

The Implementation of Character Values Through Al-Islam and Kemuhammadiyah at Sekolah Menengah Pertama Muhammadiyah 01 Medan

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Abstract. The purpose of this research is to analyze the Implementation of Student Character Values through Al-Islam and Kemuhammadiyah at Sekolah Menengah Pertama (SMP) Muhammadiyah 1 Kota Medan. The research uses a qualitative approach with descriptive methods. The data collection techniques are sourced from observation, interviews, and documentation. Research subjects include teachers and students at Sekolah Menengah Pertama Muhammadiyah 1 Medan. Data analysis used descriptive techniques. The results of this study are: *First*, the character values in students. *Second*, Al-Islam and Kemuhammadiyah in shaping the students' character. *Third*, the implementation of character values in students through Al-Islam and Kemuhammadiyah was successful.

Keywords: *Implementation, Character, Value*

INTRODUCTION

Education is a process to give people a variety of situations that aim to empower themselves. So, many things are talked about when we talk about education. Aspects usually most considered include empowerment, enlightenment, awareness, and behavior change. Various theories and concepts of education provide different meanings about the concept. They discuss what and how the most effective actions change people as they should. At the last point, we will find various philosophical views about humans.

Human character development as a young generation can be achieved with efforts, including through education that is programmed, gradual, and continuous. The process and results of educational efforts will not have an immediate impact but will be a long process. Through these efforts, at least the young generation will have more resilience and a strong deterrent to any problems and challenges that come. Character education is the creation of a school environment that helps students in the development of ethics, responsibility through

models, and teaching good character through universal values.

In the Indonesian dictionary, characters are defined as character, mental, moral, or ethical characteristics that distinguish one person from another. In the Psychological dictionary, it is stated that character is a personality in terms of ethical or moral starting points, for example, someone's honesty; usually has links with relatively fixed traits.

Character education will be effective and complete if it involves three institutions, namely family, school, and community. Character education will not run well if it ignores one institution, especially the family. Informal education in the family has a vital role in the process of shaping someone's character. That is because the family is an environment for the growth and development of children from an early age until they become adults. It is through education in the family that a child's character is formed.

According to data in 2013, there were at least 128 cases of brawls among students. This figure jumped more than 100% compared to the previous year. The brawl cases killed 82 students. In 2014, 139 brawls killed 12 students. Seeing this, many people consider that currently, Indonesia is in an emergency that requires proper handling and treatment through the provision of character education at all levels of education. Likewise, social interaction has shifted from a society which emphasizes that social feeling has turned into asocial. This is due to the influence of many foreign values entering Indonesian territory.

These character values should be instilled in students so that they can apply in the family, school, community, and country. They are expected to make a positive contribution to their environment. Character education aims at instilling student performance and renewing a shared life order that respects individual freedom. In addition, character education aims to improve the quality of implementation and educational outcomes in schools that lead to the achievement of the noble character of students as a whole, integrated and balanced in accordance with graduate competency

standards [1]-[3]. Character education is the creation of a school environment that helps students to the development of ethics, responsibility through models, and teaching good character through universal values. The values should be implanted by students in their daily lives, such as in the family, school, community, and country, so they can make a positive contribution to their environment.

It has become a big question whether the character of the Indonesian people has shifted in values, or has been increasingly eroded by other culture entering Indonesia [4]-[6]. More extreme, the failure of education in Indonesia forms intelligent students who, at the same time, have national characteristics. One of the subjects considered to contribute to the cultivation of character values through standard competence, core competencies, learning indicators, and learning objectives is the Islamic Religious subject. Religious education is an effort to guide students practicing religious values in their daily lives.

METHOD

The current study is a type of field research. Therefore, the author uses qualitative research because it draws the nature of the relationship between researchers and respondents directly. The qualitative research process is more of an artistic nature (less patterned), and the research data is more concerned with the interpretation of data found in the field [7]-[8].

The research location was at SMP Muhammadiyah 01 Medan, Jalan Demak, Medan Area District. The observation was conducted in the even semester of the 2019-2020 school academic year. Researchers observed several times during the teaching-learning process of Aqedah Morals, Worship, Ikatan Pelajar Muhammadiyah, Hizbul Wathan, Tapak Suci Putera Muhammadiyah, and other activities related to students' character values through al-Islam and Kemuhammadiyah.

Following the qualitative research, the presence of researchers in the field is essential. The researcher is the key instrument in expressing meaning while at the same time as a data collection tool. Therefore, researchers must be involved in the lives of the people being investigated to the degree of openness between the two parties. Thus, in this study, the researchers went directly to the field to observe and collect the required data. Researchers investigated Sekolah Menengah Pertama Muhammadiyah 01 Medan. In this study, the data needed are about the character values of students through al-Islam and Kemuhammadiyah.

For the data validity, some tests are applied, including the creditability test (internal validity), dependency test, transferability test (external

validity/generalization), and confirmability test (objectivity).

RESULT & DISCUSSION

The implementation of the character values through al-Islam and Kemuhammadiyah is conducted in three stages. First, lesson planning, including the preparation of annual and semester programs, the development of syllabi and assessment systems, preparation of learning implementation plans, preparation of enrichment and remedial programs, calculation of effective days or weeks, and counseling guidance. Lesson planning activities carried out by al-Islam and Kemuhammadiyah teachers include the preparation of annual and semester programs, syllabus development, preparation of Learning Implementation Plans or RPP, and preparation of the educational calendars. Second, the implementation of learning activities generally includes initial activities, core activities, moral formation, and closing activities. Third, evaluation. The teaching and learning process done by al-Islam and Kemuhammadiyah teachers at SMP Muhammadiyah 01 Medan includes daily tests, midterm test, and end of semester test. Thus the evaluation of Al-Islam and Kemuhammadiyah learning in junior high schools is still focused on knowledge aspects only.

The results of this study are: First, the character values at SMP Muhammadiyah 01 Medan have positive impacts on the progress of the school, both in terms of the program and the students' progress, as stated in the school's curriculum. The inculcation of character values in students is carried out through several school programs, such as training students to do Sunnah Prayers (Duha Prayer) in the mosque, read Al-Qur'an, memorize Al-Qur'an, familiarize students with life based on Islamic values, and bonding activities.

SMP Muhammadiyah 01 Medan also has a scouting movement named Hizbul Wathan (HW). It was first established in Yogyakarta in 1336 H (1918 AD) on the initiative of KH. Ahmad Dahlan, the founder of Muhammadiyah. HW was established to prepare and foster children, adolescents, and youths to possess strong *aqidah*, mentality, physical, knowledge, technology, and moral to act as the true Muslim and ready to become a cadre of friendship, ummah, and the nation.

Second, through the curriculum of Al-Islam and Kemuhammadiyah to form the students' character. Based on the findings, SMP Muhammadiyah 01 Medan always starts and ends the learning activities by praying together. While other learning activities are similar to other public schools, which are greetings, reading attendance, reviewing student readiness, reviewing material

presented at previous meetings, and conveying learning objectives. And then, followed by core learning activities, which include the delivery of the subject, sharing ideas, discussion, or question and answer. The final series of the learning activities include giving assignments as the follow-up to see the students' understanding.

Third, character values are embedded in students at SMP Muhammadiyah 01 Medan. Among the character values are the love for God and His creation, independence and responsibility, honesty or trustworthiness, diplomacy, respecting parents, loving peers, helpful, cooperative, confident, hard worker, kindhearted, and humble.

Based on the findings, the implementation of character values in students through Al-Islam and Kemuhammadiyah was successful. There is an increase in the students' character values, mainly in terms of religious activities at school

CONCLUSION

Based on the data described above, it can be concluded that the implementation of Al-Islam and Kemuhammadiyah curriculum has a positive impact on the formation of the students' character. However, the evaluation will be merely on the learning, which is still focused on the knowledge aspects, while other aspects have not been given sufficient attention.

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