Strategy for Shapeing the Character of Students Based on PAI in School

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Abstract---The formation of the character of students as the basic foundation, namely Islamic Religious Educators. The purpose of this study is to analyze, namely: (1). Planning for student learning arrangements (2). Implementation of learning on students (3). Evaluation of student learning (4). The inhibiting factor of the learning that has been carried out (5). Supporting factors of each retaliation. Conclusion: (a). Planning for the preparation of the character formation of students in improving noble character in SMA 22 has been going well and systematically (a). The implementation of student character learning is in accordance with noble character. (c). The evaluation of the implementation of character learning that has been carried out at SMA 22 has been in accordance with the instruments prepared by the teacher. (d). The obstacle factor in learning is the lack of socialization of the principal in providing enlightenment related to the preparation of the lesson plan (e). Supporting factors from the principal involving teachers and school committees and stakeholders in the preparation of the RPP.

Keywords---character of student, PAI, strategy.

Introduction

The moral crisis of students that hit the world of education is currently experiencing many factors such as a crisis of example, crisis of figure, crisis of role model, crisis of morals, crisis of morality and other crises. Causing a decline in morals and morality for students. Because educational institutions currently only focus on intellectual intelligence, and knowledge of students, they are very

lacking in developing aspects of civic education, identity, divine traits so that there is a moral crisis and character in students (Samani & Hariyanto, 2011). Education as a spirit that drives human civilization. Education is a process to organize, direct and familiarize humans to become good human beings. Education is also considered a solid pillar that will perfectly maintain the course of the human life system. The reason is that education contains the mission of educating one's behavior to be better (educated) and inviting the brain to think to be more mature (Was et al., 2006).

Efforts to create a generation of people who are intelligent and good or have noble character and Indonesian personality (Lickona, 2012). The success of character education implies that learning is not necessarily seen from the perspective of the cognitive domain, but how to balance the cognitive, affective, and psychomotor domains whose estuary is to create a complete human (student).

Character building

Education is both a means and a process of transmitting knowledge and civilization of society to present and future generations with a view to facilitating the continuity of society. The speed at which humans consume all natural and biological resources is far greater than the speed at which natural resources renew themselves. Also the increasingly dynamic development of communication and transportation which results in the complexity of world interlinkages such as problems of economic globalization, trade, development, poverty, environment, weather and so on (Januarti et al., 2017).

The role of Islamic religious education

The role of Islamic and national religious education goes hand in hand in building the character of the Indonesian nation, especially with the enactment of the 2003 National Education System Law (SISDIKNAS) as an effort to answer the challenges of the universal era (Nasir, 2013). In accordance with the purpose of human creation as caliphs and servants of God on earth, national education explicitly also has the same goal. The purpose of national education is to develop 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 democratic and responsible citizens (Jaya, 2017; Fedorchenko et al., 2021).

The reality of teacher competence will affect the achievement of educational goals. This is important because teacher competence plays a major role in achieving educational goals (Rissanen, 2012; Dogra et al., 2021). It is expressly stated in the National Education Standards (SNP) that "Educators must have academic qualifications and competence as agents of learning, be physically and mentally healthy, and have the ability to realize national education goals (Nurhadi, 2015).

The role of character education

Delinquency behavior of students in the family, where adolescence is a transition period from students to adults (Elihami, 2021). At this age, risky behavior is often

found which can lead to criminal acts. Juvenile delinquency is a deviant behavior carried out by high school students that causes problems or in the family (Saada, 2020; Jaschok & Chan, 2009). Delinquency is caused by factors from oneself) and the family environment. Delinquency is caused by oneself and the family environment. The cause is from heredity and from the family, because (a). Parents who are too busy (b). Lack of communication

There is a divorce

Delinquency behavior of students in the community. The cause of delinquency that comes from the community is the lack of supervision from parents and teachers are too strict so as not to give him freedom, and never provide supervision over behavior that causes various delinquency. Doing pornographic deviations, brawls, drunkenness and other delinquency. Not enough supervision of their behavior, less attention is given to their activities that occur in the community. Problems at School:

- Juvenile delinquency that often occurs in schools; does not go to school without information, while students go to school, leave school during class hours,
- Juvenile delinquency that often occurs not at school,
- Juvenile delinquency that often occurs in the school environment.

Troubleshooting solutions

All of these problems need attention from various parties considering that teenagers are the future generation of the nation. It is in the hands of the youth that the future of this nation hangs. There are several ways that can be done in an effort to prevent the increasing problems that occur in adolescents as follows:

The role of parents:

- Instilling good parenting patterns in students since prenatal and toddlers,
- Equipping students with moral and religious foundations,
- Understand good and effective communication between parents – students,
- Establish good cooperation with teachers,
- Become a role model for students both in behavior and in terms of maintaining a healthy environment.

Teacher's Role:

- Be friendly with students,
- Creating comfortable school conditions,
- Give students the freedom to express themselves in extracurricular activities,
- Providing facilities and infrastructure for playing and sports,
- Increasing the role and empowerment of BP teachers,
- Teenagers are good at choosing good friends and environment and parents give direction with whom and in which community they should hang out.

Method

The approach in this research method in general is as a scientific way to obtain accurate data for the purposes and purposes of this research focus (Komariah, 2014). Data collection techniques are a strategic step in research, the aims of the research are to obtain good and correct data, namely:

- Observation is used during the research, namely by making direct observations about the object of research, conditions that occur while in the field,
- Direct interviews with several informants who are considered key in the research such as: Principals, Students, Teachers, School Committees,
- Study the documentation needed in this research, through review, analysis and interpretation as well as checking the suitability of the data,
- Triangulation of data collection that combines various data collection techniques and existing data sources.

Results and Discussion
Results

The results of the research, which describe the research data, are interpreted based on the results obtained through interviews, observations and documentation studies, with theoretical and empirical discussions. Furthermore, the discussion is carried out in stages according to the writing process, namely as follows:
General Profile, SMA Negeri 22 Jakarta, is one of the public schools in Jakarta, Indonesia. The vision and mission are as follows:

- Vision: Excellence in the mastery of Science and Technology and character based on faith and devotion to God Almighty.
- Mission:
    - Increase faith and devotion to God Almighty,
    - Improve academic and non-academic achievements,
    - Improve graduate achievement,
    - Increase the percentage of graduate acceptance in Higher Education,
    - Improve the discipline of school residents,
    - Provide excellent service to school residents, parents and the community,
    - Improving the application of IT in the learning system and administration of school documents,
    - Increase cooperation with the community in terms of security, order and cleanliness of the school environment.

Discussion
Strategic Planning Shapes the Character of PAI-Based Students in Schools

SMA 22 learning planning - is an activity in order to deliver learning materials that aim to make it easier to receive and understand the subject matter so that the desired goals can be achieved. SMA 22, has a learning plan which is one of

the requirements in learning management. This is important because without planning, the implementation of learning activities will experience difficulties, even failure. Learning planning is a guide to activities in achieving goals, learning planning is also a work guide for each element, both elements of school leaders, teachers, education staff and students (Zulfitria & Arif, 2017). In the learning process, planning is the first step for determining the goals or objectives to be achieved so as to produce learning that is as efficient and effective as possible. Planning basically determines the activities to be carried out in the future, because with the planning the learning process will run as expected. Long-term planning has also been arranged for various programs, including Student Creativity Week, Implementation of Learning, Islamic Religious Lessons, namely the activities carried out for the competition, namely as follows:

- Religious lessons,
- Drawing competition,
- Sports competitions,
- Math Competition.

Learning planning on the school's mission. Based on the results of field observations that the mission of SMA 22 - is as follows:

- Provide education and teaching,
- Improve the quality of education,
- Build, grow, and direct the potential of learners,
- Build noble character.

Preparation of learning plans for each subject, the steps that must be considered by a teacher include:

- Describe or define basic competencies,
- Choose teaching materials,
- Planning students learning activities,
- Determine learning media and tools,
- Evaluation preparation.

Based on the results of triangulation, it was explained that learning planning was very helpful for the teacher, not only in order to present learning material but can also be used as material for evaluating the learning process carried out by students at that time, so that the next learning implementation could run better and optimally in achieving learning objectives Strategic Implementation in Shaping the Character of PAI-Based Students in Schools.

Implementation of the implementation of character education in SMA 22 East Jakarta. Demanded to be able to translate education then transferred to students through the learning process (Fischli et al., 1998). Teacher competence in planning and implementing character education, there are three aspects that become the size of the findings, namely as follows:

Implementation of character education learning

One of the main duties of the teacher is planning learning students. Planning involves setting goals, competencies, and characters to be formed, as well as estimating how to achieve them. This is stated in the form of a learning implementation plan (RPP). The authors' findings regarding the differences are:

- Introduction Stage The purpose of this introduction is that a student is introduced to positive things, both from the environment and family. For example, students are taught about honesty, tolerance, mutual cooperation, responsibility and so on. This stage aims to instill positive things in his memory. SMA 22, internalizes character values through teaching and learning activities that emphasize the preparation of lesson plans that include character education in each of its learning objectives. Each teacher is given guidance and direction to make a character lesson plan, the principal. Held a workshop on making RPP with character for each teacher in the activities of the school teacher working group (KKG). How to implement character values in workshop activities was conveyed at the beginning of the school year with the school committee.
- The understanding stage which provides direction or understanding of the good deeds that we have introduced to the student. The goal is that he knows and wants to do this in his family or in society. This activity is carried out in the form of face-to-face learning in class. From the character lesson plans prepared by the teacher, it provides examples of the application of character to students with good examples from the teacher himself, or from the learning content delivered by the teacher.
- Implementation Stage Students have understood the good deeds that we have taught the next step is application. The purpose of the application here is that we provide opportunities for students to apply the good deeds that we have taught. In this stage, students carry out direct habituation activities and the teacher immediately observes any changes in the character of students from time to time (Arthur, 2011; Rolina, 2014). How is the progress and enthusiasm for this habituation activity as well as how is the attitude of students in carrying out learning. Students are directly involved in these activities.
- Habituation Stage The purpose of repetition here is after the student has understood and applied the good deeds that we have introduced then we do habituation, by doing these good things repeatedly so that the students get used to doing these good things. These habituation activities are not only for a short time but are included in the school program which is the flagship program at SMA 22 -. Every week, students of this activity are evaluated for its implementation and achievement by students through direct observation.
- The Cultivation Stage must be followed by the participation of the community to participate in carrying out and supporting the creation of good character building that has been applied in society and in the family. The existence of punishment if you do not participate in the civilizing will raise the motivation to participate and participate in cultivating good and positive characters in society. In carrying out continuous habituation

activities, SMA 22 has succeeded in bringing its students to have the expected character, namely noble character. Because it has been planned, students are carried out, and their achievement is evaluated by teachers and school principals internalizing this value so that it becomes a culture that is rooted in and strong on the students themselves. Students can do it without being told by the teacher, they are still enthusiastic about carrying out their students, as well as this character is carried over in the lives of students both at school when learning and at home which is successfully known from the information of parents of students.

Strategic evaluation shapes the character of PAI-based students in schools

The results of the triangulation obtained information that the mission of SMA 22 education is more on aspects of noble character and personality of students. The formation of traits and attitudes that stand out in the pattern of school education. Indirectly trained to get used to being disciplined in meeting needs so that an independent attitude grows. Teachers are also instilled in the attitude of piety in teaching and put forward that teaching is a form of worship. As a teacher in charge of teaching, but also appears as an example and role model. Second, formulating learning objectives as formulated in the vision and mission of SMA 22 -, the purpose of learning is the formation of students who have noble character. It is expected that students can understand and understand the content of the subject matter delivered by the teachers.

Based on the results of triangulation, it shows that in planning learning students, the teacher identifies and determines the types of competency standards and basic competencies of subjects. In this competency standard, teachers determine the qualifications of students' abilities that describe mastery in the aspects of knowledge, attitudes, and skills that are expected to be achieved. The next stage is the educators make the concept of each subject that will be delivered. Evaluating learning for each subject, the steps that must be considered by a teacher include:

- Describe or define basic competencies,
- Choose teaching materials,
- Planning students learning activities,
- Determine learning media and tools.

Based on the results of triangulation, it is shown that the determination of learning targets in SMA 22. In the class at the introduction stage, such as the introduction of the school, while the students have long had to take part in learning at school.

Barrier factors shaping the character of PAI-based students in schools

SMA 22 Jakarta is not without significant obstacles but with the implementation of character education management in improving the character of noble morals in their schools because everything has been planned, students are carried out, and

students are well evaluated, in addition to the very maximum performance of the principal both at the beginning of the new school year To socialize this character education and become an agenda that is included in the school curriculum program, the results of meetings with teachers and committees as well as support from other parties are very good. The cooperation that exists at SMA 22 is very good, as evidenced by the enthusiasm and enthusiasm of students in participating in various activities at school by showing the expected superior characters such as enthusiasm, unyielding, cooperative, honest, diligent, and others (Mei-Ju et al., 2014; Ülger et al., 2014).

Supporting factors shaping the character of PAI-based students in schools

Character education management is built on an institutional management team that develops the vision and content and values of the school, family and community institutions, supported by the development of policies and procedures, strategic and operational plans and monitoring of the implementation of procedures. It is very important for education program providers in schools, homes and communities to have a commitment to quality and a system to translate that commitment into a reality. This interactive learning model is implemented on students based on the following principles:

- Involve students actively in learning,
- Linking theory with practice,
- Develop communication and cooperation in learning,
- Increase the ability and courage of students in taking risks and learning from mistakes,
- Improve learning by doing and playing.

Conclusion

Based on the above discussion, in general the management of character education is effective enough to improve the noble character of students, so it needs to be improved in the form of curriculum training for teachers, improving facilities and infrastructure and increasing collaboration with school committees as an extension of the parents of students. The conclusions can be detailed as follows:

- The planning of character education management in improving noble character in SMA 22, has gone well, the principal provides direction in the preparation of this character lesson plan and schedules it at the meeting at the beginning of the new school year with teachers and school committees as well as in the context of preparing the school KTSP curriculum. In this planning activity, the teacher prepares a character lesson plan according to the guidelines for preparing the right character lesson plan and by paying attention to the needs of students who have a variety of characters. With good planning activities, the teaching and learning process at SMA 22 runs smoothly as expected.
- The implementation of character education management to improve the noble character of students in SMA 22, has gone well in accordance with expectations because in accordance with the plans that have been prepared

by the teacher in teaching and learning activities, the preparation of RPP with character is carried out for students according to the RPP guidelines with good character. It has been socialized by the principal at the meeting at the beginning of the new school year in the preparation of the school KTSP with the school committee.

- Evaluation of character education conducted at SMA 22 - has been in accordance with the instruments prepared by the teacher. What characters are expected in the process of teaching and learning activities have been attached in the RPP with characters so that it makes it easier for teachers to evaluate students, while at SMA 22 Harapan teachers still have difficulty compiling this character education assessment instrument, because they consider the character of students to be read directly even though the number of many students will have an effect on the implementation of this assessment (Timmermans et al., 2019).
- The obstacle factor in the management of noble character education for students is the lack of socialization from the principal as a leader to provide enlightenment regarding the preparation of character lesson plans and the preparation of assessment instruments for character education learning for students, lack of collaboration with school committees, and lack of facilities. infrastructure that supports the implementation of character education to improve noble character for students.
- Supporting factors in the efforts of the school in overcoming the obstacles that occur are by increasing the intensity of activities involving school principals, teachers and school committees in the preparation of lesson plans, assessment instruments by increasing workshop activities for preparing lesson plans, by improving the management of student character education so that it can improve noble character of school students.

Implication

This research theoretically emphasizes the Implementation of Character Education Management to improve noble character in SMA 22 East Jakarta. Practically, this research has implications for corrections to improve the management of education and teacher training related to character education. Character education is for the formation of character which is manifested in the essential unity between the subject and the behavior and attitudes it has.

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