

The Discipline Character Building in MTs Nurul Ummah Kotagede Yogyakarta

Shibghotullah Mujadidi*, Sudrajat

Yogyakarta State University Dept. Magister of Social Studies Education

*Corresponding author. Email: shibghotullahmujadidi.2020@student.uny.ac.id

ABSTRACT

Based on data from KPAI in 2019, many brawls in several areas have claimed the lives of students. There are 18 character values consisting of religious, honest, tolerance, hard work discipline, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly, love peace, love to read, care for the environment, care for social, and responsibility. These character values come from the values contained in religion, Pancasila, culture and national education goals. This study involves qualitative method with naturalistic approach. The data was collected through interview, observation, and documentation. The study aims to know the establishment value of discipline character of student. MTs Nurul Ummah Kotagede Yogyakarta is one of the school that implement the character education with model of Islamic boarding. The result of this study showed that the process of forming the value of discipline character at MTs Nurul Ummah is through three stages, the first stage is drafting curriculum, syllabus, and lesson plan, school and regulation program that contain character values that are applied in the learning process that can establish the discipline character of student. Second, the implementation of the discipline character used several strategies, learning integration, exemplary, habitual and guidance, giving advice, punishment and reward, and attention. Third, through evaluation, each semester student's progress is evaluated, the evaluation process involves assessment between classmate and teacher who teaches in the class. The formation of the disciplined character still has some shortcomings, but can be improved and will continue to develop in a better direction.

Keywords: *forming, character, discipline.*

1. INTRODUCTION

Human character cannot be separated from one's personality. Each individual is responsible for their lifestyle, attitudes and behavior and has the freedom to change them. A person's character will develop and be formed when he gets learning experiences from the environment in which he is located. One of the environments that can influence and shape a person's character is school. Schools are the right means for implementing character building.

In fact, nowadays schools are more concerned with the cognitive abilities of students than affective aspects. Based on Imtihan's research (2017) in practice the development of the affective and psychomotor domains has not received an adequate portion of attention [1]. More specifically, the affective domain is considered the most difficult to develop. This can be seen from students who are said to be achieving if they get good grades then in grade promotion they are only seen from the value of

the subject which in the end triggers students to do anything to get good grades, for example cheating or buying answer keys during exams, meanwhile affective aspects which is very important to form character is often underestimated only at a glance not really emphasized during learning. Students are required to understand all the lessons but in attitude and behavior less attention is paid. Various character problems that arise when the school period is then not handled properly will form a bad character and bring him to adulthood.

Based on data from KPAI in 2019, many brawls in several areas have claimed the lives of students. A number of schools have even become subscription brawls. According to Saliman, et al (2013: 140) various violations of norms and unethical actions often occur in the surrounding environment due to the crisis of national character [2]. Many bad events occurred due to the destruction of the nation's moral/character which was indicated by various violations. Schools that become places to seek knowledge also cannot be separated from

violations of norms or character values. The rise of fights between students, the existence of cheating during the national exam, the number of drug cases that ensnared students, the number of motorcycle robbers played by students, skipping school, smoking and various other negative roles. Juvenile delinquency is closely related to the lack of discipline character values at school.

Suhardi (2012) revealed that schools with the Islamic boarding school model have a significant role in efforts to form the nation's character [3]. According to him, Islamic boarding schools have a role in forming students who are religious in spirit, have good morals, are disciplined, simple, respect elders, and understand the philosophy of life. Islamic boarding schools, being one of the oldest Islamic educational institutions in Indonesia, have long played a role in inculcating life values that are in line with character education. Islamic boarding schools are not only focused on the academic field, but learning in the pesantren environment also emphasizes learning that upholds behavior, character, personality and manners. Islamic boarding schools have succeeded in instilling good character values in their students. Students in the pesantren environment are taught with various lessons about sincerity, independence, simplicity, discipline, and an attitude that feels like sharing the same fate in a dormitory that fosters a sense of mutual cooperation among students.

The character education system with the Islamic boarding school model can be an alternative in the process of character building. The process of its formation in schools will shape the character and behavior of good discipline according to the expected school rules. One of the schools that applies the typical pesantren model is MTs Nurul Ummah Kotagede Yogyakarta. However, by applying the strict rules of the pesantren, it is not a guarantee that discipline can be realized properly. In fact, there are still many violations, both during school hours and in the dormitory. Limited supervision is an obstacle for hostel administrators to be one of the obstacles. The occurrence of several violations in the pesantren environment shows that the application of discipline in the dormitory and school environment is still not optimal.

2. LITERATURE REVIEW

Character is a person's character, character, morals, or personality that is formed from the internalization of various virtues that are believed and used as a basis for perspective, think, behave, and act. According to Hidayatullah (2010: 9) character is the quality or mental or moral strength, character or character of an individual which is a special personality that distinguishes it from other individuals [4]. A person can only be called a person of character if his behavior is in accordance with moral rules. People who are called character if they have been able to respond to all situations morally, which

manifests in the form of concrete actions through good behavior. Morals with good character will shape the expected human personality which is good in their life behavior. Another opinion according to Musfiroh (2008: 27) character refers to a series of attitudes (behavior), motivation, and skills, including the desire to do the best [5]. The desire to do good departs from the need to be achieved. The achievement of good character departs from oneself. Character education which will later be an effort to educate children so that they can make wise decisions and practice them in everyday life. The form of a good character will enable them to make a positive contribution to their environment.

Character formation is an effort or a process carried out to instill positive values in children who have the aim of building character that is in accordance with the norms and moral rules in society. According to Megawangi in Narwanti (2011: 5) character building is a lifelong process. Children grow up to be individuals with character if they grow up in an environment of character [6]. There are three parties who have an important role in character building, namely family, school, and environment. The three must be interconnected and synergize with each other in an effort to shape the child's character. Schools are the foremost educational institutions in developing character education. Through schools, the processes of forming and developing the character of students are easy to see and measure. Character is built conceptually and habitually using moral pillars and should follow the rules that have been determined. According to the opinion expressed by Fauzil (2006: 272) a strong character is formed by inculcating values that emphasize good and bad, this value is built through appreciation and experience that evokes a strong sense of curiosity so that a strong character will give rooted life to the individual [7]. if from the beginning good values have been instilled. Therefore, if since childhood the child has been accustomed to recognizing positive characters, then the child will grow up to be a strong person, confident, empathetic, and of good character.

According to Saliman (2013: 141) states the purpose of character education should include aspects of personality formation that include dimensions of universal virtue values and cultural awareness in which the norms of life grow and develop [2]. These values are values that are widely accepted as the basis for good and responsible behavior. The involvement of norms also affects where in human life rules always exist and are formed to achieve order. Success in character education after integrating values and norms in the personality of life will help humans become creatures that can grow and develop to carry out all the routines of life.

In the opinion of Wulandari (2018: 523) character education owned by students aims to improve the quality of the educational process and results in a complete and

integrated way through the life experiences of students [8]. Improving the quality of students is an important thing that must be pursued. Through the container character education can simultaneously achieve the goal of improving the quality of students to be more qualified. Efforts made through educational outcomes must be complete and integrated so that they really go through a continuous process. The lives of students who have experience need to be directed through character education as well as to achieve an increase in the quality of students. This is deemed necessary to see the importance of the existence of character education in the school environment.

The Ministry of National Education (2011: 8) states that there are 18 character values consisting of religious, honest, tolerance, hard work discipline, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly, love peace, love to read, care for the environment, care for social, and responsibility [9]. These character values come from the values contained in religion, Pancasila, culture and national education goals. Izzan (2012: 61) character building can be done in various ways, including: the learning process, education by example, education with customs, education with advice, education with attention, and education with punishment [10].

MTs Nurul Ummah Kotagede Yogyakarta is one of the school that implement the character education with model of Islamic boarding. Based on the explanation above, the researcher focuses on one character value, namely the discipline character value. Because the value of discipline is one of the character values as well as the basis for the formation of the values of other characters. Without discipline, it will be difficult to achieve other character values. So it can be said that discipline is the main capital for students to be able to form personal character.

3. RESULT AND DISCUSSION

Fauzil (2006: 272) [7] reveals that a strong character is formed by inculcating values that emphasize good and bad. This value is built through appreciation and experience that evokes a strong sense of curiosity, if since childhood the child has been accustomed to recognizing positive characters, then the child will grow up to be a strong, confident, empathetic, and personable person. Schools that are in the process of forming disciplined characters instill positive values through appreciation and experiences that arouse a strong sense of curiosity.

The purpose of the formation of disciplinary character, quoting from Mulyasa's opinion (2012) states that character education aims to improve the quality and results of education that leads to the formation of character and noble character of students as a whole,

integrated and balanced in accordance with competency standards in each educational unit [12]. The purpose of education has a focus on self-development as a whole according to the educational unit. Various types of educational backgrounds really need character education for a better life in the future.

The process of forming a disciplined character at MTs Nurul Ummah Kotagede Yogyakarta is carried out before the start of teaching and learning activities, from the start of students leaving school leaving the dormitory until entering the school gate until the learning process is complete. MTs Nurul Ummah Kotagede Yogyakarta seems to have a high commitment in instilling and developing disciplined character values. This can be seen from the school's vision and mission, good school facilities, and school conditions that are quite clean, tidy, and comfortable. Facilities such as classrooms and other infrastructure are quite adequate. This of course can support the process of forming disciplined character in schools. The process of forming the disciplined character of students at MTs Nurul Ummah Kotagede Yogyakarta includes planning, implementation, and evaluation.

The first step is planning, schools and teachers in planning the formation of the disciplinary character of students at MTs Nurul Ummah Kotagede are in accordance with the opinion of the Ministry of National Education (2010: 16) where in the application of the formation of disciplinary character education students can be pursued by including character values in the Book of Orders, syllabus and RPP [11]. Accordance with Wulandari's opinion (2017: 4) the process of forming the disciplined character of students requires a character education management strategy in schools that can be done by realizing teacher commitment in implementation, integrating making plans and designing and creating school culture [8]. The commitment of teachers in schools to become facilitators of delivering knowledge to students is very important to support the formation process. Teachers need to try to do management in the learning process that begins through the Learning Implementation Plan or in other actions in the school environment.

There are several planning steps in the process of forming the character of students' discipline which includes activities, formulated and designed in the Learning Implementation Plan, Annual Meeting, and syllabus which are integrated into one book of rules. This book of rules contains the control of the character of discipline that must be instilled in students in daily life according to mutually agreed school rules. The character of discipline values that is a priority at MTs Nurul Ummah Kotagede Yogyakarta is discipline in obeying the rules with self-awareness without having to be reminded. Furthermore, socialization is carried out to all elements of the school so that it can be supported and run according to school goals. Then to strengthen these

character values, the school also makes rules and regulations that have been mutually agreed upon.

As explained in the planning stage above, the formation of disciplinary character at MTs Nurul Ummah Kotagede Yogyakarta is not included in a special time or in one subject. Planning regarding the formation of disciplinary character at MTs Nurul Ummah Kotagede Yogyakarta has the aim of forming the character of students properly according to the code of conduct, then the formation of discipline character at MTs Nurul Ummah uses several school programs, namely the full day school program and boarding school, program the yellow book, and the tahsin and tahfidz program of the Qur'an. These programs are flagship programs planned and implemented by MTs Nurul Ummah by combining the curriculum of the Ministry of Religion, Ministry of Education and Culture, and Islamic boarding schools.

The purpose of using these typical pesantren-based school programs is none other than the efforts made by teachers in training and shaping the disciplined character of students so that in their daily life they can be disciplined both in school affairs and in religious matters. As Mulyasa's opinion (2012) states that character education aims to improve the quality and outcomes of education that leads to the formation of character and noble character [12].

The second step is implementation of the formation of the disciplined character of students at MTs Nurul Ummah refers to the opinion of Balitbang (2010: 9-10) that character values originate from the values contained in religion, Pancasila, culture and national education goals. These character values are in the form of religious values, honesty, tolerance, hard work discipline, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly, love peace, love to read, care for the environment, care about social, and responsibility [13]. The MTs teacher Nurul Ummah Kotagede in carrying out the formation of the disciplined character of students uses several strategies. The strategy carried out by MTs Nurul Ummah Kotagede in implementing the character building of students' discipline, refers to the opinion of Izzan (2012: 61) which says that character building can be done in various ways, namely the learning process, education by example, education by habituation and mentoring, education with advice, education with care, and education with rewards and punishments [10].

From the explanation above, the researcher concludes that in the process of implementing the character values of the discipline students at MTs Nurul Ummah Kotagede Yogyakarta use several strategies, but MTs Nurul Ummah emphasizes giving good examples to students, besides giving good advice. This shows that schools prioritize repressive rather than repressive actions.

The third step is evaluation of the character value education of students at MTs Nurul Ummah Kotagede Yogyakarta. The teacher in addition to assisting in developing the character of the students also observes the development of the character of students during class learning starting from entering class, noting how they behave when in class, and giving values to students. Assessment is also given from classmates with a cross-assessment system between classmates. So that the two sources are used as consideration for the attitude value in the report card. The weight of the student's attitude value is 30%, while the attendance is taken as much as 25% of the student's attendance value and the rest is taken from the student's academic value. So the attitude value is very influential in determining whether students go to class or not.

Discipline is one of adab or ethics, while at MTs Nurul Ummah Kotagede Yogyakarta has the motto "al adabu fauqo al'ilmi" that adab is higher than knowledge. Seeing that the school is a school with a pesantren base that instills students to have good ethics and obedient discipline, both socially and spiritually. However, in their daily life at school, there are still some students who are still not disciplined. This is based on the results of interviews with the vice principal in the field of curriculum and observations that there are still students who are late for school, skip classes, do not do assignments, do not wear uniforms neatly and still find students who are busy during class hours and other forms of violations. For this reason, the teacher provides sanctions so that students no longer violate the rules and provide a deterrent effect so that later it does not become a bad habit.

The school realizes that while studying at school students live in Islamic boarding schools and are far from parental supervision, as well as the age of students at MTs Nurul Ummah who are in the process of finding and forming their identity, behaving based on what they see and experience, every day. So the school provides several ways or strategies to shape the character of discipline both by example, habituation and mentoring, advice, correspondence, punishment and so on.

The formation of the disciplined character of MTs Nurul Ummah still has some shortcomings, however, there is still room for improvement and it is hoped that it will continue to develop in a better direction. In accordance with the statement put forward by Koesoema (2007: 5) character education is to provide a place for individual freedom to live the values that are considered good, noble, and worth fighting for as behavioral guidelines in dealing with personal life. with themselves and with God [14].

4. CONCLUSION

Based on the data that has been discussed from the results of research and discussion on the formation of the character of discipline values at MTs Nurul Ummah Kotagede, it can be concluded that through 3 stages, the first is planning, the school holds an annual meeting to discuss the development of students and the steps to be taken in an effort to form the character of students, the school includes character education in the school curriculum which has been integrated with the pesantren curriculum, besides that there are several programs including full day and boarding school, the yellow book, and tahsin tahfidzul qur'an. Second, in its implementation, schools apply several strategies in shaping the disciplined character of their students, namely through integration with learning, example, habituation and mentoring, rewards and punishments, as well as giving good advice and attention to students. The third evaluation is carried out at the end of each semester by looking at the attitude value of students, the attitude value is obtained from teacher assessments and peer assessments. The attitude value has a weight of about 25-30% of the weight value that determines whether or not a student increases.

Discipline is one of adab or ethics, while at MTs Nurul Ummah Kotagede Yogyakarta has the motto "al adabu fauqo al'ilmi" that adab is higher than knowledge. Seeing that the school is a school with a pesantren basis that instills students to have good ethics and obedient discipline, both socially and spiritually. However, in their daily life at school, there are still some students who are still not disciplined. The school realizes that while studying at school students live in Islamic boarding schools and are far from parental supervision, and the age of students at MTs Nurul Ummah who are in the process of finding and forming their identity, behave according to what they see. and experience. The formation of the disciplined character of MTs Nurul Ummah still has some shortcomings, however, there is still room for improvement and it is hoped that it will continue to develop in a better direction.

ACKNOWLEDGMENTS

This research can be carried out properly thanks to the support and assistance from various parties, for that the researchers would like to thank the school of MTs Nurul Ummah Kotagede Yogyakarta and the Head of the Department of Social Sciences Education, Faculty of Social Sciences who have provided assistance and good cooperation in this research.

REFERENCES

[1] Imtihan, E. I. D. Z. N. (2017). Analisis Problematika Penilaian Afektif Peserta Didik Madrasah

Aliyah. *Schemata: Jurnal Pasca Sarjana IAIN Mataram*, Vol. 6 (1).

- [2] Saliman, Widiastuti, A., Wulandari, T. (2013). Persepsi dan sikap mahasiswa terhadap pendidikan karakter di prodi pendidikan IPS UNY. *Jurnal Ilmu-Ilmu Sosial*, Vol. 10, No. 2.
- [3] Suhardi, D. (2015). Peran SMP berbasis pesantren sebagai upaya penanaman pendidikan karakter kepada generasi penerus bangsa. *Jurnal Pendidikan Karakter* Vol. II No 3.
- [4] Hidayatullah, M.F. (2010). Pendidikan karakter: membangun peradaban bangsa. Surakarta: Yuma Pustaka.
- [5] Musfiroh, T. (2008). Cerdas melalui bermain. Jakarta: Grasindo.
- [6] Narwanti, S. (2011). Pendidikan karakter. Yogyakarta. Familia.
- [7] Fauzil, A. (2006). Positive parenting. Bandung. Mizan Pustaka.
- [8] Wulandari, T., & Handayani, N. (2017). Implementasi pendidikan karakter berbasis multikultural di SMK Negeri 2 Mataram. *Jurnal JIPSINDO* Vol 13 No 1.
- [9] Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan. (2011). Panduan pelaksanaan pendidikan karakter. Jakarta. Kementerian Pendidikan Nasional.
- [10] Izzan, A. Saehudin. (2010). Tafsir Pendidikan: studi ayat-ayat berdimensi pendidikan. Banten: Pustaka Aufa Media.
- [11] Kementerian Pendidikan Nasional. (2010). Pengembangan pendidikan budaya dan karakter bangsa. Jakarta. Kementerian Pendidikan Nasional
- [12] Mulyasa. (2008). Kurikulum berbasis kompetensi, konsep, karakteristik dan implementasi. Bandung: Remaja Rosdakarya.
- [13] Balitbang Puskur. (2010). Pengembangan pendidikan budaya dan karakter bangsa pedoman sekolah. Jakarta. Kemdiknas Balitbang Puskur.
- [14] Koesoema, A.D. (2007). Pendidikan karakter: mendidik anak di zaman global. Jakarta: Grasindo.