IMPLEMENTATION OF RELIGIOUS CHARACTER VALUES IN ELEMENTARY SCHOOLS

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Abstract: This study aims to determine the implementation of religious character values in elementary schools. The context of this study indicates that character deviation is occurring more frequently as often seen through mass media such as newspapers, electronic media such as television, and other media. This shows the students' lack of excellent behavior due to the minimal application of religious character in schools. The aim of this research is to describe how religious character values are being implemented in elementary schools. This research uses descriptive qualitative method with literature review. The supporting data comes from literature including books, papers, proceedings, conferences, scientific journals, and online scientific articles originating from the internet. The data was collected, sifted, and organized according to topic. Then, writing papers based on the designed data is mutually sustainable and coherent. The data analysis method is descriptive argumentative. The results of the study show that religious character values can be implemented through exemplary behavior, which is accomplished by the teacher setting a positive example for students and providing them with guidance, advice and understanding. Learning is carried out by the teacher associating lessons with religious aspects, empowerment and acculturation are carried out by implementing school rules and extracurricular activities, strengthening is carried out with the teacher providing understanding, praise and motivation to students, and assessment is done by observing students' attitudes.

Keywords: : Implementation, Values, Character, Religious.

INTRODUCTION

Education is a very important need for humans in order to live their lives so that they become directed human beings. It is necessary to instill religious character values in children from an early age. Indonesia's National Education goals are formulated in Pasal 3 UU No. 20 of 2003 concerning the National Education System explicitly states that national education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life (Ministry of National Education, 2010).

National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The National Education Goals above explain, the Indonesian nation does not only want knowledgeable human beings but has characters in accordance with the identity of the Indonesian people (Sri Suwartini, 2017). Along with the development of the times, there are more and more cases of character deviation. We can see this deviation through mass media such as newspapers, electronic media such as television, and other media. Examples of social deviance in everyday life are homosexuality, prostitution, consuming narcotics and illegal drugs, pornography and pornography.

Islam as a revealed religion that provides guidance to humans regarding all aspects of life. The religious character of a Muslim is rooted in monotheism which is sourced from the Qur'an and the hadith of the prophet, the exemplary prophet is the Prophet Muhammad SAW. This religious character is a character that embodies faith in Allah Subhanahu Wa Ta'ala in carrying out a teaching from the religion he adheres to. The cultivation of this religious character inculcates actions, attitudes, and behaviors that are applied regardless of the religious teachings one adheres to (Triuliana, 2019).

The personifications of the Prophet Muhammad SAW, such as shidiq, tabliqh, amanah, and fathonah, have served as examples of how the overall practice of Islamic teachings

should be done in order to demonstrate what a Muslim should be like. As explained in the Qur'an.

ا لَّقَدْ كَانَ لَكُمْ فِي رَسُولِ ٱللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُواْ ٱللَّهَ وَٱلْيَوْمَ ٱلْآخِرَ وَذَكَرَ ٱللَّهَ كَثِيرًا

meaning: Verily, in (self) the Prophet of Allah is a good role model for you (namely) for those who hope (grace) Allah and (the arrival of) the Day of Resurrection and he mentions Allah a lot. (QS al-Ahzab: 21). (QS al-Ahzab: 21).

Religious value is one of the 18 values in character education. Religious values are values related to God. The religious foundation in education is the basis that comes from religion. In the guidelines for implementing character education there are 18 values originating from religion, Pancasila, culture, and national education goals, namely: (a) religious, (b) honesty, (c) tolerance, (d) discipline, (e) hard work, (f) creativity, (g) independence, (h) democracy, (i) curiosity, (j) national spirit, (k) nationalism, (l) respect for achievement, (m) friendly/communicative, (n)peace-loving, (o) love reading, (p) care for the environment, (q) care for social, (r) responsibility (Kemendiknas, 2011). However, the focus in this study is the value of religious character. The inculcation of religious character values can make students have obedient attitudes and behaviors in carrying out religious teachings, have a sense of tolerance with other religions, make them live in harmony and peace.

Basic Education is the initial stage of the compulsory education process which is very important for educating children in exploring the potential of students. Therefore it is very important in instilling character education in young children, because with this action it provides a good example and with the instilling of character in elementary school children it is also very appropriate, because at this age students are more likely to imitate their surroundings. The implementation of religious character values is very needed both in the home, social and school environment. Religious character education aims to build the character of students who have faith, piety, honesty, responsibility, as well as courage.

Based on the background above, researchers feel it is important to study religious values in elementary schools by using qualitative research methods with explanations from various sources in the literature (library research) concerning the inculcation of religious

character values. The aim is to find out how to implement religious character values in elementary students so that they will build the character of the nation's children to be honest, responsible, brave, have strong faith and piety, and have high dignity so that students are not affected in cases of moral degradation. Therefore, this problem is very appropriate for research in depth.

RESEARCH METHODS

This research uses a qualitative descriptive method with literature review. The data collection technique is by collecting several references in the form of books, articles, documents and others related to research. The data to support the writing of this research is from studies related to the problems discussed. Several kinds of studies, namely books, papers, proceedings, scientific journals, and scientific articles originating from the internet. The types of data obtained are various in descriptive qualitative. Sources of data and information were obtained from various literatures and were designed based on study results from the information obtained.

RESULTS AND DISCUSSION

1. Implementation of Religious Character Values in Elementary Schools

a. Definition of Value

The word "value" is a translation of the word "value" in English and comes from the Latin "valere" or Old French "valoir" which in denotative meaning means price. Value is the address of a word 'yes' (value is the address of a yes), or if translated contextually, value is something that is indicated by the word 'yes'. The word 'yes' can include psychological individual belief values as well as sociological normative benchmark values, as well as the word 'address' can represent the direction of action determined by individual beliefs and social norms. Furthermore, according to Kluckhohn, "Value is defined as a conception (implied or explicit, which distinguishes individual or group characteristics) from what is desired, which influences the choice of means, intermediate goals and ultimate goals of action (Rohmat Mulyana, 2011).

In addition, values can be interpreted as norms that are considered good by each individual, this is what will guide each individual in carrying out their duties such as the value of honesty, the value of simplicity and so on (Noor Yanti 2016). Values can also be said to be a norm or a standard that has been determined and believed to be psychologically integrated within the individual. Within the values there is a standardization of something that is considered good and bad and regulation of behavior (Abdul Majid, 2015).

b. Religious Character

Religious character, comes from two tribes that are different in character and religion. According to the character (English: character) comes from the term (Greek Suyadi, 2013). Furthermore, the notion of character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment and nationality which are embodied in thoughts, attitudes, feelings, words and actions based on norms, religion, law, karma, culture and customs. An individual with good or superior character is someone who tries to do good things for God Almighty, himself, others, the environment, the nation and the country by optimizing his potential (knowledge) and accompanied by his awareness, emotions and feelings (Syamsul Kurniawan 2016).

Character means a description of behavior, especially the behavior of students who show the right-wrong, good-bad values of a situation, in the sense that it means a special sign or characteristic that exists in every human being, because basically by instilling character it is expected to form personal with the aim of being better than before (Mustoip, 2018). While religious comes from the word religion, in English, religion means religion or belief. So it can be interpreted that religious is a value originating from someone's religious teachings which is used as a guide or guide in life as a form of embodiment of that human being to the Khaliq (Amalia, 2019).

Religious is also interpreted as an attitude or behavior that obeys the religion one adheres to, is tolerant of other religions and can live in harmony and peace with adherents of different religions. This religious character is a character that embodies faith in Allah

Subhanahu Wa Ta'ala in carrying out a teaching from the religion he adheres to. This religious character is needed by students in dealing with changing times with moral degradation, in this case they are expected to be able to have and behave with good and bad standards based on religious rules and regulations. Therefore, through religious character it is hoped that it can animate other values that are developed in the school environment and can produce human figures who have noble character.

c. Implementing Aspects of Religious Character

In implementing aspects of religious character in student teachers can apply and provide examples through five character education strategies.

1) Exemplary

Through exemplary, the teacher exemplifies students to carry out prayers, zakat, fasting, greetings, living in harmony and other activities. In providing exemplary to students, the teacher never stops to always set an example to children. As is the case in praying, the teacher always sets the example to pray on time and does not delay praying, besides that the teacher also always sets the example to greet when meeting other people.

2) Learning

Teacher provides material about carrying out religious teachings, being tolerant of the implementation of other religions, living in harmony with other religions. Through learning, it is easier for teachers to convey this to students because it is supported by material and also supported by the curriculum applied in schools. In terms of empowerment and civilization, schools have their own rules where every day students are taught to pray before learning is continued by carrying out pray "dhuha", reciting memorized daily prayers reading Hadith, Tahfiz or memorizing Surah juz 30. In the lesson schedule, schools make hours separately for students learning Iqro and Tahfiz. For extracurricular activities that support the implementation of character education is the Iqro extracurricular, where in these activities students are taught to recite the Qur'an, not only reciting the Qur'an but also listening to inspirational stories that keep students motivated.

3) Strengthening

The reinforcement given by the teacher to students is by giving praise to students, giving awards to students in the form of stars, through extracurricular activities. Strengthening students not only in the classroom but also outside the classroom. Not only in religious subjects but in all subjects and not only religious teachers who provide reinforcement but all teachers have the right to provide reinforcement to students at school.

4) Assessment

The assessment given by the teacher to students is cognitive and affective assessment. Cognitive assessment related to students' knowledge and affective related to students' attitudes. The teacher provides cognitive assessment of students with daily tests, midterm tests.

CONCLUSION

The value of religious character is an attitude or behavior related to belief in religion. Religion is a guide in living life so that it can show a person's obedience to religious teachings in carrying out a worship in daily life. This religious character is needed by students in dealing with changing times with moral degradation, in this case they are expected to be able to have and behave with good and bad standards based on religious rules and regulations. Therefore, through religious character it is hoped that it can animate other values that are developed in the school environment and can produce human figures who have noble character.

In this context, in implementing aspects of religious character in students, teachers can apply and provide examples through five characters education strategies namely; *first*, exemplary, the teacher exemplifies students to perform prayers, zakat, fasting, greetings, living in harmony and other activities; *second*, teacher learning also provides material about carrying out religious teachings, being tolerant of the implementation of other religions, living in harmony with other religions; *third*, reinforcement, which is given by the teacher to students by giving praise to students, giving awards to students in the form

of stars, through extracurricular activities; and *fourth*, the assessment given by the teacher to students is cognitive and affective assessment.

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