

Inculcating the Character Values of Discipline and Responsibility through PAI Learning at SDN Randomayang, Pasangkayu

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ABSTRAK

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This study discusses the inculcation of discipline and responsibility character values through Islamic Religious Education (PAI) learning at SDN Randomayang, Pasangkayu Regency. The problems are 1) How are the forms of inculcating discipline and responsibility character values through PAI learning at SDN Randomayang, Pasangkayu Regency? 2) What are the supporting and inhibiting factors in inculcating discipline and responsibility character values through PAI learning at SDN Randomayang, Pasangkayu Regency?

This is field research using a case study approach. Data collection techniques in this study using observation, interviews, and documentation. The data analysis technique is through data reduction analysis, data presentation, and data verification which ends with checking the validity of the data using the source triangulation method.

The results showed that 1) The forms of inculcating the character values of discipline and responsibility through PAI learning at SDN Randomayang, Pasangkayu Regency are through exemplary, giving advice or reprimand, environmental conditioning, and habituation activities. 2) Factors that support the inculcation of the character values of discipline and responsibility through PAI learning at SDN Randomayang, Pasangkayu Regency are the control of the principal, the cooperation of all teachers in the school, the active role of parents, and students' awareness. In contrast, the inhibiting factors are students' psychology and the learning environment.

The implications of this research are expected to be input that the form of inculcating the values of discipline and responsibility can be carried out in a sustainable manner through example, giving advice or warnings, environmental conditioning, and habituation activities.

1. Introduction

In essence, education is very urgent in the process of advancing a country, and it is also an inseparable part of the country and its development, including the Indonesian nation. Education wants to create humans who have the ability to think rationally, critically, innovatively and creatively. In other words, individuals with good character are those who have good

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Inculcating the Character Values of Discipline and Responsibility through PAI Learning at SDN Randomayang, Pasangkayu

spiritual and emotional strength. Education should always strive to create good learning conditions in schools so that all students can actively develop their talents and interests as well as their potential, have good spiritual power, can control themselves, have intelligence and noble characters, are useful for themselves and the surrounding community (Hafid, Ahiri, and Haq 2013). One of the aims of character education is to rectify students' behaviour that is against the rules set by the school, such as the lack of discipline and responsibility. Thus, the direction of character education development is to change students' negative behaviour to positive behaviour.

Schools have a moral obligation to educate children to be intelligent and positive (Elmubarok 2013). Schools also pay special attention to the development of students' knowledge and morals. Therefore, education cannot ignore these two unique tasks.

Character development of students in schools must always be directed or adapted to the character and development of the students themselves. The process of character education in schools can be integrated into learning activities, especially in terms of PAI learning, because the result of PAI learning in schools is to achieve noble behaviour or character.

This character education will be the controller of students in life today and in the future. However, this has not been fully implemented, as evidenced by the fact that some students still behave not as expected. They have not been able to fully implement the 18 character indicators expected from them, especially discipline and responsibility. One of them is at SDN Randomayang, Pasangkayu Regency. Lack of responsibility and discipline is the main problem, especially regarding assigned tasks. During the Covid-19 pandemic, the process of learning activities at SDN Randomayang, Pasangkayu Regency was carried out by implementing a policy of 50% face-to-face offline and 50% face-to-face online. This makes the school must always seriously inculcate good character values in all students.

From this description, the researchers are interested in conducting research entitled "Inculcating the character values of discipline and responsibility through PAI learning at SDN Randomayang, Pasangkayu".

2. Lecture Review

A. Inculcating the Character Values of Discipline and Responsibility

1) Definition of Character Values

Character is all the characteristics of a person as a sign of one's goodness, quality, and moral maturity. It means the teacher in assessing the character of students based on knowledge of the differences in the learning process. Value itself is defined as useful and applicable. If interpreted further, value is all aspects of a person's actions that are useful and can provide better benefit (Sutarjo Adisusilo 2012).

This behaviour or character is a description of behaviour that emphasizes the value of good or bad, right or wrong. Of course, the character cannot be confused with personality because the context of personality is usually more liberated from values. In contrast, the character is more attached to the values. However, character and personality are forms of human behaviour that are manifested in their social environment.

To reinforce this explanation, the researcher concludes that the inculcation of personality or character values is a series of efforts made by teachers to develop better behaviour or character in all students in the school. The results can be seen from the actual behaviour of these students, good behaviour that is in accordance with the provisions.

2) The basis for implementing Character Education

The implementation of character education has a clear foundation, as stated in the law of the national education system. Basically, the function of our education is to develop students' cognitive, psychological, and motoric domains as well as to shape their personalities so that these students can become human beings who always have good intelligence and competencies and also have good personalities and manners.

a. Character of Discipline

In the Indonesian dictionary, it is stated that discipline is defined as "command". In addition, according to the explanation in the great Dictionary of Indonesian Language, "discipline" means "order (in school, in the army), obey the rules" (Language Center of the Ministry of National Education, 2005). Muwafik Saleh argues that discipline can be interpreted as a series of habits carried out by someone continuously or repeatedly, which eventually becomes a habit (Muwafik Saleh 2012). Therefore, the researchers can conclude that discipline is a person's self-control, carried out by following a predetermined sequence, which is carried out and applied in all concepts of life and has made it a habit attached to him.

b. Character of Responsibility

In everyday life, a person must always have a strong attitude of responsibility because if someone or a student at school has a great responsibility, they will automatically have the attitude and encouragement to do good actions in carrying out their obligations properly. On the other hand, if someone or a student in a school is irresponsible, then automatically, that person can certainly not carry out his obligations properly and correctly. This is why it is important to apply or instill the character of responsibility in every student at school. People should be responsible to themselves, others, society, the environment and the creator, God Almighty.

From the description above, the researchers conclude that the responsibility carried out by students at school is to complete all the tasks assigned by the teacher to them responsibly. The character is driven by strong awareness from within the student that it is their duty to be done thoughtfully.

4) The Goals of Character Education

Character education is about creating conditions and directing students to better behaviour. The ultimate goal of character education is to develop all aspects of students, such as how to develop students' attitudes and thoughts so that they can act and behave better and positively, have a disciplined attitude and be responsible for all tasks given. In inculcating this character value, the focus or the goal is to make all students behave well.

5) Inculcating the Character at School

Masnur Muslikh explained that the inculcating of personality or character values in everyday life can be applied by:

1. Exemplary. The example can be implemented by school supervisors, principals, and administrators as role models for every student.
2. Spontaneous activity. It is an activity that is done without realizing it. This activity is carried out when the teacher finds out about the students' bad attitudes/behaviours, and then the teacher can immediately remind them not to repeat the violation.
3. Reprimand. The teacher should give a warning to students who misbehave and remind them to practice good deeds.
4. Conditioning the environment. In this activity, it is necessary to build a school atmosphere that is aligned with the provision of physical facilities, such as school rules/regulations posted in different locations.
5. Routine activities. The activities that students carry out continuously every time, for example, praying, greeting when meeting other people or friends, cleaning the class/ studying, and others.(Masnur Muslich 2011)

B. Literature on PAI Learning

1) Definition of PAI Learning

PAI learning activities in schools are an effort that aims to make students have a strong desire to always learn because they are driven by their need for the importance of learning about Islam and how to practice religious beliefs correctly. Islamic religious learning is a science that leads to some relatively permanent changes in one's cognition, emotion, and psychomotor behaviour.

2) The basic of PAI Education

Basically, the implementation of Islamic religious education in schools always refers to the laws and regulations applied in our country. All those rules guide Islamic religious education in schools, either schools under the auspices of the ministry of education and culture, research and technology, the ministry of religious affairs, or private schools.

3) The Function of PAI Learning

The main function of PAI learning in schools is to develop students' competencies in terms of affective, cognitive and psychomotor as well as the values of devotion to Allah swt.

4) The Objectives of PAI Learning

Al Syaibani argues that the ultimate goal of PAI learning is to prepare for life in the world and the future. While the ultimate goal is to develop students' nature mentally, physically and intellectually so that they will form a complete person as khalifah fi alardh. (Samsul Nizar 2000)

The real purpose of PAI learning is to direct students so that they can always have faith and piety, increase understanding and appreciation, and practice Islam perfectly. From the results of PAI learning, students become Muslim individuals with noble and good character.

5) The Scope of PAI

The scope of PAI learning carried out at schools is not only seen from the aspect of substance or intellectual aspects, but also involves psychological aspects.

6) PAI material at school

PAI material in elementary, middle, and high schools or madrasas is an integral part of the curriculum at all school levels. In the curriculum, PAI materials development in schools is from the aspects of the Qur'an and Hadith, aqidah and morality, as well as from aspects of sharia and Islamic law.

3. Methodology

3.1. Type of Research

In this research, the researchers used field research. It is a qualitative method, a research that always uses descriptive data in the form of information, both verbally and written from individual sources or observable behavior (Tailor 1993). This qualitative research is also often referred to as naturalistic or natural inquiry (Moleong 2001). The use of this term is intended to emphasize more on the "naturalness" of data sources.

3.2. Research design

One aspect that cannot be ruled out and is very important in research is the research design which is the most essential part of research activity. In this research, the researcher determines to use case study, which is a research design by examining several events that occur in a community. This design was chosen because the focus of the research is descriptive and leads to several cases related to the inculcation of the character values of discipline and responsibility through PAI learning at SD Negeri Randomayang, Pasangkayu Regency.

3.3. Research Location

Determining the location of the research defines the subject or goal to be achieved in researching. Besides, it makes it easier for the researchers to conduct the research process. This research was conducted in SD Negeri Randomayang, Pasangkayu Regency.

3.4. Data and Data Sources

3.4.1. Data

This study has two data sources: data from observations in the field as the main data source and documentation as the additional data.

a. Primary Data/Main Data

It is all data sourced directly from the informants. It means that the information obtained is not from the second person.

b. Secondary Data/Additional Data

In contrast to primary data, this secondary data is the data obtained through documents in the school or institution where the research is carried out and can also be in the form of notes through research subjects.

3.4.2. Data Sources

In qualitative research, the primary source of data is the information conveyed by the informants in the form of words and actions.

3.5. Data collection technique

To maintain the truth and accuracy of the data in this research, the researchers used three ways in collecting data: observation, interviews and documentation.

3.6. Data analysis technique

After collecting data and information from researchers, the next step is to analyze the data. The analytical techniques used are: data reduction, data presentation, and data verification.

3.7. Checking Data Validity

In order for the data obtained to be valid, the researchers checked by: 1). Extension of time of attendance, 2). Triangulation, and 3). Peer discussion.

4. Results and Discussion

A. The Forms of inculcating values of discipline and responsibility through PAI learning at SDN Randomayang, Pasangkayu Regency

This research conducted at SDN Randomayang refers to the values of the character of discipline and responsibility of students because these two things currently need to be priorities, especially from the teacher, in order to achieve the learning objectives that have been set.

The results of the interview with Ms. Zubaedah that the problems which often arise regarding discipline and responsibility of students at SDN Randomayang, Pasangkayu Regency include indiscipline in collecting the tasks given and not paying attention to their responsibilities as a student. For example, the tasks given are mostly done by the parents so that when the teacher asks them during the learning process, they do not understand it. This shows the lack of responsibility of the student.

In SDN Randomayang, Pasangkayu Regency, an online and offline learning system has been implemented for approximately six months. The offline meeting was conducted at the teacher's or the student's guardian's house. The principal sees students' enthusiasm to come and participate in learning even though they are in different places, with time limits and the division of study groups that have been determined. It impacts student discipline by coming to where the learning process is held on time and following the learning process that has been set. This shows the students' awareness of their responsibility towards their duties as a student during the current covid 19 pandemic.

Inculcating the Character Values of Discipline and Responsibility through PAI Learning at SDN Randomayang, Pasangkayu

The results of interviewing and observing the informants showed that the inculcation of the values of discipline and responsibility through PAI learning at SDN Randomayang, Pasangkayu Regency is absolutely necessary. There needs to be an effort from the teacher to instill the values so students can implement them properly. In implementing the values, a method is needed, including exemplary, routine, spontaneous activities, environmental conditioning, reprimands and sanctions.

For more details, consider the following description:

1. Exemplary

Exemplary is the attitude and behaviour of teachers in providing examples through good deeds so that they become role models for students.

One of the ways that teachers do in instilling the value of discipline and responsibility through PAI learning at SDN Randomayang, Pasangkayu Regency is by providing an example to students through the discipline of a teacher when the learning process is carried out. The teacher dresses neatly and always pays attention to the cleanliness of the learning environment.

2. Giving advice and reprimand

When the researchers observed at one of the teachers' houses at SDN Randomayang, the researchers saw that there were still students who came late. It indicates that some still pay less attention to their discipline. This condition is in line with what was conveyed by Mrs. Fenyanti in an interview:

The discipline and responsibility of students are pretty good, although sometimes some students still come late to the teacher's house. So it is still necessary to re-observe the level of student discipline. Then some students are also late in submitting their assignments. At this time, The teachers often give advice.

3. Environmental Conditioning

Environmental conditioning at SDN Randomayang includes the establishment of school regulations related to activities in the learning process. The rules are set in the learning process by making a learning contract with students.

In order to create a good learning atmosphere for all students in the school, this environmental condition has a lot of influence. Conducive learning conditions, such as calm, doing assignments orderly, and all supporting facilities for a good learning process, are the most important things in building a good learning atmosphere. Fortunately, the environmental conditions at SDN Randomayang, are quite adequate so that teachers can condition this environment for the application of the values of discipline and responsibility of the students.

4. Habituation activities

This habituation activity is a process of forming attitudes and behaviours that are relatively permanent and automatic through a process of repeated activity both in the learning process and outside the learning process.

Routine activities included in habituation activities are as follows: 1) Praying before and after activities, 2) Checking students' attendance, 3) Wearing school uniforms, 4) Checking students' notes and assignments, and 5) Maintaining classroom cleanliness.

B. Supporting and inhibiting factors for teachers in inculcating the character values of discipline and responsibility through PAI learning at SDN Randomayang, Pasangkayu Regency

1. Supporting Factors

The process of instilling the values of discipline and responsibility certainly has supporting factors that will make it easier to improve the results to be achieved. The Factors are: First, the existence of control from the principal. Second, the cooperation of all teachers in the school. Third, an active role from parents and the awareness of the students.

2. Inhibiting Factors

Several obstacles often occur in the process of instilling the values of discipline and responsibility, such as the weather, students' psychology, communication tool troubles, and others.

These obstacles not only cause the process to be ineffective but also become static.

5. Conclusion

In this section, there are several things that the researchers can conclude:

1. The forms of inculcating the values of discipline and responsibility through PAI learning at SDN Randomayang, Pasangkayu Regency include: first, exemplary; second, giving advice or reprimand; third, environmental conditioning; and fourth, habituation activities.

2. The supporting factors in instilling the values of discipline and the value of responsibility through PAI learning at SDN Randomayang, Pasangkayu Regency, include: first, the control from the principal; second, the cooperation of all teachers in the school; third, the active role of parents; and the fourth, awareness of the students themselves. Meanwhile, the inhibiting factors are student psychology and the learning environment.

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