This research aim to description: 1) how profile elementary school Qur'ani Al- Ikhlas Rappang (Sidenreg Rappang Regency), and 2) reinforcement of Implementation religious character education of reliat elementary school Qur'ani Al- Ikhlas Rappang (Sidenreng Rappang Regency). This research it was descriptive kualitative research through case study. The data resources were; head master, teachers, Parents, and pupil of elemntary school Qur'ani Al-Ikhlash Rappang. Technique collecting data by using observation, interview and documentation. Data analysis by using Milles & Huberman technique was covered; data reduction, provided data, verification data. To make validatitaoan data, the research was used triangulasi sources and triangulasi method. The research result showed that was; 1) elementary school Qur'ani Al- Ikhlas Rappang was one of the basic Islamic private elemntary school, located in Rappang, Distric pancarijang, Sidenreng Rappang regency, south sulawasi , Indonesia. This school was builted in 2014 as collabaration Wahdaislamiyah Sidenreng Rappang Regency with inhabitants, and parents of the students. This institute was overation by fullday school system and have point of view “bertauhid dan berprestasi”; 2) Implementation education character elemntary school Qur'ani Al-Ikhlash Rappang implemnted through culture and school system as well as; best attitude, education, makes good condition, good suggest, good communication, 9K concep (kerapian, kebersihan, ketertiban, kesopanan, keindahan, kerindangan, kedisiplinan, keimanan, dan ketaqwaan). Implementation religious chracter education doing through school programs seems that Gerimis (Gerakan Kamis Bersih) Thursday Clean Actions, Sejuk (Sedekah Jumat) Friday Religious Meal, dhuha prayer together anded with religious speech by student.

Keywords: *education character, religious, strengthening, elementary school*

I. INTRODUCTION

Elementary school is the basis of character development at the level of formal education. Therefore, an effective character education model is needed (Zuchdi, 2010). As an effort to inculcate morality and national values in primary schools, the government makes this happen through the Character Building Strengthening Program (PPK) which is

then translated into the national curriculum. Strengthening Character Education (PPK) is also one of the points of Nawa Cita initiated by President Joko Widodo, namely the implementation of a character revolution (Saptiana, 2017). Nawa Cita initiated by the president is not without reason, Indonesia can now be said to be a crisis of character. "Mental depravity and character in among adolescents, especially students, is a problem that is difficult to decipher, like tangled threads that are difficult to break down at the base and ends "(Handayani, 2017).

Character education is not enough to only be taught at home and in the community but must also be provided with schooling. A good understanding of the principal and teachers of the character education program will support the course of strengthening the character values in the school compared to if the school does not understand (LB, Danim, & Somantri, 2018). Adding to the portion of education with positive character in school can accelerate the improvement of the nation's character. Therefore, the Indonesian people should welcome government regulations to introduce the Strengthening Character Education Program (PPK) at all levels of education.

Iskandar (LB, Danim, & Somantri, 2018) stated that the factors that support the implementation of character education programs are the existence of good cooperation, a conducive environment, adequate school facilities, and the existence of good attention and communication between the school and parents / student guardians. The inhibiting factor in the process of strengthening the character's value for students is the presence of students who are less motivated by the family or home / family environment who do not support the school program. In essence, good character must be implemented by means of good habituation (Suci & Hidayat, 2019).

Education is an investment in human capital for the future by equipping young people with noble character and high skills. In general, in printing the growth and development of children and characters in three environments, namely family education (informal education), school (formal education),

and community (non-formal education). So good and bad character / character of a person and the level of skill or expertise of a person is influenced by the three educational environments, of which the three environments are known as tri education centers (Nurhadi, 2018). The failure of education at the basic stage, especially in developing attitudes / values is believed to have a systemic impact on subsequent education (Sari, Nasution, & Wijaya, 2019). Therefore, character education becomes important to be held in schools because it carries three important functions as follows. However, the current digital era provides new challenges for the implementation of character education programs in elementary schools. Children at primary age do not already know the digital lifestyle, both at home, their friends, school and the surrounding environment. The digital age not only offers positive benefits but also has a negative impact (Putri & Palupi, 2018). Therefore, the implementation requires the role of parents, education, and society.

While in his research, Iskandar (LB, Danim, & Somantri, 2018) stated that the factors supporting the implementation of character education programs were good cooperation, a conducive environment, adequate facilities and infrastructure, and the presence of good attention and communication between parties school with parents / guardians of students. The inhibiting factor in the implementation of character education is the presence of students who are less motivated by the family or home / family environment who do not support the school program. In essence, good character must be implemented by means of good habituation (Suci & Hidayat, 2019).

In another study, Pambudi (Pambudi & Riyan, 2017) showed that the implementation activities of strengthening creative character education can be carried out by means of routine activities, modeling, conditioning, socialization, and cooperation. According to him, the implementation of strengthening creative character education is carried out every Sunday through joint activities in making crafts by utilizing various materials around the school. Teachers at the Doel Creative School also provide examples of creative character through craft activities. In addition, the walls of the school walls are painted as attractive as possible. Based on these findings the researchers concluded that Si Doel Creative School had high creativity. In line with this, Mardian in his research also concluded that character education can be taught through educational games, for example drawing and telling stories (Mardian & Mulyani, 2018).

Specifically, in character education in madrasas, all components (education stakeholders) must be involved, including the components of education itself, namely the contents of the curriculum, the learning process and assessment, the handling or management of subjects, madrasa management, implementation of activities or cooperative activities. curricular, empowering infrastructure, financing, and the work ethic of all madrasa residents (Ma'arif & Hamid, 2018).

Observing this background, the objectives to be achieved from the implementation of this research are to describe:

- Profile of Qur'ani Elementary School Al Ikhlah Rappang Sidenreng Rappang Regency;

- Implementation of the strengthening of character education in Al Ikhlah Rappang Primary School Sidenreng Rappang Regency.

II. RESEARCH METHODS

This research was carried out at the Qur'ani Al-Ikhlah Rappang Elementary School, Sidenreng Rappang Regency. The selection of this school as a place of research was carried out through consideration of the existence of information from the community about the significant character development of students in this school. Therefore, the author would like to examine the implementation of the strengthening of character education implemented at the school.

This study consisted of a single variable, namely the implementation of strengthening of character education in the Qur'ani Al-Ikhlah Rappang Elementary School, Sidenreng Rappang Regency.

This research is a descriptive study using qualitative data and a case study approach. To test the validity of the data used source triangulation techniques.

Sources of data in the study consisted of principals, teachers, parents of students, and students of the Qur'ani Al-Ikhlah Rappang Elementary School.

Data collection techniques are done by observation, interview and documentation. The data generated will be analyzed using the Milles & Huberman technique which includes: data reduction, data presentation and data verification. Data reduction is the first step to summarize, select, and focus studies on key issues related to research variables. The results of the study are presented in the form of a description in a clear and detailed manner. Meanwhile, data verification or drawing conclusions is the final step to match the data with source triangulation techniques and methods.

III. RESULTS AND DISCUSSION

The objectives to be achieved in this research are to find out how the profile of the Qur'ani Al Ikhlah Rappang Elementary School and how to implement the strengthening of character education in the Qur Ika Al Ikhlah Rappang Elementary School. Research results show:

A. *Al Ikhlah Rappang Qur'ani Elementary School*

Qur'ani Al Ikhlah Rappang Elementary School (SD) is an Islamic-based basic educational institution located in Rappang, Pancarijang District, Sidenreng Rappang Regency, South Sulawesi, Indonesia. The school was founded in 2004 on the initiation and collaboration between the Wahdaisamiyah Foundation, Sidenreng Rappang Regency and the local community and parents of students. Under the auspices of the Wahdaislamiyah Foundation which concentrates on Islamic education, this school is not the first school built by the Foundation. Previously, the Wahdaislamiyah Foundation had previously built and fostered a kindergarten-level educational institution called TK Qur'ani Al Ikhlah Rappang. This kindergarten was built in 2013 with development funds supported by a number of donors from Wahdaislamiyah residents, Sidenreng Rappang Regency.

After applied for a year, precisely in 2014, the first graduate of the Qur'ani Kindergarten Ikhlah Rappang, totaling 13 students, finally graduated. However, parents are confused about finding an elementary school for their children to continue their education. It was the parents of students who first came up with the idea to build an elementary school, with the consideration that they hoped the school concept that had been applied in the Qur'ani Kindergarten would be able to make a big difference for their children. One of the students' parents, Hj. Nurhayati (42 years) believes that in this day and age schools that focus on education on the morals and love of the Qur'an are very important. The initiative to establish a primary school was then conveyed to the Wahdaislamiyah foundation manager. Until finally the Qur'ani Elementary School was officially opened in 2014, then received an operational permit from the government in 2015.

In the first year, SD Qurani Al Ikhlah Rappang was only able to carry out socialization internally. So that the students registered only came from the Qur'ani Al Ikhlah Rappang Kindergarten graduates themselves, namely thirteen (13) students with four teachers at the time. Two years later precisely 2016, SD Qur'ani Al Ikhlah began to openly disseminate information to the public through pamphlets, brochures and information on social media. At the same time, the admission of teaching staff was officially opened. In the end, towards the third year of operation, Al Ikhlah Rappang Qur'ani Elementary School had 69 students spread across three classes. While there are 11 teachers or teaching staff.

The efforts made by the Wahdaislamiyah Foundation to establish the Qur'ani Al Ikhlah Rappang Elementary School are based on the view that establishing a school is a form of worship to Allah. and trust to the nation and state. In managing the institution, SD Qur'ani Al Ikhlah Rappang adheres to the vision of "Bertauhid and Achievement". A clear and visionary vision certainly has a strong foundation as well. Some references that form the basis of the vision can be found in the Qur'an and Al Hadith, including:

1) *Al Qur'an Surah Lukman*

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ عَظِيمٌ

Meaning: "and (remember) when Lukman said to his child, when he gave a lesson to his child. "O my son! do not associate partners with God. Surely associating (Allah) is truly a great tyranny." (QS Lukman 31:13)

2) *Al Quran Surah Al-Qalam*

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ

It means: "and indeed you are truly virtuous noble character" (Surah Al-Qalam 68: 4)

3) *Hadith Rasulullah SAW.*

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ صَالِحَ الْأَخْلَاقِ

It means "indeed I was sent, (nothing but) to perfect noble character." (Narrated by Ahmad 2: 381)

In order to achieve the vision of "Bertauhid and Achievement", SD Qur'ani Al Ikhlah Rappang formulated a mission, namely:

- Practicing the Qur'an and Sunnah is in accordance with the understanding of Salafussholih.
- Developing Islamic and achievement-based learning.
- Developing 9K (neatness, cleanliness, order, courtesy, beauty, longing, discipline, faith, and piety).

The vision and mission is formulated and implemented with full discipline and responsibility to achieve the objectives of the Qur'ani Elementary School Al Ikhlah Rappang, viz.

- Schools are able to produce students who practice the Qur'an and Sunnah, obey worship, have good morals, and love to give charity.
- Schools are able to develop a national curriculum that is integrated with Islamic values.
- Schools realize effective and trustworthy human resource management, management and school financing.
- The school organizes easy and fun learning that has an impact on the character of students.
- The school conducts effective classroom-based authentic assessments.

As an Islamic-based school with a full day school system, Qur'ani Al Ikhlah Elementary School is now one of the icons of basic education in Sidenreng Rappang Regency, especially in Pancarijang District and several surrounding areas. Since operating until now the number of students continues to grow. In this sixth year, the highest grade is grade six (6), with 32 students.

IV. IMPLEMENTATION OF STRENGTHENING CHARACTER EDUCATION

Based on findings in the field through observation activities, interviews found that the implementation of strengthening the character education of the elementary school Qur'ani Al Ikhlah Rappang was carried out through the culture and the school system which included: exemplary, tarbiyah, conditioning, good repetitive advice, communication patterns, and 9K concepts (9K concept) neatness, cleanliness, order, politeness, beauty, shade, discipline, faith, and piety). These findings are described as follows.

V. RELIGIOUS CHARACTER

The religious character inherent in the students of SD Qur'ani Al Ikhlah Rappang appears in daily activities, including: 1) the habit of reading the Qur'an before starting learning; 2) during snacks, students were happy to follow the way of eating which was blessed by Rasulullah Saw, namely touching and bribing food using the right hand and eating with the body position not standing. Even some students often reprimand each other if one of his friends forgets the sunnah of the prophet; 3) during recess, recorded a student named Kamila (class 1) took a banknote in his shirt pocket and gave it to the scavenger grandmother. When asked why Kamila gave money to the grandmother, Kamila's answer was very shocking "pity that grandmother, that grandmother has been a scavenger here for a long time, there is no family. The word

ustazah we must give alms to those who are not able "; 4) Dhuha Prayer and Zuhr Prayers in congregation. Prayer in congregation is carried out at the school mosque, which acts as the imam of the prayer are the rest of class 5 and class 6 who already have good Qur'anic makhroj.

Implementation of character strengthening carried out by the school, in this case the teacher at Al Ikhlas Qur'ani Elementary School is to give praise while rubbing the heads of students if they show good character. The teacher also likes to use positive greetings both verbally and in writing, by calling students "salih and shalihah". In addition, the implementation of character strengthening is also done through gentle reprimands, for example the sentence "How do you sit?" teacher to students who commit violations. In addition, in strengthening character education, teachers instill the habit / culture of praying for students in front of the class with a calm voice. The teacher is the center of example in this school. The teacher becomes a rolemodel for students, especially in terms of independence and religiosity. Not infrequently on the sidelines of the learning process, teachers who do not teach often clean in front of the classroom, so students who are learning can see what the teacher is doing. Gradually, students will emulate what is exemplified by the teacher.

Strengthening character education at Al Ikhlas Rappang Qur'ani Elementary School is also implemented with other strategies in the form of weekly programs such as Drizzle (Clean Thursday Movement), Cool (Alms Friday), and Duha prayer in congregation.

Compared to the implementation of the strengthening of character education conducted at Si Doel Creative School, which emphasizes the implementation of reinforcement on the creative character, then at the Qur'ani Elementary School Al Ikhlas Rappang focuses the program on strengthening the character of religiosity, integrity, independence and integrity. If the implementation in Si Doel Creative School is carried out through routine activities every Sunday by holding a crafted pregnancy activity, it is different from the Qur'ani Al Ikhlas Rappang Elementary School, which plays a role in the Gerimis: Gerakan Kamis Bersih (Clean Thursday Movement), Sejuk: Sedekah Jumat (Cool "Alms Friday" program), and Duha prayer in congregation.

The activity carried out as a form of implementing character strengthening in Al Ikhlas Rappang Primary School is in line with what was concluded by Suci and Hidayat (2019) that good character must be carried out by means of good habituation as well.

VI. CONCLUSIONS

Based on the results of research and discussion, obtained the following conclusions:

- The Qur'ani Al Ikhlas Rappang elementary school is an Islamic based school that was founded in 2014 in collaboration between the Wahdaislammiyah Foundation and the local community and students' parents.

- Strengthening character education in Al Ikhlas Rappang Qur'ani Elementary School is implemented through a strict and straightforward culture, principles and school system. implementation of strengthening the character education of the elementary school Qur'ani Al Ikhlas Rappang is done through the culture and the school system which includes: exemplary, tarbiyah, conditioning, repetitive good advice, communication patterns, and 9K concepts (neatness, cleanliness, orderliness, courtesy, beauty, longing, discipline, faith and piety).

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