

Implementation of Character Education through Faithful Program at MI Salafiyah Karanganyar 01 Tirto District, Pekalongan Regency

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Abstract

Implementation of character education through program habituation MI Salafiyah Karanganyar 01 District Tirto Pekalongan Regency done every the day before entering class until pick-up from school. Activities that are routinely carried out include greetings, smiles, greetings. Before entering the class, students join the class others to carry out vows and prayers. This article is intended to find out more about the implementation of character education development through the habituation program at MI Salafiyah Karanganyar 01. This type of research is field research, while the research approach uses a qualitative. Method data collection used is the method observation, interview, documentation and data analysis. In analyzing data, researchers using descriptive analysis method, namely the research method with describe the situation object study When this. The habituation program includes: reading prayers before and after learning, praying in congregation, saying greetings and kind words, keeping the school environment clean, discussing, filling in the infaq box, khataman on Thursday wages, school literacy movement. The implementation is inseparable from the supporting factors and hinder implementation of education character through habituation program Madrasah Ibtidaiyah Salafiyah Karanganyar 01.

Keywords: education, character building, and habituation factor.

A. Introduction

Character is defined as the result of the formation of the environment, therefore it can be cultivated and studied. So that character education is an attempt to instill, direct, shape, and develop the character of a person and a group of people. According to Gafar, character education is a process of transforming life values to be developed in one's personality so that it becomes this behavior. Character education is also an important part besides teaching children with materials they also need to be equipped with characters who are really ready to face the challenges ahead.

MI Salafiyah Karanganyar 01 headed by Ustadz Yusrol Hafidz, S.Pd.I with the help of several ustadzs made a program of habituation and character education activities that were carried out routinely or on a special agenda. Planting character education through habituation is carried out every day from before entering class to being picked up from school as a daily activity. Activities that are

routinely carried out as daily activities include coming with a smile, shaking hands and greeting the teacher, before entering class to start learning, students join other classes to carry out pledges and prayers. The program of habituation activities and character education is inseparable from the collaboration of several school parties including: ustadz -ustzdzah, students, guardians of students. This program has been running for a long time, however, it has only been used as a habituation assessment book, it has only been running for 2 years.

In addition to habituation activities in accordance with the vision and mission of the madrasa, another thing that makes the author interested is that there is a very conducive atmosphere that is safe and comfortable and the cleanliness of the environment is always maintained so that students feel safe, comfortable, happy and feel at home at the school to study. Apart from that, the head of the madrasah and the ustadz of MI Salafiyah Karanganyar 01 are very friendly and discipline towards rules and have very good character. So it's no wonder students at MI Salafiyah Karanganyar 01 have good character and are very proud of.

Based on the background above, the author is interested in knowing more about how to implement character education through the habituation program at MI Salafiyah Karanganyar 01. Pekalongan” as a final assignment at the Faculty of Tarbiyah and Teaching Science.

B. Discussion

Implementation of Character Education through the Salafiyah Karanganyar Madrasah Ibtidaiyah Habituation Program 01

Based on some of the explanations about the habits that are carried out at MI Salafiyah Karanganyar 01 that the habits that have been carried out include several things both inside and outside the classroom. These customs include:

- a. Reading Du'a Before and After Learning Activities
Morning prayer activities are one of the habits that are carried out at MI Salafiyah Karanganyar 01. Prayers include asma'ul khusna, prayer for learning, prayer for teachers and parents, tadarus Qur'an and sholawat nariyah. Morning prayer activities are carried out in each class. Doing Congregational Prayers
- b. Greetings and Kind Words
Saying greetings is one of the habits that is carried out at MI Salafiyah Karanganyar 01. It is equally important to accustom children to saying good and polite things . The habit of saying good and polite things in MI Salafiyah Karanganyar 01 starts with simple things, such as how to answer calls, how to ask friends of their age for help, and so on.
The values that want to be instilled in this habituation are religious values. With the inculcation of these religious values, it is expected to become a human being with good morals.
- c. Maintaining the Cleanliness of the School Environment
Familiarize students to maintain the cleanliness of the school environment. This habit also applies to other school members. There

are several ways that are implemented at MI Salafiyah Tirto so that students can maintain the cleanliness of the school environment. The character values to be instilled in this activity are caring for the environment and responsibility.

- d. Getting used to Discussion When Learning in Class or outside Class
Discussion activities are one of the habits that are applied when learning is carried out. Very useful to do in school. In general, this discussion activity is divided into; first, discussion activities related to school learning. Second, discussion activities that are not related to school learning, such as discussions about outbound activities, Maulid Nabi activities and so on. The character values that want to be instilled are tolerance, confidence, and democracy.
- e. Filling Infaq Box
infaq activity is one of the habits that is carried out at MI Salafiyah Karanganyar 01. This infaq activity is carried out once a week, namely on Thursday. This activity is to increase students' awareness of their concern for others. The character values that want to be instilled in this habituation are social care.
- f. Khataman Quran Thursday Wage
Khataman Qur'an Thursday Wages is a habituation activity carried out by all residents of MI Salafiyah Karanganyar 01. This khataman is read by teachers, students and parents. Children are used to reading the Koran in public using a mic. When given an assignment, they are suddenly not surprised, full of confidence.
- g. School Literacy Movement
Growing interest in reading through reading activities 15 minutes of reading before learning or at a specified time, as follows:
 - a. Grades 1, II, and III Guided Reading 15 minutes before class starts every Tuesday, Wednesday, Thursday and Saturday.
 - b. Grades IV, V and VI Independent Reading 15 Minutes before Learning starts every Tuesday, Wednesday, Thursday and Saturday.This literacy movement is a habituation activity carried out by the children of MI Salafiyah Karanganyar 01 . The aim of the Madrasah Literacy Movement is to develop the character of students through cultivating the madrasah literacy ecosystem so that they become lifelong learners.

Factors Supporting and Hindering the Implementation of Character Education through the Habituation Program

Based on several interview results regarding the factors that influence the implementation of character education through the habituation program at MI Salafiyah Karanganyar 01 Tirto Pekalongan it can be analyzed that.

- a. Factors Supporting Character Formation
 - 1) Endogenous Factors

Endogenous factors are factors that come from within the individual students themselves which can influence the character of the students of MI Salafiyah Karanganyar 01.

2) Exogenous Factors

Exogenous factors are factors that come from outside the individual student which can influence the character of MI Salafiyah Karanganyar 01 students. In this case the influence is from the family environment, school environment and community environment.

- a. Family environment
- b. School or educational environment
- c. Community environment

b. Factors that Obstacle the Formation of Character

- 1) The condition of students who have not been fully able to apply good character according to the expectations of parents and schools in their daily lives, both in society and in class.
- 2) The different characteristics of students and the still not optimal value of character education implemented by students in learning results in teachers having to provide methods and treatments that are appropriate to character education.

Analysis of the Implementation of Character Education through Habituation Program At Mi Salafiyah Karanganyar 01

A. Analysis of the Implementation of Character Education through the Habituation Program at MI Salafiyah Karanganyar 01

Based on the results of the research that the researchers have described in chapter three, it is known that the implementation of character education through the habituation program at MI Salafiyah Karanganyar 01 that the habits that have been carried out include several things both in the classroom and outside the classroom. These customs include:

1. Reading Du'a Before and After Learning Activities

According to the researchers read the prayer before and after learning activities in accordance with the theory in chapter two. It contains noble values which are the character of the nation, one of which is religious values and love for God Almighty.

According to the results of the interviews and theory, it can be concluded that MI Salafiyah Karanganyar 01 has been able to implement character education through the habituation program of reading prayers before and after learning activities.

2. Doing Congregational Prayers

Congregational prayer activities include congregational dhuha prayers and congregational dhuhur prayers. With the habit of praying in congregation little by little the children will have the awareness to carry out congregational prayers independently.

According to researchers, congregational prayer activities are in accordance with the theory in chapter two concerning the pillars of character.

According to the results of the interviews and the theory, it can be concluded that MI Salafiyah Karanganyar 01 has been able to implement character education through a habituation program to perform congregational prayers for midday prayers and midday prayers at madrasas.

3. Greetings and Kind Words

Saying greetings is one of the habits that is carried out at MI Salafiyah Karanganyar 01.

According to the researcher, greetings and good words are in accordance with the theory in chapter two regarding the stages of character education in cultivating adab. Manners or manners can be seen from the way a person greets, interacts, behaves and socializes.

According to the results of the interviews and theory, it can be concluded that MI Salafiyah Karanganyar 01 has been able to implement character education through a habituation program of greetings and good words.

4. Maintaining the Cleanliness of the School Environment

Familiarize students to maintain the cleanliness of the school environment. This habit also applies to other school members.

According to researchers, the habit of keeping the school environment clean is in accordance with the theory in chapter two regarding the nobility values that are the character of the nation. The character values that are developed are mutual cooperation (cooperation), namely doing a job jointly and voluntarily for both individual and collective interests without any material reward.

According to the results of the interviews and theory, it can be concluded that MI Salafiyah Karanganyar 01 has been able to implement character education through a habituation program to keep the school environment clean.

5. Getting used to Discussion When Learning in Class or outside Class

Discussion activities are one of the habits that are applied when learning is carried out.

According to researchers, the habit of keeping the school environment clean is in accordance with the theory in chapter two regarding the principle of character education point four, namely the educational process is carried out by students in an active and fun way. Active and fun education will give a good impression in the learning process. One of them is that students are taught to discuss outside the classroom with farmers, village officials and traders.

According to the results of the interviews and theory, it can be concluded that MI Salafiyah Karanganyar 01 has been able to implement character education through a habituation program to get used to discussing when learning in class or outside the classroom.

6. Filling Infaq Box

The infaq activity is one of the habits held at MI Salafiyah Karanganyar 01. This infaq activity is carried out once a week, namely on Thursday.

According to the results of the interviews and theory, it can be concluded that MI Salafiyah Karanganyar 01 has been able to implement character education through a habituation program to get used to filling in the infaq boxes.

7. Khataman Quran Thursday Wage

Khataman Qur'an Thursday Wages is a habituation activity carried out by all residents of MI Salafiyah Karanganyar 01. This khataman is read by teachers, students and parents

According to the researcher, the Khataman Qur'an is biased according to the theory in chapter two concerning the function of national education.

According to the results of the interviews and theory, it can be concluded that MI Salafiyah Karanganyar 01 has been able to implement character education through the Qur'an Thursday wage habituation program.

8. School Literacy Movement

Growing interest in reading through reading activities 15 minutes of reading before learning or at a specified time, as follows:

- a. Grades I, II, and III read guided reading 15 minutes before class starts every Tuesday, Wednesday, Thursday and Saturday.
- b. Grades IV, V and VI read independently 15 minutes before learning starts every Tuesday, Wednesday, Thursday and Saturday.

According to the researchers, the school literacy movement is biased according to the theory in chapter two concerning the cultivation of the character values of discipline, creativity, responsibility and a love of reading.

According to the results of the interviews and theory, it can be concluded that MI Salafiyah Karanganyar 01 has been able to implement character education through a habituation program for the school literacy movement.

B. Analysis of Factors Supporting and Hindering the Implementation of Character Education through the Habituation Program

Factors that support character formation are divided into two, namely: endogenous and exogenous factors

1. Endogenous Factors

Endogenous factors are factors that come from within the individual students themselves which can influence the character of the students of MI Salafiyah Karanganyar 01. It can be analyzed that a person's unique personality influences the formation of one's character. Because children who are born into the world have been given different potentials

2. Exogenous Factors

Exogenous factors are factors that come from outside the individual student which can influence the character of MI Salafiyah Karanganyar 01 students. In this case the influence is from the family environment, school environment and community environment.

Factors that hinder the formation of character

1. The condition of students who have not been fully able to apply good character according to the expectations of parents and schools in their daily lives, both in society and in class.
2. The different characteristics of students and the still not optimal value of character education implemented by students in learning results in teachers having to provide methods and treatments that are appropriate to character education.

According to the researchers , the factors that support and hinder the implementation of character education through habituation programs are in accordance with the theory of chapter two.

C. Conclusion

Based on the results of the research and its discussion that has been described in the previous chapters, the following conclusions can be drawn. 1) implementation of character education through the Madrasah Ibtidaiyah Salafiyah Karanganyar 01 habituation program that the habituation that has been carried out includes several things both inside the classroom and outside the classroom. These habits include: reading prayers before and after learning activities, carrying out congregational prayers (dhuhur and duha), saying greetings and good words, keeping the school environment clean, getting used to discussing when learning in class or outside class, filling in the infaq box , khataman qur'an Thursday wage, school literacy movement; 2) factors that support and hinder the implementation of character education through the Madrasah Ibtidaiyah Salafiyah Karanganyar 01 habituation program, namely: endogenous factors and exogenous factors. In this case the influence of the family environment, school environment and community environment. Factors that hinder character formation are the condition of students who have not been fully able to apply good character in accordance with the expectations of parents and schools in their daily lives, both in society and in class and the characteristics of students are different and the value of character education is still not optimal implemented by students in learning results in

teachers having to provide methods and treatments that are in accordance with character education.

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