

Character Building of Integrity in Arabic Language Instruction at Islamic Senior High School 20 Jakarta

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Abstract: Islamic school is a place of education that is expected by many people to produce students who behave in accordance with Islamic teachings. Thus, this study investigated the character building of integrity at Islamic Senior High School in accordance with the 2013 curriculum and the obstacles faced in learning process. By using qualitative descriptive methods, this paper discusses about character building of integrity in learning Arabic at Islamic Senior High School (MAN) 20 Jakarta. The study focused on the character building of value of integrity in the curriculum, its application during the learning process, and its application outside the classroom after the learning process. Integrity data investigation in March-May 2018 edition showed that character building that are in accordance with Arabic subjects, namely sincerity, religious, discipline, honesty, responsibility, environmental and social care. Application of the value of integrity in curriculum design, learning plans and textbooks that are in accordance with the 2013 curriculum includes the appropriate character values. The integration of character values into learning activities by integrating, incorporating, and applying values is considered to be good and right in order to form, develop, and foster the character or personality of students. Application of character values outside the class which programmed activities consists of counselling and extracurricular activities that train students to develop their talents and intentions.

1 INTRODUCTION

Character building has become a big concern of national education to return the real essence of education. National Education Act number 20/2003 clause 3 states that the purpose of national education is to develop ability and build characters and a dignified civilized nation. The Presidential Regulation Article 18 No. 87 Year 2017 explains that implementation of strengthening character education at the formal level of the education unit must be carried out in an integrated manner through intra-curricular, co-curricular and extra-curricular activities both within and outside the scope of formal education. The statement implies that every school must have a plan to implement strengthening character building. The plan must be carried out by defining the programs related to character values (Nez, 2014).

The character building in education is an effort to improve certain good or useful traits in students' character. It is also known as character education in a definition that it is a movement encouraging schools to

create environment fostering and caring students by modelling and teaching good characters through emphasising the universal values.

It is believed that good characters are reflected by good achievements at school (Suhardi, 2016). Schools today face enormous challenges in playing a primary role to help society various social problems among students. The responsibility of both academic and character development are to be addressed in the curriculum. The Character Education Strengthening has five priority values in national character (Hendarman, 2017) namely: (1) Religious; (2) Nationalist; (3) Independent; (4) Mutual Cooperation; and (5) Integrity.

The problems of the character education of students faced by the school, including Islamic schools, are experiencing various obstacles. Such barriers arise from the lack of control capabilities of students outside the classroom, the participation of parents who are still low, and strong environmental influences that damage the character of students (Danu Eko Agustinova, 2015).

The question of the current character is a growing issue throughout the world amid advances in technology that slowly erode the value of humanity. A school characterized by Islam or any religion in the view of society, is a school filled with good religious teachings, with a universal humanitarian character and based on a superior national value. However, measuring the success rate of character education in schools is often forgotten by both teachers and parents. The development of children's character often escapes the detailed observation and tends to be ignored.

The issue of integrity becomes very important for Indonesian people in the midst of preaching about the rise of corruption cases, violations of law and human rights, and various horizontal conflicts that occur in society. In this context then the role of the school as a center of good value education community since early becomes very relevant to the evaluation of the process that took place there.

Planting integrity value in schools integrated in the learning process then raises its own difficulties for the teacher, although it is technically given in the description of the core competency of attitude. For this reason, this research is to photograph how to form the character education integrity in Arabic language learning in MAN 20, which is one of high school of Islam nuances.

This study wanted to reveal "how the character's development of integrity in Arabic language learning in MAN 20 includes sincerity, religious, discipline, honest, responsible, and what obstacles exist in implementing this character education".

2 METHODS

The study was conducted by following the working principles of descriptive qualitative research design. The study employs content analysis to frame the character building of integrity in academic document of Islamic high school. The data of character building of integrity in Arabic language instruction were taken from academic documents, interview, and observation of instructional process and activities outside classes in the period of March-May 2018. The technique of data collection used was the documentation. Content analysis is utilized to analyze the documents, starts with a sample of texts, the unit of analysis, and the categories. Qualitative analysis was used in order to analyzed data qualitative and interpreting its meaning.

3 RESULTS

The analysis of the document, observation and interview results between March and May 2018 showed the development of the integrity character of MAN 20 Jakarta students. The integrity value includes five values, namely religious, discipline, honest, responsible.

Realizing that the child is not born with the value of integrity, teachers are trying to create a condition that is able to foster that integrity in class learning. The development of the value of integrity is characterized by a statement that shows explicitly to practice, internalize the teachings of Islam, discipline behavior in attendance, dress, and duties, academic honesty, and responsibility.

Here is an example of a description of the integrity character development integrated in Arabic learning at MAN 20 Jakarta:

1. Set the integrity value in a learning plan document
2. Enter the Qur'an verses options in each subject matter according to the theme
3. Add Arabic poetry or mahfuzhat at any end of the material that contains the values of the character of the example, such as "Who really is, he will get", "you wish success but not you traveled, (know) really ark Does not sail on land ",
4. Associate the Professional (reading) material with values both in Islam and the divine value.
5. Adding material explanation with Hadith of Prophet Muhammad SAW, as an example of Muslims
6. Teach the value of honesty in exams and assignments
7. Giving sanctions or penalties for any breach of honesty and order in class
8. Cultivate the attitude of mutual respect and respect for others, as in the Mahfuzhat "thou shalt not despised others, indeed every man has merits and privileges".

In addition to findings in classroom learning, character coaching integrity is also found in other activities. Such activities are as follows:

3.1 The Development of Religious Values

1. Say greetings when you meet, enter classes, and each start the lesson
2. Read the Bismillah every time of starting any activity
3. Handshake and greet between teachers and students
4. Offer a prayer at the beginning and end of any lesson or activity

5. Teachers and students pray Dhuha before the first lesson.
6. Teachers and students conduct prayers of Dhuhr and Ashar in congregation
7. Muslim dress according to Islamic teaching
8. Maintain Islamic ethics in communicating with fellow teachers and learners
9. Always advise to remain consistent in interacting with good sexual care in school or outside school.
10. Familiarize students with praying at the beginning of any learning activity or other outside class activities
11. Students must bring and read the Qur'an before prayer Dhuha
12. Thanking God and thanks to others

3.2 The Development of Disciplinary Values

1. Being obliged to arrive at least 15 minutes before class begins
2. Taking and disposing of garbage in place
3. Using hoods for the students
4. Commitment to start and end the lesson
5. Prohibition of carrying a mobile phone in a school environment
6. Smoking ban
7. Granting of sanctions and penalties for any breach of school rules

3.3 The Development of Honesty Values

1. Teach the importance of honesty in life
2. Provide a fair assessment of students' work
3. Provide strikes and sanctions for students who cheat on tasks and questions,
4. Teach and model the importance of keeping promises
5. Teach to acknowledge mistakes
6. Teach the importance of self-confidence in every task.

3.4 Development of the Values of Social Care and Responsibility

1. Being respect to friends and other classes by not making noise
2. Cultivating habits of helping friends or teachers
3. Collecting donations for any calamity, natural disasters, and other social activities.
4. Visiting friends and teachers who are sick or have a misfortune.

4 DISCUSSION

These findings were in line with previous related theories and research findings (e.g. Pane & Patriana, 2016; Islami, 2016; Setiadi, 2019). This study has revealed that teachers participated in this study have inserted character building of integrity in their teaching and learning process with various frequencies. The integrity value includes five values, namely religious, discipline, honest, responsible. Character is not formed automatically, but it needs to be cultivated overtime, and it could be promoted in the teaching learning process at school through character building (Aynur Pala, 2011). Realizing that the child is not born with the value of integrity, teachers are trying to create a condition that is able to foster that integrity in class learning. The development of the value of integrity is characterized by a statement that shows explicitly to practice, internalize the teachings of Islam, discipline behavior in attendance, dress, and duties, academic honesty, and responsibility.

The explicit method used by teachers include: incorporating integrity values in learning plan and learning materials; lecture on the value of integrity and other good character; give advice to have a good character; give brief examples of good character values; and discuss with teacher-students on the character values in the class. This requires a sincere teacher commitment to these ideals, because students can detect mock or insincere attitudes. One of the most important factors is respect for students which can be implemented by making learning and teaching assignments together (Nillsen, 2016).

In addition to the findings in class learning, the integrity of character building is also found in other activities related to the inculcation of Islamic values in the daily activities of students in school, both worshipping God and also in association with school members. However, there are several obstacles in the process of instilling the value of integrity in schools. Therefore, teachers need to try to find solutions to overcome the obstacles encountered and work collaboratively with all elements involved in student character development becomes successful in implementing character education program (Kaimuddin, 2014; Özen, 2011; Pantu & Luneto, 2014; Nova, 2017).

5 CONCLUSION

The integrity value includes five values, namely religious, discipline, honest, responsible. Realizing that the child is not born with the value of integrity, teachers are trying to create a condition that is able to foster that integrity in class learning. The development of the value of integrity is characterized by a statement that shows explicitly to practice, internalize the teachings of Islam, discipline behavior in attendance, dress, and duties, academic honesty, and responsibility.

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