

Exemplary Teacher in Habituation of a Good Character

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Abstract—The teacher's equality in commendable moral behavior is very dominant. Exemplary teachers in MA As-Sawiyah are very diverse. Teachers become one of the factors in the accreditation of commendable morals towards students. The aim of the study was to find out the urgency of the teacher's lack of discipline in the process of accreditation of the students. Using a qualitative approach by collecting data through field studies and interviews. It was found that there is inequality between the teacher's obedience and the process of accustomed moral acclimation of students every day. Exemplary teachers in accustomed habitual morals of students at the Madrasah Aliyah As-Sawiyah, have not maximally applied the teacher as a model for students so that students have not consciously followed the commendable moral behavior in the Madrasah Aliyah As-Sawiyah. This is because teachers in academic competence are not in accordance with education. Some teachers come from non-education so they do not understand the process of commendable moral behavior towards students. Whereas from the aspect of students, they do not yet have the awareness that the teacher's example of being an important part in the process of acclaiming good morals for students.

Keywords—*exemplary teacher; character; habituation*

I. INTRODUCTION

Habituation in forming a noble character is not enough to give orders to students. It requires a continuous example. An exemplary or good example of the element of education in school, especially the example of the teacher.

The process of forming students who have good morals, the continuous example of the teacher continues. An exemplary teacher is explicitly intended for good habits for students. This was done by teachers at MA As-Sawiyah Bandung. One example of the example in habituation is getting used to greetings. The habit of greeting between students, as well as students and teachers. However, in reality, there are still more students who are not accustomed to greetings when meeting fellow students and teachers.

Seeing the facts above, the habituation process has not gone well. Even though according to Ahmad Tafsir, habituation is an accurate method of education, but unfortunately we are not able to explain why habituation has a profound effect on one's personal formation [1]. It turns out that habituation is not only about the mind, but also nature. Therefore, for habituation to

have an influence on one's personality, habituation must be learned. Learning to habituate becomes a habit that someone has. Muhibbin Syah, says that learning habits are the process of forming new habits or improving existing habits [2]. Learning habits, besides using commands, examples and special experiences, also uses punishment and rewards.

The learning process habits of having stimuli from other things, including examples, in terms of example/obedience from the teacher. Teacher exemplary is a good example of the teacher, both related to attitudes, behavior, speech, mentality, and those related to morals and morality that should be used as an example for students.

Thus, obedience and a teacher can provide a good stimulus for the process of habituation to students, especially in the habitual accreditation of students. However, obedience and teachers who are in MA As-Sawiyah Bandung. Based on the author's observations, the example of the teacher as a process of moral habituation good contrary to the reality of student morals in everyday life in school.

Based on the above background, the main problem of this research is how the teacher's righteousness in strengthening the habitual morality of students in MA As-Sawiyah Bandung.

The purpose of this study is to find out: 1) Exemplary teacher in the Madrasah Aliyah As-Sawiyah. 2) Moral habituation of students in the Madrasah Aliyah As-Sawiyah. 3) Exemplary teacher in habituating morality in Madrasah Aliyah As-Sawiyah.

II. RESEARCH METHODOLOGY

A. Research Approaches and Methods

Judging from the type, this research is included in Qualitative research. Qualitative research is oriented to natural phenomena or symptoms. So it is fundamental and naturalistic or Naturalistic Inquiry or Field Study [3]. Naturalistic Inquiry is a prominent feature of qualitative research that is observing and collecting data done in natural settings, meaning without manipulating the data being studied (as it is, nature). In this study described naturally about the obedience and teacher in customizing noble morals to the students in MA As-Sawiyah Bandung.

The method used in this study is the Descriptive Method, namely by sensing or observing problems systematically and accurately about the facts and properties of a particular object. In this study, the author tries to observe the problem systematically about the obedience and the teacher in accustoming the noble morals of students in MA As-Sawiyah Bandung. From these observations, the authors then describe the things that relate to obedience and the teacher in accustoming to the students' noble morals.

In simple operationalization of this research method are as follows: starting with the library research (library research) to find and collect reference materials related to discussion material. After that, the data is written verbally in written form.

This study is qualitative in nature using the Analytical Descriptive approach. This approach is used because the final goal of this study is to show naturally the obedience and teacher in accustoming to the noble character of students in MA As-Sawiyah Bandung. Given the limited time for researchers and also this research is the initial stage of development, the steps taken only until the fifth step. In its implementation, the five steps are likely to be modified according to the needs of the study.

The steps taken by researchers in this study are as follows: First, a preliminary study which includes a study of theory, study of the results of research, and pre-survey activities. Second, planning includes the assessment of standards of obedience and teachers determining the location of the study and planning the implementation of obedience and the teacher. Third, the description of the Teacher and the student's noble character. Fourth, direct observation of the implementation of the teacher's obedience and the habitual accolade of students. And the fifth analysis of obedience and the teacher in accustoming students to noble morals.

Taking into account the limitations of researchers and the carrying capacity of research, the study was conducted in Bandung Regency. The research was carried out in one of the Aliyah Madrasah which became one of the madrasahs carrying the concept of combining general curriculum and religion.

Considering the indications obtained in the preliminary study, the study of obedience and the teacher in customizing noble morals to the students in MA As-Sawiyah Bandung. This determination is based on the possibility of being able to conduct research, meaning that there are a willingness and positive response from the Principal and the willingness of the teachers to implement the example of their students. These three factors are important because during the research process this collaboration is very helpful and determine.

The object of this research is teachers and students of MA As-Sawiyah Bandung. The number of respondents is 1 teacher and 26 students.

B. Types and Data Sources

The type of data in this study consisted of Primary and Secondary Data. Primary data is data obtained or collected directly in the field from original sources, namely Madrasah Aliyah As-Sawiyah Bandung. The data is carried out by interviews, direct observation and written documents about the

habitual accreditation of morality in the As-sawiyah Madrasah in the form of school discipline. Secondary data in this study were obtained from libraries and previous research reports that were relevant to the problems being studied, Teacher's in the Habit of Honorable Morals

C. Data Collection Technique

Data collection techniques in this study include: 1) *Observation*. Observation is a technique of collecting data through systematic observation and recording of the phenomena investigated. The observations used in this study were qualitative observations in which the researchers immediately took to the field to observe the behavior and activities of individuals at the study site [4]. The data obtained from these observations are: a. Implementation of the teacher's obedience through always greeting, saying well and being patient and dressed neatly and politely. b. Evaluation of teacher exemplary and accustomed moral habits. 2) *Interview*. The interview is a technique of data collection carried out by holding question and answer, both directly and indirectly with the data source. Arikunto argues that an interview or oral questionnaire is a dialogue conducted by the interviewer to obtain information from the interviewee [5]. In-depth interviews were chosen considering this study was qualitative. 3) *Library Studies*. 4) *Documentation*. 5) *Research Instruments*.

III. RESULTS AND DISCUSSION

A. Exemplary Teacher at MA As-Sawiyah

1) *Definition*: S. Vianita Zulyan et al. Said exemplary is something that can be imitated or emulated by others by seeing and observing behavior, words, actions, life and ways of thinking someone [6]. Expressed in Arabic by Armai Arif that "exemplary" comes from the word "*uswah*" and "*qudwah*" [7]. Understanding given by Al-Ashfahani, As quoted by Armai Arief, that according to him "*al-uswah*" and "*al-Isawah*" as said "*al-qudwah*" and "*al-Qidwah*" means "a situation when a human being follows another human being, whether in kindness, ugliness, evil, or apostasy". Thus exemplary is a thing that can be imitated or emulated by someone from someone else. But the example referred to here is exemplary which can be used as an Islamic education tool, which is a good example.

Teacher's behavior in teaching, directly or indirectly, has an influence on student motivation both negative and positive, meaning that the personality displayed by the teacher is in accordance with the norms and ethics of all greetings, attitudes, and behaviors, so students will be motivated to learn well, not only school subject matter but also real life issues. According to the Big Indonesian Dictionary, the notion of exemplary comes from the word "example" which means things that can be imitated or emulated. Exemplary in education is an influential approach or method and is proven to be the most successful in preparing and forming and developing potential students.

Teacher exemplary is an act of planting morals carried out by someone who has a profession by respecting speech,

attitudes, and behavior so that others can imitate the teacher to students. Exemplary has a big contribution in educating characters. The teacher's example in all of his activities will be a mirror for his students so that the teacher puts forward the aspects of actions in the form of real actions rather than just talking without action.

In Indonesia, there are several educational pathways that make it possible to give an example that can be imitated by students so that they grow to become adults with character and noble character.

- In Law No. 20 of 2003 explained that formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. In the formal education pathway, there are two dominant elements that can provide exemplary to students, namely the element of educators and education staff. In carrying out its duties, educators and education personnel are obliged to set an example to students. If the teacher often displays disgraceful actions, for example, lying, saying rude, arrogant, does not respect the opinions of others, then students will also imitate.
- Therefore, the teacher must really be able to provide an example that can be emulated by students. There are some teachers who find it difficult to implement exemplary because the teacher's own behavior cannot be imitated. For example, the teacher asks students to read hard, but the teacher does not have the habit of reading. This is the main problem faced by teachers in implementing exemplary because capital takes the example of students is the teacher must do it first. An important factor in educating lies in his example.
- Exemplary is multidimensional which means that exemplary in various aspects of life. Exemplary is not just an example of doing something, but also involves various things that can be imitated, including habits that are examples of exemplary. From the description above, it can be concluded that the example of the teacher is good things from the teacher who are the spearhead so that students are expected to be a formidable generation for the nation through formal channels.

From the explanation above it can be concluded that what is meant by exemplary is an educational method by giving a good example to students, both in speech and in deeds.

2) *Teacher's types of study*: There are several examples that can be applied by educators. In more detail the types of examples are:

- Exemplary acts of honesty and not lying. Honesty is a source of truth that gives a noble position in society and can be imitated by students everywhere, but on the contrary, if teachers often do dishonesty, educators become the main source in destroying the future of students. Honesty in speaking must always be maintained when entertaining or telling a certain story to the child.

- Exemplary discipline in carrying out tasks. Exemplary discipline in carrying out tasks is not only done in the learning process but also in how the teacher designs the learning process which includes character building so that it can produce noble students. For example, being present before class hours, the learning process goes according to the time allocation and runs the prayer on time.
- Noble moral example. It can be said that it is very naive if the teacher is not able to demonstrate exemplary behavior by the students. Various good actions that can be shown by educators, namely carrying out prayers on time, praying to start and end an activity, teach to memorize short letters.
- Exemplary shows intelligence. As an educator, he must enrich himself with science, so that he can overcome the problems of learning difficulties of students. Things that show teachers have intelligence that is able to create learning that is fun, polite and polite, humble, gentle in speaking, and mastering the subject matter.
- Exemplary being independent and working hard. Independent and hard work are two interrelated attitudes. Where independent means not easy to depend on other people while hard work means always trying when experiencing failure. Through the cultivation of hard working attitudes, the child's automatic independence will grow on its own.

The provision or additional capital (in addition to the main competencies in accordance with UU Guru dan Dosen No. 14 of 2005) that teachers must have as exemplary examples in educating the character of their students include: 1) the teacher must know what characters must be possessed by students. In order for character education not to be an endless journey, it is very important to identify characters who will become pillars for students. To find out this, the teacher can refer to the grand design of character education designed by the Ministry of National Education.

Besides that, the teacher can also learn universal characters from various competent sources. Among them, the Indonesia Heritage Foundation formulates values that should be taught to children to make them personal characters, namely: (a) love for Allah SWT. and the universe and its contents and love of truth; (b) responsible, disciplined and independent; (c) trustworthy and honest; (d) be respectful and polite; (e) having compassion, caring, and being able to work together; (f) confident, creative, hard work and never give up; (g) have a sense of justice and leadership attitude; (h) good and humble; (i) have tolerance, love peace and unity. The form of the teacher's loyalty to the Madrasah Aliyah As-Sawiyah, based on the observations of the researchers as follows: 1) When entering the office always say hello. 2) When entering the class always say hello. 3) Whenever opening and closing teaching always say hello. 4) Speaking polite and gentle, because of the majority of teachers. 5) Dress neatly and politely. 6) Right when you enter.

The example of the MA As-Sawiyah teacher is also described in the teacher's order. However, the example of the teacher at MA As-Sawiyah in its implementation is still very

diverse. This is partly due to the diverse background of the teacher.

The diversity of teacher backgrounds comes from education and non-education graduates. Implicitly graduates from education have understood teacher competency. Both pedagogic, professional, personality and social competence. In contrast, non-educational graduates in plain view only understand professional, and social competencies. So that this has an important impact on the process of implementing a teacher's example.

B. The Habit of Honorable Morals MA Students As-Sawiyah

1) *Definition of habit:* Etymologically, the habitual origin of the word "ordinary". With prefix "pe" and suffix "an" indicate the meaning of the process. So that habituation can be interpreted by the process of making something or someone becomes accustomed [7]. While the relation to the method of Islamic education, habituation method is a way that can be done to familiarize students to think, behave, and act in accordance with the guidance of the teachings of Islam.

Habit is one of the methods of Islamic education that is very important for children because with habituation this will eventually become the property of the child in the future [8]. Good habits will form a good personality, and vice versa, bad habits will form a bad personality.

A distinctive feature of the habituation method is an activity in the form of repeated repetitions of the same thing. This repetition is done repeatedly so that the association between stimulus and response becomes very strong. Or in other words, it's not easily forgotten. Thus, ready knowledge or prepared skills are formed which are ready for use by the person at any time. Therefore, as a beginning in the education process, habituation is a very effective way to instill moral values into the soul of the child. These values embedded in him will then manifest in his life since he began to move into adulthood.

2) *Habitual purpose:* Habituation is the process of forming new habits or improving existing habits. Habits other than using commands, examples, and special experiences, also use punishment and reward. The goal is that students get new attitudes and habits that are more appropriate and positive in the sense that they are in harmony with the needs of space and time (contextual). In addition, the right and positive meanings above are in line with the prevailing moral values and norms, both religious and traditional and cultural [2].

3) *Habits of habit:* Religious education through habits can be done in various forms, including:

- Habits in morals, in the form of habituation that behave well, both at school and outside of school such as: speaking manners, dressing cleanly, respecting older people, and so on.
- Habit in worship, in the form of the habit of praying in congregation in the school prayer room, greeting while entering the class, and reading "basmalah" and "hamdalah" when starting and ending the lesson.

- Habit in the faith, in the form of habituating the child of faith with all his soul and heart, by bringing the children to pay attention to the universe, thinking in contemplating the creation of heaven and earth by moving gradually from the natural to the supernatural [9].

4) *Habitual steps:* Children are a mandate for their parents. His holy heart is a gem that is very expensive. If he is accustomed to evil and allowed to be left like an animal, he will be harmed and perish. Whereas maintaining is by education efforts and teaching good morals [10]. The Islamic system in improving children is by means of teaching and habituation. The teaching in question is an approach to the theoretical aspect in an effort to improve. While habituation is an aspect of real practice in the process of formation and preparation.

In addition, habituation should be accompanied by an effort to raise awareness or understanding continuously, because habituation is used not to force students to do things automatically, but so that children can carry out all good things easily without feeling difficult or heavy hearted [11]. Therefore, habituation which was originally mechanistic should be cultivated by the students themselves. This is very possible if habituation is gradually accompanied by explanations and advices, so that the understanding of students will arise longer.

5) *Definition of praised morals:* As explained by Anwar, a noble moral sentence is a translation of the Arabic expression al-akhlaq al-mahmudah. Easy is a form of maful from the word hamida which means "commendable". The Praised Sentence sentence is also called al-akhlaq al-karimah or makarim al-akhlaq (noble character) [12].

The types of character are commendable as Anwar said to consist:

a) Morals towards Allah SWT

- Tawheed Allah.
- Be kind
- Dhikrullah
- Laughter

b) Morals towards ourselves

- Patient
- Thank goodness
- Fulfill the mandate
- True and honest
- Keeping promises
- Maintain self-purity

c) Morals of the family

- Dutiful to parents
- Be nice to you

d) Do well to the community

- Do well to your neighbors
- Loving others

e) Morals for the Environment

Based on the results of interviews with MA As-Sawiyah students and observations of researchers, it can be specified the types of accustomed moral habits. Students in MA As-Sawiyah are as follows: 1) Giving greetings to the teacher. 2) Kiss the teacher's hand. 3) Amar ma'ruf nahi munkar. 4) Maintain solidarity. 5) Mutual respect between brother and sister class. 6) Respect each other. 7) Say good to the teacher. 8) Polite and polite when everywhere. 9) Invite friends to pray in congregation. 10) Dispose of garbage in its place. 11) Respecting teachers and loving friends. 12) Helping friends when learning difficulties. 13) Picket cleanliness. 14) Implement 5S.

The habit of commendable morality above is applied in writing to student discipline. Student rules in the form of obligations that must be carried out by students and prohibitions on doing certain things. The student's order is conveyed to students when the New Student Orientation Period, but after that, it is not installed in their respective classes or in other places according to the rules. So that the order is only limited to the notification without any follow-up in its enforcement.

The school's expectations of the student's discipline are in the form of demands that students have good morals. Examples of good morals that are expected by madrassas include: 1) polite, 2) polite, 3) mutual respect, 4) mutual tolerance, 5) patience, 6) time discipline, 7) neat dressing, 8) responsibility, 9) caring for the environment, 10) congregational prayers, 11) do not smoke, 12) do not drink liquor, and 13) do not fall into taking drugs.

C. Applying Teacher Exemplary in the Habitual Accreditation of Students

Based on interviews and observations of researchers, the teacher in carrying out exemplary as a teacher in the process of accustomed to praise morals including through: 1) Patience. 2) Remind regulations. 3) Give sanctions. 4) Sincerity to practice science. 5) Give examples always say hello. 6) Ordering to do well. 7) Directing students to be good. However, the reality in the field of teachers in implementing it is still diverse.

In applying for the student's order, Madrasah Aliyah As-Sawiyah has not implemented rewards for students who are always obedient to the discipline. However, it has only been carried out through punishment to students who have violated student discipline. So that this has a negative impact on the success of the rules applied.

The success of applying the example of the teacher in accustoming the students to good morals is still very difficult to materialize because there are other problems in the application of student discipline. These problems include: 1) teacher sensitivity to the problems made by students, 2) teacher omission of student violations, 3) external environment influences brought to school, 4) students do not feel reluctant to the teacher, 5) students do not care about the teacher, 6) underestimate the teacher, 7) student selfishness, and 8) students prioritize personal matters outside of personal matters as students.

IV. CONCLUSIONS AND RECOMMENDATIONS

The example of the teacher in the Aliyah Sawiyah Madrasah consists of a). A noble moral example includes: 1) When entering the office always say hello; 2) When entering the class always say hello; 3) Whenever opening and closing teaching always say hello; 4) Speak politely and gentle; and 5) Dress neatly and politely. b) Exemplary discipline in carrying out tasks, including on time entry.

The scope of the exemplary teacher above is still far from what is expected. This is due to the teacher's uneven competency. The balance of education graduates with non-education contributes to the students' good moral habits. Examples are implicitly part of the value of teacher competence.

Moral habituation of students in Madrasah Aliyah As-Sawiyah consists of a) Habits in morals which include 1) Giving greetings to the teacher; 2) Kissing the teacher's hand; 3) Mutual respect between brother and sister class; 4) Respect each other; 5) Say good to the teacher; 6) Polite and polite when everywhere; 7) Respecting teachers and loving friends. 8) Maintain solidarity, 9). Helping friends when learning difficulties; 10) Implement 5S. b) Habits in the faith include: familiarizing amar ma'ruf nahi munkar. c) Habits in worship include: 1) Inviting friends to pray in congregation; 2) Cleaning pickets; 3) Dispose of garbage in its place.

Exemplary teacher in habituating morality of students in As-Sawiyah Aliyah Madrasah through: 1) Patience. 2) Remind regulations. 3) Give sanctions. 4) Sincerity to practice science. 5) Give examples always say hello. 6) Ordering to do well. 7) Directing students to be good.

Based on the conclusions above, the writer can give suggestions that the example of the teacher at MA As-Sawiyah has an important role in the habituation of commendable morals for students. a) The teacher has a comprehensive example. b) The teacher carries out the example continuously; c) teacher exemplary must have an impact through the process of awareness of students. d) Accustomed moral habits must be programmed regularly. e) The habit of honorable morals is carried out by being accompanied by rewards and punishment.

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