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Character Strengthening In The Development Of Islamic Religious Education Goals Of The 2013 Curriculum

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Abstract

The disorder behaviour of students is a challenge character problem that should be paid a lot of attention by education stakeholders in Indonesia. The character problem covers performance character such as not praying on time, being lazy to do assignments, and undisciplined and moral character like cheating on exams, disturbing friends, disrespecting each other, not listening to advice, and not respecting teachers and other character problems. Strengthening character in the development of the goals of Islamic religious education in the 2013 curriculum is a strategic solution to overcoming various character problems. The purpose of this study was to analyze and reveal character strengthening in the development of Islamic religious education goals in the 2013 curriculum. This research includes literature research, where the research uses descriptive analysis techniques to conclude systematically and factually from the object of thought. The results of this study explain that the development of the goals of character education in the Islamic religious education curriculum includes: integration between extracurricular activities such as reading prayers and reciting the Koran together and praying Duha on time, co-curricular activities including Hajj rituals and extracurricular activities such as scouts, paskibra, flash boarding schools and da'wah training.

Keywords: Character Strengthening, Islamic Religious Education (PAI), Curriculum 2013

Abstrak

Tingkah laku siswa yang tidak tertib merupakan masalah karakter tantangan yang harus banyak mendapat perhatian oleh para pemangku kepentingan pendidikan di Indonesia. Masalah karakter meliputi karakter kinerja seperti tidak sholat tepat waktu, malas mengerjakan tugas, dan karakter tidak disiplin dan moral seperti mencontek saat ujian, mengganggu teman, saling tidak menghargai, tidak mendengarkan nasehat, dan tidak menghargai guru dan masalah karakter lainnya. Penguatan karakter dalam pengembangan tujuan pendidikan agama Islam pada kurikulum 2013 merupakan solusi strategis untuk mengatasi berbagai permasalahan karakter.

Tujuan penelitian ini adalah untuk menganalisis dan mengungkap penguatan karakter dalam pengembangan tujuan pendidikan agama Islam pada kurikulum 2013. Penelitian ini termasuk penelitian kepustakaan, dimana penelitian ini menggunakan teknik analisis deskriptif untuk menyimpulkan secara sistematis dan faktual dari objek pemikiran. Hasil penelitian ini menjelaskan bahwa pengembangan tujuan pendidikan karakter dalam kurikulum pendidikan agama Islam meliputi: keterpaduan antara kegiatan ekstrakurikuler seperti membaca doa dan mengaji bersama dan sholat dhuha tepat waktu, kegiatan kokurikuler meliputi ritual haji dan umroh. kegiatan ekstrakurikuler seperti pramuka, paskibra, pesantren kilat dan pelatihan dakwah.

Kata Kunci: Penguatan Karakter, Pendidikan Agama Islam (PAI), Kurikulum 2013

Introduction

Education is an important component of overall development. Through education, efforts to improve the quality of human resources can be met, so improving the quality of education is an absolute requirement that must be met by every state manager. Various factors, including curriculum development, are needed to improve the quality of education. The curriculum is the core of education and has an impact on all aspects of learning. The curriculum is also an important component to meet the educational goals of a country. Curriculum design should be positioned as the basis for school development and the realization of educational goals, including national education goals, institutional goals, curriculum goals, and teaching goals.¹

Curriculum design must keep up with the times, given the importance of curriculum in education and human existence.² Advances in science and technology have also resulted in many modifications in the Indonesian education

curriculum. Until now, the curriculum applied is the 2013 curriculum which focuses on character education. Character education is a challenge faced by Indonesian education. According to the National Education System Law No. 20 of 2003, the picture of Indonesian education is to carry out the development of potential and high moral wisdom.³

Since 2013, the character has become the most important part of the Indonesian education curriculum, because the status of the Indonesian nation is shrouded in various social cases that lead to the nation's moral decline.⁴ Considering the problem of student morality lately is increasingly troubling, therefore character education needs to be developed intensively. In the educational environment there are problems, including cheating during exams, not listening to the teacher's advice, not shaking hands when seeing the teacher, not greeting when opening the door, not greeting when seeing the teacher, and not immediately praying and other problems.⁵

Problems about character also occurred in February 2018, in an article by

Sampang Regency killed an honorary teacher during class hours. Ahmad BC, an honorary teacher at SMAN 1 Torjun in Sampang Regency, Madura, East Java, died due to allegations of violence perpetrated by his students.⁶ Another case related to character problems occurred in Banjarnegara, some students dared to oppose and fight with their teachers.⁷ One of the curricula that can be an alternative to the problems regarding character education above is the 2013 curriculum.

The 2013 curriculum is strengthened by PP Article 1 No 87 of 2017 concerning Strengthening Character Education which contains strengthening character education in formal education units.⁸ The education unit has also moved called Strengthening Character Education or PPK. Therefore, improving the character of students needs to be done by synchronizing thoughts, feelings, thoughts, training, and habituation through collaboration between educational units, families, and the community as part of the National Movement for Mental Revolution (GNRM).⁹

Character education has been used in learning, especially in Islamic religious education. However, the implementation is not optimal, because character education is not just a process of memorizing test papers

Novrian explaining that a student in

and techniques for answering them. On the other hand, character education needs to be accustomed to applying character values in the form of character, honesty, chivalry, shame in cheating, shame in being lazy, and ashamed to pollute the environment and others, to achieve the goals of PAI character education in 2013. With noble moral values in the teaching and learning process, educators must not only equip all aspects of knowledge but also strive to cultivate and equip students with good character, high quality, and extraordinary 21 st century abilities, namely the ability to think critically. , analytical, creative, communicative, and collaborative.¹⁰

Research that aims to analyze more deeply the development of character education goals in the 2013 Islamic religious education curriculum has been carried out. The contribution of this research is to assist curriculum developers in knowing the goals of character education and Islamic religious education so that they can be applied in implementing the curriculum in schools. Several articles discuss character education in the Islamic religious education curriculum is, Friska Fitriani Sholekah's article discusses the 2013 curriculum which focuses on the development of student character education. Students are instilled in the quality of

character in the 2013 curriculum through spiritual and social attitudes.¹¹

Some articles that discuss character education are articles written by Mochamat Mistadi, which include the application of character education and using scientific methods to guide students to cultivate awareness of caring, manners, courage, confidence, and love for Allah and His Messenger. The 2013 curriculum must be integrated and improved through a scientific approach with various approaches and reasons that need to be guarded in all respects, both as academics and practitioners because the characters that will be formed in the learning process under the 2013 curriculum are not easy to be practiced by teachers shortly.¹²

The next article written by Ahmad Wahyu Hidayat explained the central position of the 2013 Islamic religious education curriculum in all educational processes, which has been determined as a reference for educational activities to achieve goals. The purpose of Islamic religious education subject (PAI) is to increase the productivity, creativity, and effectiveness of students in faith and piety, as well as increase students' understanding of the science and practice of religion in life.¹³

The article by Nurul Karin and Agus Fakhruddin describes the development of the

PAI curriculum objectives for the Darul Hikam International Junior High School. The religious education curriculum has characteristics, through the cultivation of Taqwa values and the development of world skills, namely through intellectual development and always prioritizing the values of the Islamic character of students, the embodiment of comprehensive and high-quality Islamic and general education methods.¹⁴ The same article written by Humaira Ulfah et al discusses planning, implementation, and evaluation standards, as well as inhibiting and supporting factors for the implementation of Islamic religious education subjects.¹⁵

This article discusses character strengthening in the development of the 2013 Islamic religious education curriculum educational goals. With this article, the researcher hopes to be able to help in minimizing the occurrence of character problems in Indonesia.

Method

This research is included in library research, where the data sources are books, journals, magazines, and reports explaining theories and information both past and present, as well as organizing literature into subjects and required documents.¹⁶ This study uses descriptive analysis to draw conclusions systematically and factually from

the object of thought, not just a description but to provide understanding and explanation based on the discussion of the material being analyzed. In descriptive analysis research, the conditions used are content analysis, reflection, induction, and deduction.

Results and Discussion

Character Education Concept

Character is an important aspect of the long-life education process. According to Wynne, the character in Greek is "marking" and concentrating and carrying out various applications of good values in everyday life.¹⁷ Character education is a method of instilling character qualities in children, including awareness, understanding, attention, and a strong commitment to practice these principles. Thomas Lickona explains that this role is an inner role that is reliable and able to handle situations ethically.

In addition, the character understood in this way has three interrelated parts namely, Reliable inner character, ability to handle situations ethically. Then, the character conceived in this way has three interrelated parts, moral cognition, moral emotion, and moral behavior.¹⁸ The concept of noble character includes good knowledge, which leads to a commitment to goodness, as well as good deeds. Character, in other words, is a collection of information,

attitudes, and motivations, as well as behavior and talents.

F.W. Foerster, a German pedagogist was the founder of the first character education program. Character, according to Foster is a set of principles that have been ingrained in a person's life and therefore have become permanent characteristics of that person, such as hard work, perseverance, honesty, humility, and so on.¹⁹ Elkind and Sweet further talked about character education, namely that, character education is a program that aims to help people comprehend, care about, and adhere to essential moral ideals. When we think about what type of person we want our children to be, it's apparent that we want them to be able to evaluate what's right, care profoundly about what's right, and then act on what they believe is right, even when they're under pressure from others.²⁰

The purpose of the above understanding explains that character education is a conscious effort to help understand each individual, and care about ethical or moral values. It is important to have thoughts about the various types of characters possessed to be able to judge the truth and do something that is considered not harmful to themselves and others. Through character values, the quality of a person's self can be measured. Character education must teach the habit of doing

good in everyday life so that students are more aware, caring, and committed to doing so. The purpose of character education is to improve quality by focusing on developing the character of students through educational procedures and outcomes.

Character education according to the Qur'an is not just teaching or explaining good and bad behavior, but getting used to, exemplifying, training, and instilling noble qualities and staying away from vile traits that have been forbidden by Allah SWT. Character education is a transformation of good values into a person and practiced in everyday life. With the existence of character education in Indonesia, it is expected to be able to give birth to students who have the freedom to make their choices, without any coercion accompanied by a sense of responsibility.²¹

To strengthen the implementation of character education in Indonesia, 18 character values have been identified as a result of the goals of national education, Pancasila, religion, and culture. By the requirements, students must have character values as determined by the Research and Development Center for the Curriculum Center of the Ministry of National Education (BPPPKK), namely, 1. Religiosity, according to the doctrine and behavior or attitudes they adopt when carrying out religious activities, 2. Honesty, a kind of hard work attitude,

namely an attitude that can be trusted by others in terms of speech and treatment, 3. Tolerance, mutual respect for differences in religion, culture, disputes, and behavior, 4. Discipline, behaving in an orderly manner, and following various rules, 5. Perseverance, taking it seriously and taking action based on various problems, 6. Creativity, thinking, and doing an activity to create new things according to ability, 7. Independence, behavior is not easy to rely on others to get things done, 8. Democracy, evaluating one's way of thinking and behavior, understanding the obligations and rights of others, 9. Curiosity, curiosity about other people about an action, 10. Nationalist spirit, a way of placing oneself above the national interest, not oneself, 11. Patriotism, a kind of loyalty and concern for the country, 12. Appreciation of achievement always encourages someone to respect every award he gets, 13. Communication, an attitude that likes to chat, discuss and adapt to others, 14. Peace-loving reflects the surrounding environment, attitudes, and words of people who feel safe towards us, 15. Likes to read, willing to set aside time to read to add insight, 16. Caring for the environment, reflecting an attitude of love, and preventing environmental damage, 17. Social care is an action that is sensitive to all events that occur in society, 18. Responsibility always carries out their duties and obligations properly.²²

Five core values of character education must be included among the 18 character values to develop the character education movement. (1) Religiosity, embodying a divine character and manifesting it in behavior. Respect the teachings and beliefs of a religion, accept religious diversity, be tolerant of the views of others and live peacefully side by side with followers of other religions. (2) Nationalist, an attitude that prioritizes the interests of the nation and state above other interests. (3) Independence, using all one's energy, intelligence, and strength without depending on the attitudes and behavior of others. (4) Community service, showing respectful behavior, the spirit of community service, and solving problems together. (5) Integrity, making yourself a trustworthy person based on hard work ethic standards.²³

Students will develop into human beings with a noble characters if the values of character education are applied to them. Character education that is built through the principles above, needs to be started at home, continued at school, and practiced in the community. How influential is the contribution of character that colors the life of a nation, it cannot be denied that the role of character values has a role in the dimensions of the nation's life? The phenomenon of the progress and welfare of a nation is shown by the good and bad

character, on the other hand, if a nation experiences destruction it is caused by the weakness of the character possessed by the nation. Therefore, the role of character in education can produce good quality and build a more advanced nation.

PAI 2013 Curriculum

The education curriculum is a very strategic component in the effort to achieve the goals of national education. Education and curriculum are things that must go hand in hand because the position of the education curriculum is a construct in transferring something that happened earlier to the next generation to be protected and maintained.²⁴

Based on the National Education System Law No. 2 of 2003, the curriculum is a set of plans and knowledge that contains objectives, content, teaching materials, and teaching methods used as a reference for the implementation of learning activity in realizing a particular education.²⁵ The curriculum is always one of the various educational components that are very important in enabling students to meet educational goals. Therefore, the curriculum is the main driving force behind the learning process. Errors in curriculum development can lead to educational failure as well as students.²⁶

Islamic religious education is a scientific discipline that helps develop the character and morality of students. In terms of religious and character education in Islam, many textbooks require students not only to study Islamic religious education and character from the cognitive field but also from the emotional and psychomotor fields. Zakiah Daradjat believes that Islamic religious education, namely First, Islamic religious education aims to provide students with guidance and teaching so that they can understand and apply Islamic principles after they complete their education. Second, Islamic religious education is education based on Islamic principles. Third, Islamic religious education, namely practicing Islamic teachings in the form of teaching and caring for students aims to realize these teachings and be safe in life today and in the future.²⁷

Without a curriculum, it is difficult for educational actors to achieve the goals of education that have been set, so the curriculum is an important element that should not be ignored. Learning activities in education cannot be separated from a structured and systematic curriculum design. The 2013 Islamic religious education curriculum has had a significant impact on the character development of students.²⁸ Like other disciplines, the Islamic religious education curriculum in schools serves as a guide for learning activities.

The Islamic religious education curriculum has been incorporated into the curriculum unit in schools and becomes a reference in the entire educational process. Every Islamic religious educator becomes the implementer of an Islamic religious education curriculum and is requested to understand the curriculum, as well as possible educators, can implement it according to teaching techniques guided by interactive and communicative principles by observing every activity carried out by students. Educators are also able to become mentors and coordinate the environment and can provide facilities so that students can learn independently.

Islamic religious education can be interpreted as an effort to educate and train students to be able to understand and apply Islamic teachings after they complete education and make it a guide in their lives. As a scientific field that helps in developing the values and character of students, Islamic religious education subjects are needed in the educational process. The importance of Islamic religious education in the current educational curriculum has positioned Islamic religious education on themes that emphasize the cultivation of the character of students.

Development of Character Education Goals in the 2013 Islamic Education Curriculum

One of the objectives of Islamic religious education subjects is character development. Islamic Religious Education and character are terms of Islamic Religious Education 2013. This, according to the Regulation of the Minister of Education and Culture Number 69 of 2013, namely Islamic religious subjects and character education in the 2013 curriculum includes physical and spiritual understanding and training as research fields developed by schools through the learning process. Through tailored comprehensive education, educators need to prepare students to achieve the projected learning objectives.²⁹

Based on Article 1 of the 2003 National Education System Law, Islamic religious education and character are related to the goals of national education, namely growing the potential for intelligence and good character. This shows that Indonesian education can not only shape intelligence but also shape the character and character of students, they hope that in the future they can give birth to generations of humans who can grow and develop with the breath of nobility and religious values.³⁰

The purpose of observing national education is to help students develop their potential and shape their character. Indonesian education must have an impact on the morale of students because the nation's civilization must provide sufficient

enlightenment. Character education has two objectives, first, to promote good behavior through cultural traditions, social conventions, and religious beliefs. Second, instilling responsible leadership as the successor of the state. Third, encourage the toughness and sensitivity of students to their environment so that they are not involved in deviant personal and social behavior. Fourth, improve one's ability to fight bad character traits that can cause harm to oneself and others. Fifth, students can identify and apply values that are important to their success.³¹

Islamic religious education in the 2013 curriculum aims to harmonize and balance matters of Faith, Islam, and Ihsan, which are embodied in, (1) Human relationship with the Creator, so that a person believes and fears Allah SWT by carrying out his responsibilities and having good character, (2) The relationship between humans and themselves, based on the ideals of piety and faith, mutual respect, respect, love and mutual attention to themselves, (3) Human relations with fellow human beings, through maintaining peace and harmony with one another, both between religions and between religions, (4) Human relations with the environment, humans are very closely related to the environment, therefore humans need to adjust to the Islamic mentality of the physical and social environment.³²

Islamic Religious Education and Budi Pekerti are more focused on forming the character of students, who in their social life are filled with better character and behavior. Character education focuses on value education. In the process of character building, education has a responsibility that aims to make students able to face various changes to the progress of information technology and science in society, able to develop good values that they have, and able to make decisions that are per a clear understanding of values. Good values in him. Good character is the main thing that must be built first in character education. One of the obligations that must be given by parents and educators is to educate and teach character values to students.

Based on Islamic religious education and the objectives of character education above, researchers focus on developing character education and integrating, researching, analyzing, expanding, and coordinating various character education projects and activities that have been carried out so far by strengthening character education in schools. In this regard, the integration of character development can be integrated into activities in the classroom, outside the classroom, or at school through the integration of intra-curricular, co-curricular, and extra-curricular activities.

First, extracurricular activities are learning activities that are by the curriculum learning load determined by laws and regulations.³³ Educators who integrate character values into learning carry out extracurricular activities. The efforts and actions of educators are reflected in strengthening the character of students, as can be seen from the lesson plans prepared for the learning process. Extracurricular activities not only increase in the KBM process (teaching and learning activities), but also in activities before KBM, such as reading prayers and reciting the Koran together, praying dhuha on time, then being internalized into extracurricular activities.³⁴ Religious values, responsibility, and perseverance are values that are fostered through extracurricular activities obtained through religious learning in schools.

Second, co-curricular activities are activity plans whose implementation goals are to deepen and appreciate the material for intra-curricular activities that students get from activities that take place in the classroom, including materials obtained from core subjects and special programs.³⁵ Co-curricular activities to strengthen character are carried out in the form of deepening Islamic religious knowledge, for example in the morning prayer activities, these activities are interspersed by students who give short lectures in front of their friends. Religious

students are confident, independent, responsible, and straightforward about the mission entrusted to them. Every school institution always prioritizes religious activities, so they will work hard to improve and carry out other religious activities every year, for example, cult activities that are less than six months old or those that are only launched in the final semester of the new school year. Another religious co-curricular activity is the Hajj rituals. This activity aims to strengthen students' understanding of how to perform the Hajj properly, which they previously learned through religious lessons.³⁶ The activities carried out aim to strengthen the character values of students, religion, confidence, independence, and responsible, and their integrity is always prioritized by the school.

Third, extracurricular activities can also be understood as an activity plan that takes place outside of standard study hours and is also a complement to the subject activity plan the implementation process, this extracurricular activity plan is carried out under the guidance of the school. The main purpose of this exercise is to help students develop in terms of character, potential, talents, desires, and skills.³⁷ Extracurricular activities include scouts, pack bra, flash boarding schools, da'wah training, reading and writing the Koran, and other activities. Cooperation, hard work, and honesty are

values that are fostered through extracurricular activities in scouting. It also teaches independence and discipline, honesty, accountability, and respect for achievement.

Conclusion

The curriculum is the core of education and has an impact on all aspects of learning in schools. The curriculum is also an important component to meet the educational goals of a country. The curriculum that focuses on character education is the 2013 curriculum. The purpose of character education is to improve quality by focusing on developing the character of students through educational procedures and outcomes. The integration of character development can be integrated into activities in the classroom, outside the classroom, or outside of school through the integration of intra-curricular, co-curricular, and extra-curricular activities. First, extracurricular activities are learning activities that are per the curriculum learning load determined by laws and regulations. Second, co-curricular activities are activity plans whose implementation objectives are to deepen and appreciate the material for intra-curricular activities that are obtained by students from activities that take place in the classroom, including materials obtained from core subjects and special programs. Third, extracurricular activities can also be

understood as an activity plan that takes place outside of standard study hours and is also a complement to the subject activity plan.

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