

Character Education Through Local Wisdom Culture at MA Al-Iman Adiwerna

Aziz Awaludin¹, Roikhatul Jannah², Muhammad Khoerul Anam³, Nishrina Mahdiyah⁴, Abdul Jamal Maulidhana⁵, Afni Apriyani⁶, Diah Ayu Lestari⁷

Islamic Education, Institute of Islam Bakti Negara, Tegal, Indonesia

**Corresponding author: Sajakresah3@gmail.com*

Abstract

Purpose - This research was pointed to knowing the usage of character instruction through school culture. with a center on devout character, teach character and free character. This ponder utilized a subjective approach with the plan of the ponder of multi case (multycase studies). The information collection strategy of this inquire about were the perception, interviews, and documentation. The comes about of the ponder appeared that the usage of character instruction through school culture centered on devout character, teach, and freedom. Each character is gotten through.

Design/Methodology/Approach - This research employs a field research approach with observational methods. The purpose of this method is to describe, identify, and understand situations or events as they naturally occur without manipulating or altering the observed variables.

Findings - The results of this research are based on an analysis focused on the practice of moral and religious character at Madrasah Aliyah Al-Iman. The practice of religious character values through the culture of Madrasah Aliyah Al-Iman can be observed in daily activities, religious events, and exemplary behavior.

Originality/Value - Daily activities such as congregational prayers and tadarus should be carried out consistently so that character values can be firmly ingrained in students. Unstable implementation of this activity can reduce its positive impact on student character development.

Keywords: Implementation, Character Building, School Culture

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I. INTRODUCTION

Character education is an effort to develop personality traits that embody the values aspired to by a nation. This is achieved through components such as knowledge, understanding, desire, and actions to practice these values within the school community (Yusita, 2006). This statement aligns with Duncan (2007), who notes that character education is currently progressing in a positive direction. Character education plays a crucial role in enhancing skills, knowledge, and ethical habits. According to Freeks (2015), teaching good values and character can foster positive attitudes in students. Almerico (2014) explains that character education is part of a curriculum designed to equip students with good character and competencies.

Character education is implemented at all levels of education, from elementary to higher education, with a particular emphasis on elementary education. This emphasis is because it is more challenging to change someone's character if it is not nurtured from an early age. By implementing character education effectively, we can create a better society for everyone, including students. A good student should develop not only logical reasoning but also moral intelligence. This highlights the importance of balancing cognitive and affective aspects in the education system, which continuously contributes to improving the quality and success of character education (Rahim, Raisul & Abdoludin, 2016).

Schools should foster a positive and supportive environment to ensure students learn comfortably and effectively. Wiyani (2013) states that school culture significantly influences student development. Each school adapts its culture to its unique values. Consistent practices in schools create behaviors that, when regularly performed, become part of the school's culture and identity. Marini (2017) asserts that character values can be integrated not only in classrooms but also through school culture. Thresia (2015)

also emphasizes that integrating national culture and character education is a wise solution to develop students with good morals and character who uphold Indonesia's values as a whole.

Based on interviews with school staff and observations, several interesting practices were identified. For instance, in the morning, teachers greet students at the school gate and shake hands with them. Students who bring bicycles or motorbikes are advised to stop their vehicles, shake hands with the teachers first, and then enter the school gate by pushing their vehicles. This practice is a method to instill character education in students, particularly concerning norms, ethics, and courtesy.

Madrasah Aliyah (MA) Al Iman Adiwerna is one of the private Islamic high schools located in Adiwerna District, Tegal Regency, Central Java. MA Al Iman was established on January 1, 1970, under the Ministry of Religious Affairs' decree. It continues to uphold its commitment to fostering character education through its unique school culture and educational practices.

II. METHOD

This research employs a field research approach with observational methods. The purpose of this method is to describe, identify, and understand situations or events as they naturally occur without manipulating or altering the observed variables (Sugiyono, 2016). Data were collected through direct observation and in-depth interviews to gain a holistic understanding of how teachers shape students' character at MA Al Iman Adiwerna through the culture of local wisdom. The key informants in this study are teachers and students. The research focuses on the strategies implemented by teachers to develop students with excellent character.

The research stages include data collection, information organization, and drawing conclusions from the findings to provide a deeper understanding of the solutions applied to foster students' character within the school environment.

III. RESULT AND DISCUSSION

A. Results

Implementation of Character Education Through Culture at Madrasah Aliyah Al-Iman

The results of this research are based on an analysis focused on the practice of moral and religious character at Madrasah Aliyah Al-Iman. The practice of religious character values through the culture of Madrasah Aliyah Al-Iman can be observed in daily activities, religious events, and exemplary behavior. The findings indicate that daily activities include:

- 1) A collective midday prayer at Asmara Marzuki, attended by all school members.
- 2) Further findings include Friday congregational prayers and sub-focus activities at Asmara Marzuki Mosque, attended by all male teachers and students, such as:
 - a. Greeting students at the school gate, shaking hands, and engaging in socialization.
 - b. Teachers' association emphasizing ethics and courtesy.

Implementation of Discipline Character Education at Madrasah Aliyah Al-Iman

Discipline is one of the essential character traits that every student at Madrasah Aliyah Al-Iman must possess. The essence of discipline at Madrasah Aliyah Al-Iman is governed by rules and regulations that students must adhere to 24 hours a day. The practice of discipline character values through the school culture occurs in daily activities, voluntary actions, and exemplary behavior. The results show that: Students push their vehicles through the school gate and shake hands with teachers before entering. Midday prayers are performed collectively by all students. Friday prayers are held in the mosque for male students and teachers. Before teaching and learning activities, morning routines reinforce discipline. Implementation of Religious Character Education Religious character education at Madrasah Aliyah Al-Iman is conducted through daily activities, spontaneous actions, and exemplary behavior based on school culture. This aligns with the Ministry of National Education (2013), which states that daily activities, spontaneous actions, and role modeling are integral to character value internalization through school culture. This is also supported by Gunawan (2012), who noted that character education through school culture can be implemented through these three aspects.

Routine activities are those carried out regularly and repeatedly by students, such as: Zuhur prayers, Reciting and memorizing the Qur'an, Chanting Asmaul Husna, Friday prayers for male students.

Voluntary activities are spontaneous or immediate actions performed by students. According to Gunawan (2012), these activities include: Observing Sunnah fasting on Mondays and Thursdays, Performing daily prayers.

Narwanti (2011) defines exemplary behavior as good conduct demonstrated by teachers, which students are expected to emulate, such as discipline, neatness, cleanliness, politeness, attention, and compassion. The study found that notable examples of religious character in Madrasah Aliyah include dressing modestly and praying on time.

Based on the research findings, it can be concluded that Madrasah Aliyah Al-Iman implements excellent religious character education. As outlined by the Ministry of National Education (2010), indicators of religious character in schools include: Celebrating religious holidays, Providing facilities for worship, Ensuring all students have opportunities to practice their faith.

B. *Exemplary Behavior*

The behavior and attitudes of teachers and staff provide role models through their actions, which serve as examples for students (Gunawan, 2012). Based on research at Madrasah Aliyah Al-Iman, exemplary behavior related to discipline includes praying and arriving at school on time.

According to Wantah (2015), five critical factors are important for schools in implementing discipline for students: School rules consist of regulations and guidelines that all school members, including students, teachers, and staff, must follow. Research in primary schools revealed habits that foster discipline, such as: Praying collectively on time, Reciting the Qur'an regularly.

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-sections

C. *Punishments*

Punishments given should serve as a source of motivation for students. At the Madrasah Aliyah where the research was conducted, students are subject to sanctions when they commit violations. For example, if a student breaks a rule, points are assigned based on the severity of the infraction.

D. *Rewards*

We hope that providing rewards can help motivate students to achieve better results. Researchers conducted observations and found that students received recognition for their achievements. For example, when students answered a question correctly, they were applauded by their classmates.

IV. CONCLUSION

Based on the research results, Madrasah Aliyah Al-Iman Adiwerna has succeeded in implementing character education through a school culture that focuses on religious, disciplined and independent character. Implementation is carried out through daily, spontaneous and consistent exemplary activities. Daily activities such as congregational prayers and reciting the Koran, as well as voluntary activities such as sunnah fasting, play an important role in developing students' character. The teacher's example is also an important aspect in character education. Teachers who demonstrate good behavior, such as discipline and commitment to religion, set a good example for their students. Punishments and rewards are used to motivate students and make them aware of the consequences of their actions.

However, there are several recommendations that can be considered to increase the effectiveness of implementing character education in the future: Development of character education programs: Madrasah Aliyah al-Iman must be improved by involving all schools, planning and implementing festivals which can develop a more structured and systematic character education program.

Training for teachers: Regular training for teachers on the effective application and teaching of character values will help improve the quality of character education in schools. Increasing Parental Involvement: Increasing parental involvement in character education programs can support student character development at home and at school.

Periodic Evaluation: Conducting regular evaluations of your character education implementation to identify strengths and areas for improvement will help ensure the success of your program. Provision of Resources: Provision of appropriate resources for character education activities, such as religious facilities and educational materials, supports better program implementation. Overall, this research shows that the implementation of character education through school culture at Madrasah Aliya Al Iman Adiwerna was successful. Through ongoing efforts to improve and develop these practices, schools can continue to contribute to the development of morally and academically strong students. Although the implementation of character education at Madrasah Aliyah Al-Iman Adiwerna has shown positive results, there are several challenges in the process. These challenges must be identified and addressed to increase the effectiveness of character education programs. One of the biggest challenges is ensuring consistency in the implementation of character education activities. Daily activities such as congregational prayers and *tadarus* should be carried out consistently so that character values can be firmly ingrained in students. Unstable implementation of this activity can reduce its positive impact on student character development.

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