
INTEGRATION OF CHARACTER VALUES IN INTEGRATED ISLAMIC ELEMENTARY SCHOOLS

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Abstract

This research aims to examine the process of integrating character values at the Muhammadiyah Sukamara Integrated Islamic Elementary School (SDIT). The research method applied is descriptive qualitative with a case study approach. Data collection was carried out through observation, interviews, and documentation. The data analysis technique is carried out through several stages, namely data reduction, data presentation, and drawing conclusions. Research findings indicate that SDIT Muhammadiyah Sukamara has integrated character values such as honesty, responsibility, discipline, cooperation, and empathy into daily activities through various programs and activities. Teachers play an important role in integrating character values, using a holistic approach that involves all elements of the school.

Keywords

Discipline; Integration; Character; Honesty; Responsibility.



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INTRODUCTION

Education plays a central role in shaping individual character and building a generation of character. In this era of globalization, which is full of challenges, the integration of character values in education is becoming increasingly important. Values such as honesty, responsibility, discipline, cooperation, and empathy must not only be taught as defined concepts but must also be internalized and practiced in everyday life (Natalia Kezia, 2021). Character formation through education aims to create individuals who are not only intellectually intelligent but also have strong morality and good social skills. In order to support educational goals, education must be carried out comprehensively, including the development of cognitive, affective, and psychomotor aspects (Seligman, 2018). Character education in Indonesia is stated in the 1945 Constitution Article 31 (1945), which regulates the rights and obligations of citizens to obtain education. This article emphasizes that every citizen has the right to education, and the government is responsible for implementing a national education system that increases faith, piety, and noble morals in order to make the nation's life more intelligent (Hasanah, 2022). Character education is an integral part of this effort, with the aim of forming Indonesian people who are civilized, have noble character, and have a strong national identity (Muslim, 2020).

Building a generation of character is one of the main goals of the education system in various countries, including Indonesia. Strong and positive character in individuals is believed to be an important foundation for the progress and prosperity of a nation. Character education does not only focus on intellectual development but also on the formation of character and positive social values (Hendrizal et al., 2022). The integration of character values in education aims to produce individuals who are not only academically intelligent but also have integrity, responsibility, empathy, and good social attitudes (Suardin et al., 2023).

Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units (2018) aims to strengthen character education in Indonesia. This policy aims to integrate moral and ethical values into the education process, thereby forming a generation with noble character, responsibility, and integrity. In this regulation, schools are expected to develop programs that include main values such as religiosity, nationalism, integrity, independence, and mutual cooperation (Supraptiyaningrum & Muzayanah, 2018). Apart from that, this regulation also emphasizes the important role of all parties in supporting the strengthening of character education. Teachers, as the main implementers in the field, are expected

to be able to integrate character education into daily teaching and learning activities (Agung, 2017). Parents and the community are also involved in this process to create a conducive environment for the development of students' character. Extracurricular programs, religious activities, and positive school culture are some of the methods that are recommended to be implemented (Perdana, 2018). Overall, Minister of Education and Culture Regulation Number 20 of 2018 aims to build an education system that does not only focus on academic aspects but also on building strong character. In this way, it is hoped that students will not only be intellectually intelligent but also have good morals and be ready to face life's challenges with a positive and constructive attitude (Sholihah & Maulida, 2020).

Lack of awareness of character values or character crises in daily life is a problem often faced by students. The character crisis faced by students can include several aspects that will certainly affect character development. The character crisis that often occurs in students is an increase in violent acts, lack of honesty, loss of responsibility, and even a decrease in empathy and respect for adults (Fadhilah et al., 2021). This behavior is often triggered by various factors, such as the harshness of social media, lack of parental supervision, and unhealthy environmental influences. The impact of this aggressive behavior not only has a negative impact on the individual concerned but can also have a negative impact on the welfare of the school (Afif, 2021).

In Indonesia, attention to character education must always be increased in line with the challenges of globalization and technological developments, which can influence the character development of the younger generation (Maulana, 2022). Integrated Islamic Elementary School (SDIT) as an educational institution has a strategic role in integrating character values into the curriculum and daily activities to form students with noble character and achievements (Raharja & Nurachadijat, 2023). SDIT Muhammadiyah Sukamara is one of the schools that has integrated character values into the learning process. This school combines the general curriculum and the Islamic religious curriculum with the aim of creating a balance between academic knowledge and character building of students (Mulya et al., 2023). Values such as honesty, discipline, responsibility, cooperation, and respect are taught through various subjects, activities outside class hours, and extracurricular activities, which reflect the school's vision to produce graduates with noble and competent morals (Nurhayati et al., 2024).

The integration of character values at SDIT Muhammadiyah Sukamara is not only limited to classroom learning but also involves active participation from teachers and parents. Teachers act as role models and facilitators who apply character-based teaching methods (Mustiko & Trisnawati, 2021). In an effort to make teachers role models, teacher competence must always be considered and improved. Providing direction, workshops, and seminars is the principal's task in increasing teacher competency at SDIT Muhammadiyah Sukamara (Latifah, 2022). In order to support the formation of students' character, parents are involved through online communication and contact books to monitor the development of students' character. Meanwhile, the school environment is formed in such a way as to create a culture that is conducive to the development of students' character (Kamila, 2023).

For the last few years, a lot of research has been conducted to examine the effectiveness of strategies for integrating and implementing character values at various levels of education. The research results of Aisyah et al (2024) stated that several things were found in the implementation of character education at SDIT Nurul Ilmi, Jambi City. Character education planning is carefully prepared and contained in learning tools, with the main character emphasized being religious and supported by other characters. The implementation of character education is integrated into every subject, local content, and habituation at school, as well as in extracurricular activities that contain noble values. Barriers to implementation include student characteristics, family and community environment, and support for facilities and equipment. The character education evaluation process is carried out continuously.

Research conducted by Mumlahanah (2020) found that the multicultural values applied in the Islamic Religious Education (PAI) learning integration process include inclusive, humanist, tolerance, mutual assistance, justice, equality, and brotherhood values. Implementation of the integration of these values is carried out in planning, implementing, and evaluating learning. Supporting factors include an integrated educational curriculum, textbooks rich in multicultural content, and a supportive environment. However, there are obstacles, such as the lack of media diversity in schools and the limited multicultural content in lesson plans, so it is dominated by environmental factors.

Research by Handayani et al (2020) states that strengthening character education at the Al-Manar Integrated Islamic Elementary School needs to be improved to achieve maximum implementation. The commitment of all school members, especially in increasing teacher discipline by providing examples, is very important. Maintaining and maintaining the quality of cooperative

relationships with the surrounding community is also crucial to supporting the implementation of character education-strengthening activities. Apart from that, parents are expected to help monitor their children's behavior at home as a form of cooperation with the school, especially in prayer and memorization activities.

Research by Wibowo stated that the Islamic religious education curriculum model at SDIT in Yogyakarta City is a religious education model that is integrated into every subject (Wibowo, 2015). Implementation is carried out using various approaches such as full-day school, habituation, stimulative communication, learning by doing, humanist approach, and leadership. SDIT's strengths in providing religious education with character nuances include factual curriculum, hidden curriculum, additional curriculum, habituation programs, and the learning approaches used. The obstacles faced include facilities and infrastructure, expensive education costs, and insufficient parental participation.

Other research was also conducted by Istiningsih & Dharma (2021) This shows that Prince Diponegoro's character is relevant to the Pancasila student profile, which includes global diversity, mutual cooperation, creativity, critical reasoning, independence, faith, devotion to God Almighty, and noble morals. Integrating Prince Diponegoro's character values into the curriculum can be done through four stages: planning, implementation, evaluation, and implications for schools, teachers, parents, and students. This research is different from the studies conducted by the previous studies above. The differences lie in the type of research method, theory used, and research location.

Theoretically, this research aims to examine character values that are relevant and in accordance with Islamic teachings and children's development needs at the elementary school level, as well as how these values can be integrated into the curriculum and educational practices. Pragmatically, it aims to provide a model or example of implementing the integration of character values in the context of an Integrated Islamic Primary School that can be applied by other schools with similar conditions.

Integrated Islamic Elementary School (SDIT) is an institution that provides education with an Islamic approach among the community and among other popular public schools. The aim of SDIT education is to produce graduates with high competence and the formation of Islamic character and noble morals by imitating Rasul (Raharja & Nurachadijat, 2023). Therefore, it is important to continue to conduct research and develop strategies related to the integration of character values in the world of education that are effective and relevant to the ever-changing social and cultural dynamics. This

will be a benchmark for society, especially parents, regarding the importance of early character education in order to reduce the character crisis.

METHOD

This research uses a qualitative research method with a case study approach at SDIT Muhammadiyah Sukamara. This research explains the integration of character values at SDIT Muhammadiyah Sukamara. Data collection techniques were carried out using observation, interviews, and documentation.

Observations began on April 20-25, 2024, on classroom learning activities to see how teachers integrate character education into daily learning. In-depth interviews were conducted on April 28-29, 2024; the respondents of this study were the principals and teachers at SDIT Muhammadiyah Sukamara, who were actively involved in the formation of student character. From these respondents, several teachers were selected who were considered to have significant experience and roles in the character education process at the school. Documentation was carried out by collecting, recording, and analyzing data from various sources. The data analysis process was carried out systematically to ensure the validity and reliability of the findings. This process involves several stages, namely data reduction, data presentation, drawing conclusions, and verification.

Data reduction is the first step in data analysis, where data obtained from the field is processed and simplified to make it easier to analyze. After the data has been reduced, the next step is to present the data in tabular form so that it is more structured and easier to understand. Drawing conclusions is the stage where researchers interpret the data that has been presented to answer research questions. Verification is a stage to ensure that the conclusions drawn are valid and trustworthy.

Through a systematic data analysis process, research on the Integration of Character Values at SDIT Muhammadiyah Sukamara can provide valid and reliable findings. This process helps in understanding how character values are integrated, the challenges faced, and the effectiveness of the methods used, as well as providing useful recommendations for developing character education practices in Islamic-based elementary schools.

FINDINGS AND DISCUSSION

Findings

Character education at SDIT Muhammadiyah Sukamara aims to develop students' personalities with noble character and high integrity. This school integrates Islamic values in every aspect of learning so that students not only gain knowledge but are also formed to become individuals who are responsible, disciplined, and have good social attitudes.

Through a curriculum based on Islamic values, SDIT Muhammadiyah Sukamara places emphasis on moral and moral education from an early age. Daily activities at school, such as congregational prayers, reciting the Quran, and extracurricular activities that support character development, are an integral part of the school's efforts to instill positive values in students. It is hoped that this approach will form a young generation that is not only intellectually intelligent but also has a strong character and is able to face the challenges of the times wisely.

Table 1. Integration of Character Values in SDIT Muhammadiyah Sukamara

No.	Integration Stages	Forms of activity	Target Character Value
1.	Teacher as Role Mode	Directing behavior that reflects character values.	Honesty, responsibility, discipline, and empathy.
2.	Integration in Learning	Integrate character values in various subjects.	Honesty, responsibility, discipline, and empathy
3.	Integration beyond Learning	Tahsin class, lunch together, midday prayer, and noon prayer together.	Religious and responsible.
4.	Guidance Counseling Approach	Give special attention to students who need more intensive character development.	Honesty, self-confidence, responsibility, and empathy.
5.	Extracurricular activities	Scouts, art and creativity classes, tahfidz Quran, and sports clubs.	Cooperation, honesty, religion, perseverance, and empathy.
6.	Collaboration with Parents	Parent meetings, connecting books, and social media.	Honesty, religiousness, perseverance, and empathy.

Based on data obtained through interviews with school principals and related teachers, several main guests were found. First, Ibnu Sina, as the principal of SDIT Muhammadiyah Sukamara, appealed to all teachers to become role models or role models for students. Teachers must demonstrate behavior that reflects the expected character values, such as honesty, responsibility, and discipline. This can be seen or imitated by students in the way they speak and act and how to resolve conflicts inside and outside the classroom.

Second, teachers integrate character values in various subjects. For example, in citizenship lessons, teachers teach national values and social responsibility. In religious studies, emphasis is placed on moral, material, and spiritual values. The teacher also provides story and discussion methods to strengthen students' understanding of the importance of good character. The results of this approach show that there is a significant increase in students' positive behavior after implementing character values. Students become more disciplined and honest and show mutual respect both inside and outside the classroom. They are also more responsible for completing school assignments and following applicable rules.

Third, apart from emphasizing character values in learning activities, SDIT Muhammadiyah Sukamara also provides activities and character values outside class hours. On Tuesday-Thursday, before starting learning activities, all students do a thin class or Al-Qur'an reading class; this activity lasts for 30 minutes. During break time, students are asked to eat with their classmates. This activity aims to train students' sense of togetherness and sympathy for each other. Students also perform midday prayers and noon prayers together at school.

Fourth, teachers pay special attention to students who need more intensive character development. This personal approach is carried out through guidance and counseling, both individually and in small groups. Teachers try to understand the background and problems faced by students to provide appropriate solutions.

Fifth, the school provides various extracurricular activities such as scouts, art and creativity classes, tahfidz Quran, and sports clubs, which aim to develop students' character. The teacher acts as a guide in this activity, ensuring that values such as cooperation, honesty, religion, perseverance, and empathy are implemented in each activity.

Sixth, teachers work together with parents to ensure character formation continues at home. Regular communication is carried out through parent meetings, contact books, and social media. Teachers provide reports on students' character development and provide advice to parents on how to support character values at home.

Discussion

Based on the findings show that school principals play an important role in making teachers role models for students. Teachers must show behavior that reflects the expected character values, such as honesty, responsibility, and discipline so that they can become effective role models for students (Wahab, 2022). Apart from that, the school principal as administrator also ensures that the

learning activities carried out by teachers are effective and enable teachers to become good role models. Good learning activities can improve teacher performance and generate inspiration to become effective role models (Latifah, 2022).

Integrating character values in various subjects is an approach that aims to align academic learning with character values (Sholekah, 2020). In citizenship lessons, teachers focus on teaching national values and social responsibility. Students are taught the importance of love for their country, awareness of their rights and obligations as citizens, and how to play an active role in society. This helps them to understand their role as part of the nation and encourages them to become responsible citizens (Tamaeka et al., 2022). In religious lessons, emphasis is placed on moral material and spiritual values. Teachers use story and discussion methods to strengthen students' understanding of the importance of moral and ethical values in everyday life. Through inspirational stories and in-depth discussions, students are invited to reflect on and apply these values in their lives (Puhawardani, 2019).

By implementing this approach, teachers can help develop students' social and emotional development, create a positive learning environment, and prepare students to face the future. Learning that is relevant to character values can increase student involvement and motivation because it shows the relevance of lessons and real-life (Hamzah et al., 2022). This approach ensures that character values are not a separate aspect of the curriculum but rather an integral part of each subject, giving students a more holistic and applicable understanding of the important values in their lives (Fajri & Rivauzi, 2022).

Applying character values outside of class hours is an effort made by schools to strengthen character values through various activities that are not limited to learning in the classroom (Onde et al., 2020). At SDIT Muhammadiyah Sukamara, this activity is designed to provide students with direct experience in applying character values in everyday life. The tahsin class or Al-Qur'an reading class, which is held every morning before study time, is an effort to improve the ability to read the Al-Qur'an properly and correctly (tahsin) and strengthen spiritual values and religiosity among students. (Khamidah & Maunah, 2023). In training students' sense of togetherness, care, and responsibility (towards cleanliness and order), schools carry out eating together with classmates (Amelia & Ramadan, 2021). Dhuha prayers and midday prayers together are an effort to increase discipline (in carrying out prayers on time), religiosity, togetherness (through congregational prayers), and responsibility (in maintaining the solemnity of prayer) (Hidayati et al., 2020).

A personal approach through guidance and counseling is an effective method in character formation, aimed at providing special attention to students who need more intensive character development (Sangkota, 2023). It is hoped that providing guidance can help individuals understand and solve their own problems, as well as develop their abilities so they can achieve maturity and independence (Guci et al., 2022). Counseling is a face-to-face relationship between a counselor and a client (student), which is expected to help clients overcome emotional, social, or academic problems through in-depth conversations and psychological support (Sofianti, 2020). Personal approach through guidance and counseling at SDIT Muhammadiyah Sukamara shows the school's commitment to ensuring every student receives the attention and support they need to develop academically, emotionally, and socially (Pranata & Barus, 2019).

Providing various extracurricular activities in schools is an important part of a holistic educational approach, which does not only focus on academic achievement but also on developing the character, social skills, interests, and talents of students (Ahmadi et al., 2020). At SDIT Muhammadiyah Sukamara, extracurricular activities are designed to support the formation of students' character and provide them with opportunities to develop various skills outside the core curriculum.

Scouts emphasize values such as cooperation, responsibility, and independence through various field and social activities (Marzuki & Hapsari, 2015). Meanwhile, art and creativity classes provide space for students to express themselves, hone their creativity, and learn to appreciate other people's works of art, which in turn develops empathy and appreciation for diversity (Meli, 2021).

In the Quran tahfidz activity, students are invited to deepen the values of religiosity and spirituality. Through memorizing and understanding the Quran, students not only develop perseverance and discipline but also strengthen their relationship with religious values. This activity helps shape a character who is honest, patient, and full of integrity (Husna et al., 2021). Meanwhile, sports clubs offer opportunities for students to develop a healthy physique and learn about sportsmanship and teamwork. Competitions and regular practice in sports teach them the importance of hard work, determination, and strategy (Pradana, 2021).

Extracurricular activities generally aim to train and even develop students' character values, improve social skills, develop talents and abilities, be religious, and balance between academic and non-academic (Rohmah et al., 2023). Through various extracurricular activities outside of class hours, students are expected to not only learn to become knowledgeable individuals but also to

become individuals with strong character, creativity, and ready to face future challenges (Indah et al., 2023). Support from schools and teachers is very important for the success of this activity, ensuring that every student gets the opportunity to develop according to their potential and interests (Nantara, 2022).

The formation of strong and positive character in students is the main goal of education, and this cannot only be achieved within the school environment. To ensure that the character values taught at school continue to be implemented at home, collaboration between teachers and parents is very important (Fepriyanti & Suharto, 2021). Teachers and parents must collaborate effectively to create a consistent environment and support the development of students' character (Rantauwati, 2019). Through regular communication, the use of contact books, social media, and character development reports, teachers can provide the necessary support to parents to continue character values at home (Amalia & Samsudin, 2022). This collaboration ensures that students get a consistent and integrated experience in learning and applying character values so that they can grow into individuals with strong character and ready to face future challenges (Subasman et al., 2024). With a strong synergy between school and home, the goal of holistic character education can be achieved more effectively.

CONCLUSION

The character values integration program at SDIT Muhammadiyah Sukamara is carried out with various activities, namely Teachers as Role Models, Integration of character values in Learning, Integration of character values outside of Learning, Guidance Counseling Approach, Extracurricular Activities, and Collaboration with Parents. This success is supported by the role of teachers as role models, active support from parents and the community, the use of local wisdom, varied learning methods, and continuous evaluation. These findings emphasize that character values that are well integrated into the education system are expected to produce individuals who are not only academically intelligent but also have strong morals and ethics. The results of this research can be a model for other schools in developing and implementing effective and comprehensive character education programs.

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