The Needs Analysis of Adabul Muta'allim-Based Character Learning Model to Prevent Students' Deviant Behavior

Suardi M[1,2,*], Ismail Tolla[3], Mustafa Mustafa[3]

[1]*Doctoral Candidate, Universitas Negeri Makassar, Makassar 90222, Indonesia*
[2]*Lecturer, STMIK Handayani, Makassar 90231, Indonesia*
[3]*Lecturer, Universitas Negeri Makassar, Makassar 90222, Indonesia*
[*]*Corresponding author. Email:* suardimansing@gmail.com

ABSTRACT

Defensive efforts can be made to prevent deviant behavior in students, one of which is developing an Adabul Muta'allim-Based character learning model first through this research and conducting an analysis of the model's needs so that the model design can be developed following the needs of teachers and students using descriptive quantitative methods. Teachers' understanding, planning, implementation, and assessment of Adabul Muta'allim-based character learning were gathered through interviews and questionnaires, and descriptive statistics were used to analyze the data. The needs analysis results show that: (1) the teacher's understanding of the concept of character learning and Adabul Muta'allim was still not maximal because the average number was still relatively moderate. (2) Character learning planning was also relatively low, especially the planning of Adabul Muta'allim-based learning steps, but overall character learning planning was at a relatively moderate average. (3) The implementation of Adabul Muta'allim-based character learning has not been maximal because it was still classified as moderate. (4) Adabul Muta'allim-based character learning assessment was still not maximal because it was still classified in the moderate category. So, it is concluded that teachers and students of Senior High School at Bulukumba need a book with Adabul Muta'allim-based character learning model.

Keywords: Needs Analysis, Learning Model, Character, Adabul Muta'allim, Deviant Behavior

1. INTRODUCTION

The primary goals of education in human existence and development are (1) to empower individuals to be clever and (2) to allow humans to be good. As a result, human education must not only educate humans, but it must also educate humans as good creatures by supporting human values. Making an intelligent human being may be a little easier to do, but making a human being that is a nice person seems to be much more difficult. Mohammad Hatta's (Bung Hatta) wise saying is that we can improve through much learning if we are less intelligent. If we are less competent, we can eliminate it by multiplying experience, but it will be impossible to develop if we conduct dishonestly [1].

1.1. Deviant Behavior

Human bad behavior, known as immorality, is not a new phenomenon for humans. It has occurred in the early generations of humanity as the dark story of the early family of Prophet Adam, namely Qabil, his son, with his envy towards his brother, Habil. It led to the killing of Habil by his brother [2]. Even because of the acute and chronic problems of immorality or deviant behavior, God sent the Prophet Muhammad SAW to perfect humans' morality to become noble human beings and beneficial to their lives [3].

Human deviant behavior is characterized as a personality disorder resulting from inaccuracy in developmental activities, particularly among teens, especially in problems concerning the ability of students or children to be responsible for social behavior [4]. Students may have internal or external causes, such as unhappiness with something in themselves and their lives, a poor philosophy of life in the environment, emotional disorders, and excessive living demands. It will always motivate students to do whatever it takes to achieve their goals. These considerations still leave out more general external factors, such as the problem of student morality, which is partly due to the worldwide disruption of information, allowing students to be exposed to western culture [5].

1.2. Deviant Behavior of High School Students

Based on the results of observations made on the dynamics of student behavior at several high schools (SMA) in Bulukumba Regency, Explicitly, it was found that some student behaviors that are classified as deviating from the provisions or norms that apply in the community and schools, namely:

1.2.1. Students skip school and disturb citizens

The examples such as those frequently experienced by one of the residents of Bulukumba Regency, he was restless and disturbed by the students' behavior who skipped school almost every day. Furthermore, his house was used as a place to "hang out" by some students, who, according to him, not only littered the terrace of the house but sometimes urinated carelessly. If given a reprimand, they were disrespectful [6].

1.2.2. Students disturb other students, even to the end of fighting

Examples of cases include a schoolgirl named Luqfiah Anugrah Sumra in Bulukumba Regency, who suffered injuries to her body due to being ganged up on by her classmates. It started with some students bothering her. However, she could no longer bear to hold back her anger, which led to ganging. The case went viral until it was published in several national news media, which prompted the local police to investigate [7].

1.2.3. Students use and sell drugs

For example, seven students of one of the public schools in Bulukumba Regency were caught and arrested by local police while "partying" with glue. Glue suction activities carried out by some of these students have been known for a long time by teachers and were often done by some students in Masagena buildings near the school [8]. In addition to being drug users, as in the case above, there are other examples of cases committed by two high school students in Bulukumba Regency who became couriers or sellers of meth-type drugs and had been secured by the local police [9].

1.2.4. Students become free sex offenders

Examples of cases such as those conducted by a pair of students in Bulukumba Regency in April 2019, where a couple of students had sex in class (school) while recording it until the video spread everywhere and went viral with the title "Jangan Kasi Nyala Blitznya." However, the case has been resolved by marriage. However, students dropped out of school and left their hometowns due to their deviant behavior [10].

1.2.5. Students against their teachers.

Examples of cases such as those experienced by a female teacher in Bulukumba Regency when seizing the cellphone of one of the students during lesson hours were ongoing on the basis that the school order that prohibits students from bringing HP to school until they play it in the middle of the lesson hours. The student concerned did not accept her teacher's actions until protesting, even urging her teacher physically, because the protest was not ignored until the fight between the two. The case has been resolved peacefully. However, the important note is that in this case, the apparent attitude or behavior of students who no longer pay respect to their teachers for daring to abuse them verbally and physically when, in real terms, the student has violated school order [11].

In addition to the above data, other forms of deviant behavior were found when observed. The example is students who are unsociable, like or often lie, damage public facilities (schools) without feeling guilty and unwilling to take responsibility. Also, they often take other people's belongings and are careless while driving on the highway without caring for their safety and other motorists, like getting drunk, gambling, and blackmailing other students. The researchers found that such behavior is actual as occurred in SMAN 15 Bulukumba. Students often violate or have a negative attitude or character due to their propensity to skip class, wear untidy clothes, and be impolite to classmates and teachers [12].

Therefore, by looking at the causes and explicit forms of students' deviant behavior and the picture of the consequences posed to the human future, the urgency of the existence of appropriate, sustainable, and continuous teacher guidance scenarios to prevent and suppress the re-emergence of student behaviors. Those are classified as deviating from various social and formal aspects of community life, including school, which becomes apparent. No one wants the sustainability of deviant behaviors because it is increasingly troubling to many parties. The teacher guidance scenario at issue is the sustainability and continuity of character education, which has been running with new character learning models developed on various bases, such as religious, cultural, and other bases. Because considering the practice of character education is very diverse in various sectors that have been going well and able to build students' character, especially in certain more specific characters.

1.3. Adabul Muta'allim-based character learning model

One of the bases used to develop character education is Adabul A'lim Wal Muta'allim. It is a study of ethical concepts or characters that will be very useful if studied and implemented by today's adolescents, referred to as the Z generation. It is with personality traits that prioritize egoism and labile traits. This generation is grouped based on birth from 1995 to 2010 [13]. The development of information technology is a sign of modernism and bringing human civilization today to the dynamics of information disruption. It is felt that the concept of Adabul A'lim Wal Muta'allim, K.H. Hasyim Asy'ari is compatible enough as a defender for

teenagers in the Z generation to maintain ethics in their daily lives [14].

The concept of Adabul A'lim Wal Muta'allim can be an operational guideline that is reasonably practical for students and teachers simultaneously because it contains the code of ethics in education [15]. This view is in line with education, which is interpreted as a process of building society to bring new generations towards progress in various ways that are following the ability and provisions to achieve human progress at its highest point through intelligence, character, or strong ethics, not egocentrism accompanied by an unstable nature [16]. To overcome the problem of immorality in students, it has become very appropriate to develop the Adabul Muta'allim-based character learning model because the interaction between teachers and students is very close. There is a relationship where the teacher acts as a spiritual guide because it is considered helpful through his knowledge [17].

However, before developing the Adabul Muta'allim-based character learning model, the needs of senior high school Bulukumba need to be known through the analysis of needs by researchers to adjust or make a prototype learning model.

2. METHOD

The method used to find out the results of the analysis of the needs of the Adabul Muta'allim-based character learning model at senior high school Bulukumba was quantitatively descriptive. Data collected through interviews and questionnaires shared with teachers about teacher understanding, planning, implementation, and assessment of Adabul Muta'allim-based character learning was then analyzed using descriptive statistics.

3. RESULTS AND DISCUSSIONS

The teacher's understanding of Adabul Muta'allim-based character learning is photographed objectively to know the needs and ascertain whether the teacher considers it necessary to develop the Adabul Muta'allim-based character learning model to prevent students from misbehaving. The needs analysis was carried out, trying to describe four aspects analyzed, namely: (1) the teacher's understanding of the application of Adabul Muta'allim-based character learning; (2) The Planning of Adabul Muta'allim-based character learning; (3) Implementation of Adabul Muta'allim-based character learning. (4) Adabul Muta'allim-based character learning assessment. It refers to the view that achieving success in an activity, including learning, depends on how the activity is managed, such as planned to be carried out [18].

3.1. Teacher's Understanding of the Application of Adabul Muta'allim-based character learning

The teacher's understanding of Adabul Muta'allim-based character learning is the understanding of (1) the basic concepts of character learning and Adabul Muta'allim; (2) the understanding of planning Adabul Muta'allim-based character learning; (3) the understanding of the implementation of Adabul Muta'allim-based character learning; and (4) the understanding of Adabul Muta'allim-based character learning assessment. Based on the results of preliminary studies, it was found that: (1) the teacher's understanding of the basic concepts of character learning and Adabul Muta'allim was at an average of 3.30 or in the moderate category, (2) the teacher's understanding of the planning of Adabul Muta'allim-based character learning was at an average of 3.08 or in the moderate category, (3) the teacher's understanding of the implementation of Adabul Muta'allim-based character learning was at an average of 2.85 or in the moderate category, and (4) the teacher's understanding of the assessment of Adabul Muta'allim-based character learning was at an average of 2.75 or in the moderate category.

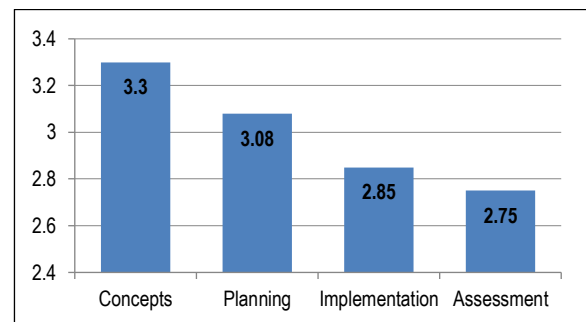The numbers can be viewed through the following diagram:

Figure 1. Teacher's Understanding of Adabul Muta'allim-based character learning

Figure 1. above shows that the teacher's understanding of the concept of character learning and Adabul Muta'allim is still not maximal because the average number is still relatively moderate. From these figures, a deepening interview was conducted with the teacher. It was later concluded that the level of teacher understanding regarding the concept of character learning and Adabul Muta'allim is still not maximal because teachers are very focused on the content of the subject matter that is their respective responsibility the understanding of character becomes neglected. They also assume that student character formation is still the primary responsibility of the Islamic religious education teacher. In addition, the concept of Adabul Muta'allim itself is still very strange to him, even though its indicators are mostly in simple language. The teacher needs a model book of Adabul Muta'allim-based

character learning as new information. Since the information will be an essential element in decision-making, it includes decisions in applying the suitable character learning model for his students. From the theoretical point of view, the more valuable the information available, the easier decision-making becomes [19].

3.2. The Planning of Adabul Muta'allim-based character learning

Character learning planning is a series of activities to carry out learning activities based on the Adabul Muta'allim concept approach. The planning is realistic and systematic, according to the conditions and needs of the students. Learning plans are formulated based on core competencies, essential competencies, learning achievements, and steps (learning syntax). The results of the analysis of Adabul Muta'allim-based character learning planning indicators showed that the four learning planning indicators had not been maximal and even tended low. The results of the preliminary study found that: (1) teachers planned Adabul Muta'allim-based character learning with indicators of character values, which were estimated to be an average of 3.32 or include moderate categories; (2) teachers planned Adabul Muta'allim-based character learning by applying the principle of internalization of character values, which was at an average of 2.84 or moderate categories; (3) teachers planned Adabul Muta'allim-based character learning according to core competence, which was at an average of 2.85 or moderate categories; and (4) teachers planned Adabul Muta'allim-based character learning according to the learning syntax, which was at an average of 2.57 or low category.

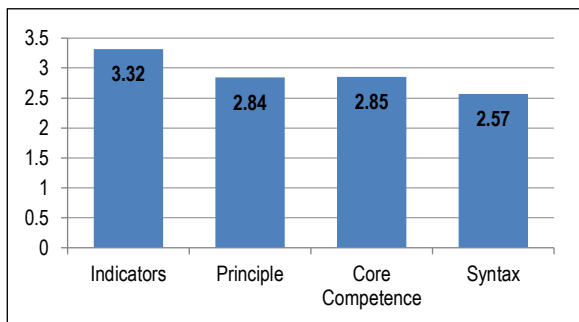The numbers can be viewed through the following diagram:

Figure 2. The Planning of Adabul Muta'allim-based character learning

Figure 2. above shows that character learning planning by teachers is still relatively low, especially planning the steps (syntax) of Adabul Muta'allim-based learning. However, overall character learning planning is at a relatively moderate average level. From these figures, a deepening interview was conducted with the teacher, which later concluded that the lack of a learning

planning process was influenced by the lack of teacher understanding of the practical implementation of character learning and understanding of Adabul Muta'allim-based learning syntax.

3.3. Implementation of Adabul Muta'allim-based character learning

Based on the implementation of learning, several components need to be considered, namely: (1) syntax or steps of Adabul Muta'allim-based character learning; (2) Adabul Muta'allim-based character learning social system; (3) Adabul Muta'allim-based character learning; (4) Adabul Muta'allim-based character learning support system; and (5) instructional purposes and the impact of Adabul Muta'allim-based character learning.

Based on the results of data analysis for the implementation aspects of Adabul Muta'allim-based character learning shows that: (1) teachers apply syntax or steps of Adabul Muta'allim-based character learning with an average number of 3.30 or classified in the moderate category, (2) teachers apply the Adabul Muta'allim-based character learning social system with an average number of 2,98 or classified in the moderate category, (3) teachers apply the Adabul Muta'allim-based character learning reaction principle character learning with an average number of 3.21 or classified in the moderate category, (4) teachers' pay attention to the Adabul Muta'allim-based character learning support system with an average number of 3.29 or classified into the moderate category, and (5) teachers' pay attention to the availability of instructional goals and the impact of Adabul Muta'allim-based character learning of 3.03 or classified into the moderate category.

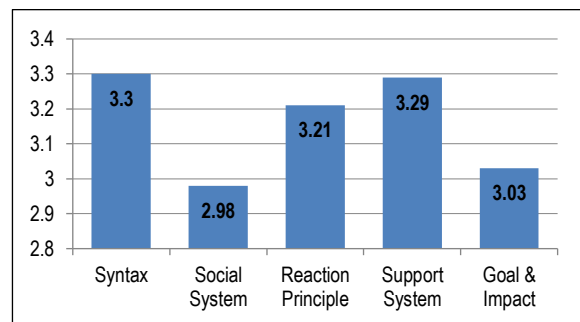The numbers can be viewed through the following diagram:

Figure 3. Implementation of Adabul Muta'allim-based character learning

Figure 3 above shows that the implementation of Adabul Muta'allim-based character learning has not been maximal because it is still classified as moderate. A deepening interview was conducted with the teacher, who then concluded that the full implementation of learning had not been used as a character value as a learning goal. Some attitudes or behaviors that are indicators of the achievement of attitudes and behaviors

are still not well understood as the initial foundation in the mental formation of children's character in the future. Nevertheless, attitudes that can also be understood as character can contribute to solutions to the problem of unemployment that many educated people experience today [20].

3.4. Adabul Muta'allim-based character learning assessment

In learning assessment, the components that need to be considered are (1) Adabul Muta'allim-based character learning assessment steps, (2) Adabul Muta'allim-based character learning assessment process, (3) Adabul Muta'allim-based character learning assessment rubric, and (4) teacher assessing the ability of character value and the impact of accompaniment in learning.

Based on the results of data analysis for the assessment aspect of Adabul Muta'allim-based character learning, it shows that: (1) teachers in applying Adabul Muta'allim-based character learning assessment measures were at an average of 3.02 or classified in the moderate category; (2) teachers' attention to the Adabul Muta'allim-based character learning assessment process was at an average of 2.98 or classified in the moderate category; (3) teachers using Adabul Muta'allim-based character learning assessment rubrics was at an average of 2.90 or classified as a moderate category; and (4) teachers assessed the ability of character values and the impact of Adabul Muta'allim-based character learning was at 2.40 or in the low category.

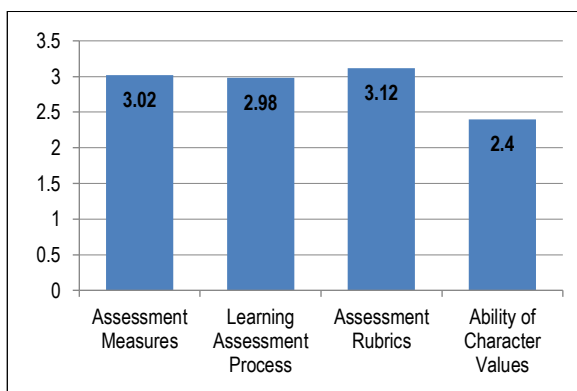These numbers can be viewed through the following diagram:

Figure 4. Adabul Muta'allim-based character learning assessment.

Figure 4. above shows that Adabul Muta'allim-based character learning assessment is not maximal because it is classified in the moderate category. From these figures, an in-depth interview was conducted with the teacher, who then concluded that the lack of learning assessment was influenced by the teacher's understanding of the urgency of character learning

assessment on each learning opportunity. In addition, the achievement of character values, which is related to the attitude that students should adopt following the standard level of achievement development, has not been fully understood by teachers as the achievement of character values. Therefore, a character-specific learning model is needed for teachers to manage the classroom, including learning assessment guides because both are key to achieving learning goals [21].

4. CONCLUSION

Data from the research results discussed earlier on analyzing the needs of learning models shows that teachers need to develop Adabul Muta'allim-based character learning models. So, teachers can stimulate the formation of student character attitudes or values following the values or concepts of Adabul Muta'allim. With these characteristics, students will avoid deviant behaviors that do not follow the values or norms that apply in the school environment. The need for teachers to use the Adabul Muta'allim-based character learning model is because the teacher's understanding of the concept, planning, implementation, and assessment of Adabul Muta'allim-based character learning is still not maximal or is in the moderate category. However, some indicators are still in the low category.

REFERENCES

[1]   D. K. Dewi and S. Sunarso, "Strategi Pembentukan Ketahanan Pribadi Siswa Berbasis Nilai-Nilai Pancasila Untuk Membangun Kesadaran Bernegara (Studi Di SMA Taruna Nusantara Magelang Jawa Tengah)," *J. Ketahanan Nas.*, vol. 26, no. 1, pp. 87–107, 2020.

[2]   A. Shariati, *Tugas Cendekiawan Muslim*. Shalahuddin Press, 1982.

[3]   F. Ahmad, "Muhammad Sebagai Pemimpin Agama dan Negara," *Misykah J. Pemikir. dan Stud. Islam*, 2020.

[4]   E. Prayitno, "Psikologi perkembangan remaja," *Padang Angkasa Raya*, 2006.

[5]   A. Marliah, M. Nazaruddin, and M. Akmal, "Penerapan Pendidikan Karakter Dalam Mengurangi Perilaku Menyimpang Siswa Di Sma Negeri 2 Lhokseumawe," *J. Ilmu Sos. dan Ilmu Polit. Malikussaleh*, vol. 1, no. 1, pp. 23–44, 2020.

[6]   Suara Lidik, "Siswa 'Jaman Now' Bulukumba, Sekolahnya di Teras Ruah Warga," 2017.

https://www.suaralidik.com/siswa-jaman-now-bulukumba-sekolahnya-di-teras-rumah-warga/. (accessed Jan. 30, 2021).

[7] M. Hermawan, "Viral! Siswi SMA di Bulukumba Sulsel Dikeroyok Teman," 2019. https://news.detik.com/berita/d-4795543/viral-siswi-sma-di-bulukumba-sulsel-dikeroyok-teman.

[8] B. Samsul, "Isap Lem, 7 Pelajar Tanete Bulukumba Ditangkap Polisi," 2016. .

[9] P. A. Adil, "Di Bulukumba, 2 Pelajar SMA jadi Kurir Narkoba," 2018. https://rakyatku.com/read/116105/di-bulukumba-2-pelajar-sma-jadi-kurir-narkoba.

[10] Ikhsan, "Viral Pelajar Bulukumba Berbuat Mesum Sudah Dinikahkan," 2019. https://www.gatra.com/detail/news/422155/milenial/viral-pelajar-bulukumba-berbuat-mesum-sudah-dinikahkan.

[11] A. Fikri, "Kasat Reskrim Polres Bulukumba: Penyebar Video Guru vs Siswi di Bulukumba Bisa Kena Pidana," 2019. https://makassar.tribunnews.com/2019/12/04/kasat-reskrim-polres-bulukumba-penyebar-video-guru-vs-siswi-di-bulukumba-bisa-kena-pidana.

[12] S. Arfinah, "Peranan Wali Kelas Dalam Pembentukan Kepribadian Siswa di SMANegeri 15 Bulukumba," 2018.

[13] R. G. Pratikto and S. Kristanty, "Literasi Media Digital Generasi Z (Studi Kasus Pada Remaja Social Networking Addiction Di Jakarta)," *Communication*, vol. 9, no. 2, pp. 19–42, 2018.

[14] K. Aulia, "Konsep Pendidikan KH Hasyim Asy'ari pada Generasi Z," *PENSA*, vol. 3, no. 1, pp. 87–96, 2021.

[15] S. Rohmah, "Concept of Moral Education According to KH. Hasyim Asy'Ari in the Book of Adabul'Alim Wal-Muta'alim," *JIEBAR J. Islam. Educ. Basic Appl. Res.*, vol. 1, no. 2, pp. 154–167, 2020.

[16] A. S. Abdullah, *Teori-Teori Pendidikan Berdasarkan Al-Qur'an*. Rineka Cipta, 2014.

[17] A. Tafsir, *Ilmu pendidikan dalam perspektif Islam*. Remaja Rosdakarya, 1992.

[18] E. Kuswati, "Development of an E_Learning Management Model Based on Hybrid Learning," in *6th International Conference on Science, Education and Technology (ISET 2020)*, 2021, pp. 125–132.

[19] C. L. Wen, "The Management Education based on Online Informal Learning Technology," in *2015 International Conference on Social Science, Education Management and Sports Education*, 2015, pp. 2436–2440.

[20] S. Jumini, A. Rusilowati, and E. Cahyono, "Discrepancy Models Evaluation (DEM) in Physics Based Learning Project (PjBL) of Student Entreprenurship Character," in *6th International Conference on Science, Education and Technology (ISET 2020)*, 2021, pp. 62–68.

[21] E. S. Ekoati, F. Rakhman, and I. Zulaeha, "The Necessity of The Indonesian Language Authentic Assessment Model Development Based on The Teacher Interview Results," in *6th International Conference on Science, Education and Technology (ISET 2020)*, 2021, pp. 94–98.