IMPLEMENTATION OF CHARACTER EDUCATION IN PAI SUBJECTS IN THE INDEPENDENT CURRICULUM

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ABSTRACT

The world of education is experiencing a character crisis in students due to the COVID-19 pandemic, when face-to-face learning is implemented, several cases such as conflict, violence, juvenile delinquency, sexual harassment, and bullying begin to appear in the school and community environment. This is almost felt in all schools, including SMA Al Azhar Menganti Gresik. This study aims to describe the implementation and implications of character education in PAI subjects in the independent curriculum which refers to dimension 1 P5 at Al Azhar Menganti Gresik High School. This type of research uses descriptive qualitative with a case study approach. Data were obtained through observation, interview, and documentation techniques. Data analysis techniques through data collection, reduction, presentation, and verification of data. The results showed that the implementation of character education in PAI subjects was good. The integration of teaching tools with P5 dimensions, especially dimension 1, can improve character-building in students. School culture also supports the improvement of character building in students. Supporting factors include the concern of the principal, MGMPS PAI, subject teachers, infrastructure, school, and extracurricular programs. The inhibiting factor in the formation of student's character is the limited communication between teachers, cottage caregivers, and students' guardians, and the lack of a sense of discipline of students or teachers in reminding students who are not good.

INTRODUCTION

The curriculum is the spirit of education which is important in shaping the character and lives of students. The curriculum changes continuously according to the times and the needs of students. Indonesia had previously implemented the 2013 curriculum (K-13) at all levels of education, but after evaluation, deficiencies were still found that needed to be corrected, such as the low level of character education during online learning due to the COVID-19 pandemic (Baticulon et al., 2021; Chang, McAleer, & Wong, 2020). Character education is only formed in the family and community sphere without deeper supervision so when face-to-face learning is implemented, students are less able to control their emotions and poor character in the school sphere (Komariah & Nihayah, 2023). Apart from that, society also displays social conflicts such as conflict, violence, sexual harassment,

terrorism, and so on both directly and through social media. Conditions like this can influence shifts in the social life etiquette and moral ethics of students (Lambrecht et al., 2022). Not only that, the world of education also received criticism and reprimands due to the emergence of unfavorable news regarding conflict, violence, juvenile delinquency, sexual harassment, and bullying among students and the community. This shows that learning in schools seems to only prioritize cognitive rather than affective development. Incidents like this seem to be justification for cases committed by teachers against their students (Susanti, Zakariyah, Komalasari, & Warlizasusi, 2023).

Currently, Indonesia has implemented the independent curriculum as an update to the 2013 curriculum. The independent curriculum does not only focus on cognitive aspects but also character education in shaping national character (Sari, Rafida, & Wijaya, 2023; Wardiyah, Budianti, Farabi, & Sirojuddin, 2023) (Indriani, et al., 2023). Learning adjustments in the independent curriculum are more fun, and relaxed, pay attention to students' natural talents, and harmonize the development of the times, science and technology, and environmental conditions (Oviyanti, Jubba, & Zuhdiyah, 2021). The use of technology will be more focused in the world of education and reduce misuse for negative things. A quality curriculum supported by good components can create a good learning process and give rise to the social life of students with morals (Arif & Sulistianah, 2019; Rozi, Pujiono, & Maskud, 2023).

Character education in the independent curriculum is a priority in independent learning. The independent curriculum perfects the formation of character education through a project to strengthen the Pancasila student profile (P5) which consists of 6 dimensions, namely 1) faith, devotion to God Almighty and noble character, 2) global diversity, 3) cooperation, 4) independence, 5) critical reasoning, and 6) creative (Kemdikbud, 2022). This is in line with the goal of national education, namely that through education it is hoped that it can form the nation's next generation with noble morals good character, and superior cognitive, affective, and psychomotor abilities. Education does not only focus on academics but is supported by individuals with superior character. The cultivation of character education can be implemented in areas of study at school to grow the character of students(Baharun, 2017; Komalasari & Yakubu, 2023; Purwaningsih, Mawardi, & Usman, 2023). One of the subjects that can integrate and support character formation is Islamic religious education (PAI).

The implementation of the independent curriculum in PAI subjects must be done well and correctly so that students can understand and apply Islamic values in everyday life. Apart from using the independent curriculum, Al-Azhar Menganti Gresik High School also applies the Islamic boarding school curriculum to support the formation of the school's vision of "Creating People Who Are Steady IMTAQ (Faith and Taqwa) and Superior in Science and Technology (Science and Technology)". The relevance between the independent curriculum and the Islamic boarding school

curriculum is not only limited to theory, but teachers have more space and time to provide learning and experience to students.

Based on research from various literature, no journal has been found that examines the implementation of character education in PAI subjects in the independent curriculum. Therefore, the research focused on 1) the implementation of character education in PAI subjects in the independent curriculum at Al Azhar Menganti Gresik High School, 2) the implications of implementing character education in PAI subjects in the independent curriculum at Al Azhar Menganti Gresik High School.

METHODS

research is used to examine and understand the importance various people or groups of people have regarding social concerns. The case study approach thoroughly examines a case and collects relevant data using various data collection techniques over a period of time. Data was obtained through observation, interviews and documentation techniques. Research data sources include primary data sources and secondary data sources. Primary data sources came from interviews with the principal of Al Azhar Menganti Gresik High School, deputy principal for curriculum, deputy principal for education, PAI teachers, Indonesian language teachers and representatives of Al Azhar Menganti Gresik High School students. Secondary data sources come from participatory observation by observing and following the activities of the group being observed. This makes the researcher appreciate and feel what the person being studied feels. Apart from observations, documentation is also carried out to record events that have been carried out. Documents can be in the form of writing, drawings, or someone's monumental works. This research is used to ask how character education is implemented in PAI subjects in the independent curriculum at Al Azhar Menganti Gresik High School and the implications of implementing character education in PAI subjects in the independent curriculum at Al Azhar Menganti Gresik High School. Data analysis techniques include data collection, reduction, presentation and data verification according to (Miles, Huberman, & Saldana, 2018). The data that has been collected is then reduced by focusing on the main and important things. Data presentation is seen from the source and validity in the form of narrative text descriptions. The data is then verified to obtain authenticity, so that the data presented can be trusted.

RESULTS
Implementing character education in the independent curriculum
Character Education Planning Stage in PAI Subjects in the Independent Curriculum

Freedom to learn directs students to be more independent in thinking, not dictated by teachers. Freedom to learn is marked by the P5 dimension (Pancasila Student Profile Strengthening Project) in building the character and potential of students. One of the P5 dimensions that supports character formation lies in the first dimension, namely having faith, being devoted to God Almighty, and having noble character. This dimension has key elements that students can achieve both at school and in everyday life, namely religious morals, personal morals, morals towards humans, morals towards nature and national morals.

Efforts made by SMA Al Azhar Menganti Gresik are to support character education through curriculum improvements, which previously used the 2013 Curriculum (K-13) and changed to an independent curriculum-based educational unit operational curriculum designed and adapted to school environmental conditions. At the beginning of the learning year, teachers invite students to carry out an initial diagnosis in all subjects to determine students' initial abilities, strategies, types and learning styles. This aims to ensure that students do not think that school is stiff, boring and only for fulfilling obligations to their parents. The teacher hopes that students will feel happy when going to and coming home from school, because the teacher tries to provide pleasant service. The results of this initial diagnostic test will later be used by teachers as a reference for creating teaching modules in determining appropriate models or strategies for students. The creation of teaching modules is also integrated with the P5 dimensions, especially dimension 1, at each meeting as a form of student character.

The principal of Al Azhar Menganti Gresik High School also advised all subject teachers to form MGMPS, especially MGMPS PAI to facilitate coordination, design learning, research, lesson study, find solutions to problems in the classroom and convey new knowledge gained from the Regency MGMP PAI. With MGMPS PAI activities, teachers at every level can discuss and equate perceptions to improve character education in each student.

Implementing Character Education in PAI Subjects in the Independent Curriculum

Al Azhar Menganti Gresik High School is within the scope of Islamic boarding schools. Implementing character education starts from the habits of teachers and education staff at Al Azhar Menganti Gresik High School as role models or uswatun hasanah. Teachers welcome students at the front gate by shaking hands (shaking hands) and implementing the 7S culture (smile, greeting, greeting, greeting, polite, courteous, enthusiastic). Not only that, the atmosphere of a religious-based school is also balanced by the sound of short letters ranging from ad-dhuha letters to an-nas letters during handshaking activities. This activity aims to ensure that students get used to

implementing the culture of shaking hands (shaking hands) and 7S both in the school and community environment. Students are also used to listening and following the rhythm of short letters, so over time they will memorize them.

Character education at Al Azhar Menganti Gresik High School refers to the school's vision through Imtaq activities carried out in PAI subjects and Friday routines such as dhuha prayers, tasbih prayers, istigosah and religious lectures as well as congregational Friday prayers at the school mosque. This activity can form positive characters in students, such as shaking hands when meeting the teacher, saying hello, using polite language with teachers and friends, being friendly and smiling, being neat in clothes and so on. Activities are also documented and sent to the information group for parents of students with the hope that character education will not only be embedded within the school, but can be deepened within the home or boarding school, so that character education can be implemented optimally.

Character education in PAI learning can be raised by providing real problems related to life, such as the teacher raising the theme of a high school teenager's fight which went viral due to interrupting the conversation and joking excessively, then hitting his opponent's hand. The teacher invites students to analyze this behavior which is contrary to the nature of Asmaul Husna al-Bashir which means being all-listener. The positive attitude that should emerge is that when someone else is talking, the attitude shown is to listen and not interrupt the conversation, when joking, don't overdo it, let alone use physical action. Problem solving activities in life can support the improvement of character in students.

Implications of Implementing Character Education in PAI Subjects in the Independent Curriculum

The implementation of character education at Al Azhar Menganti Gresik High School in PAI subjects in the independent curriculum has supporting and inhibiting factors.

Supporting Factors: Curriculum changes do not leave behind character education that must be developed in students, in fact various cases that arise related to the world of education can be used as real examples for improving character education within oneself. There is support and cooperation from various parties, both internal and external, in shaping the character of students, especially PAI teachers because PAI subject material can be linked to life which can later bring out positive character in students. There is a sense of awareness and attention of the teachers in realizing the school's vision to produce a generation of imtaq people and become graduates who can compete outside in the future. Apart from that, there are Friday habituation programs such as Friday blessings (to develop an attitude of empathy and sharing), Friday bertasbih (getting used to praying), Dhuha, Dhuhur or congregational Friday prayers as well as religious lectures that support character formation in students.

Inhibiting Factors: Freedom to learn actually has a positive impact on students' progress. Sometimes we still find some students who abuse the context of independent learning and assume to think and act without limitations. However, what is truly meant by freedom to learn is freedom to think and respond to problems from various points of view. Inhibiting factors in implementing character education include the fact that some students are still found to lack discipline, such as when it is time for midday prayers, they are still sitting in front of the class or wandering around. This can influence other students in character formation. Apart from that, there is a lack of parental supervision to develop character in the family environment, such as pampering children too much, not training them to be independent, justifying when children make mistakes, being too defensive of children and so on. There is influence from the external environment and technological developments by watching shows of young children being impolite to their parents, but students consider these activities to be trendy or slang. Therefore, if defense is one of the weak elements in developing students' character, it can lead to the emergence of unfavorable attitudes in students.

DISCUSSION

Implementation of Character Education in PAI Subjects in the Independent Curriculum at SMA Al Azhar Menganti Gresik

Character education at Al-Azhar Menganti Gresik High School has been implemented well through the planning and implementation stages. The planning stage consists of creating an educational calendar, syllabus, annual program, semester program and teaching modules. The teaching module created contains the P5 dimensions which include 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creativity. One of the P5 dimensions that supports the formation of character education is having faith, being devoted to God Almighty, and having noble morals which have key elements, namely religious morals, personal morals, morals towards humans, morals towards nature and national morals. Learning models and methods in teaching modules are an urgent issue, because they determine the character values that will be formed during learning (Marzuki, 2012). Teachers can place character education by paying attention to materials, models and learning methods.

Implementing character education of faith, devotion to God Almighty, and noble character starts from the first element, namely religious morals. Religious morals have sub-elements, namely knowing and loving God Almighty, understanding religion/beliefs and carrying out worship rituals (Kemdikbud, 2022). Students at Al-Azhar Menganti Gresik High School have implemented the sub-elements of knowing and loving God Almighty, marked by the reflection of Asmaul Husna in everyday life. Each class level in the PAI book studies different Asmaul Husna, so that it can create an attitude of emulating the good qualities of Allah. The habit of asmaul husna in everyday life can

foster the formation of positive character and spiritual intelligence in students (Fathonah, 2017). The second sub-element, namely understanding religion/belief, is characterized by the emergence of an attitude of tolerance in religion. Students at Al-Azhar Menganti Gresik High School also support the commemoration of Islamic holidays and take part in major religious events both inside and outside school. The third sub-element, namely the implementation of worship rituals, is marked by Al-Azhar Menganti Gresik High School students carrying out the habit of dhuha prayer, dhuhur prayer in congregation, Friday prayer in congregation, blessed Friday and clean Friday. The habituation method can support the formation of superior character in students because students will get used to it and without coercion in carrying it out (Ridwan, 2018).

The second key element in supporting character education is personal morality. The sub-elements of personal morals are integrity and taking care of oneself physically, mentally and spiritually. Students at Al-Azhar Menganti Gresik High School have implemented an attitude of integrity through consistency in what they say with their actions. When it is time for habituation, students will perform the Duha prayer without any orders but are aware of their own needs for the Creator. Students who maintain their honor and have integrity will have an honest, fair, humble attitude, behave and behave respectfully (Kemendikbud, 2022). Apart from that, students at Al-Azhar Menganti Gresik High School have awareness of speaking and acting politely. The formation of a person's character is characterized by the ability to protect his or her mouth and hands (Munirah, 2016).

The third key element is morals towards humans. The third sub-element is prioritizing similarities with other people and respecting differences and empathizing with other people. Students at Al-Azhar Menganti Gresik High School apply the 7S culture (smile, greeting, greeting, greeting, politeness, courtesy, enthusiasm) wherever they are. The application of 7S can support good relationships between fellow humans. Character education can be supported by cultivating a culture of smiling, polite and polite greetings which will later foster other attitudes such as tolerance, social care and love of peace (Sarwina, et al., 2022).

The fourth key element is morals towards nature. Apart from PAI subjects, science subject teachers can also invite students to develop an attitude of protecting the environment and understanding the interconnectedness of the earth's ecosystem. Apart from Friday blessings and Friday blessings, activities related to the development of the fourth character are Friday cleanliness. Students at Al-Azhar Menganti Gresik High School carry out community service activities by working together to clean the classroom and environment and care for plants. The activities of students who care about nature, think about solutions to problems in the environment and try to minimize the smallest impact of their behavior on the environment can create individuals who care and love the place where they live, namely the earth (Kemendikbud, 2022).

The fifth key element, namely civic morals, is characterized by carrying out the rights and obligations as citizens. Students at Al-Azhar Menganti Gresik High School are given character development every semester through national defense and UN activities to express a sense of humanity, unity, interests and safety of the nation above personal interests. This activity can also encourage the formation of individuals who are responsive and care about the country.

The implementation of character education at Al-Azhar Menganti Gresik High School has been carried out well and is supported by various parties to form individual students with superior character who can compete in the outside world in the future. Character education is very important to instill at both pre-school and high school levels. Curriculum changes are not an obstacle to developing character education, especially in PAI subjects.

Implications of Implementing Character Education in PAI Subjects in the Independent Curriculum at Al Azhar Menganti Gresik High School

The implementation of character education in the PAI subject in the independent curriculum at Al-Azhar Menganti Gresik High School cannot be separated from the cooperation and support of various parties. The factors that influence character education in the PAI subject in the independent curriculum are as follows.

Supporting Factors

Supporting factors are factors that contribute to supporting the growth of character education at Al-Azhar Menganti Gresik High School, including: 1) Principal of Al-Azhar High School Changing Gresik. He is a person who plays an important role in supporting the formation of students' character in accordance with the school's vision, namely forming an imtaq generation. Apart from that, the principal of Al-Azhar Menganti Gresik High School took part in character building activities such as midday prayers, midday prayers, Friday prayers, prayer Fridays, blessed Fridays and clean Fridays as well as other activities related to character building of students. This is in accordance with Adhar's (2021) statement that the school principal has an important role in forming the character of students as a role model for a leader. 2) The existence of MGMPS PAI activities as a forum for exchanging ideas, information and solving existing problems. MGMPS PAI has an important role in shaping the character of students. If all PAI teachers apply the same models and methods, it is hoped that students will have similar attitudes and habits. 3) Teachers have an important role in supporting the formation of students' character. Adhar (2021) states that teachers are the most important role models in cultivating students' spiritual and social attitudes. For example, teachers participate in accompanying students in long prayer, start learning by praying and reading short letters, apply 7S culture to everyone they meet regardless of position, greet students and speak politely in front of students. 4) School Facilities and Programs: School facilities and

infrastructure support the formation of students' character, especially in the PAI subject, such as the presence of a school mosque that is sufficient for three levels. The school mosque is also equipped with Al-Qur'an, prayer and dhikr equipment.School programs also support the formation of character in students, such as blessing Friday (sharing with all school members), tasbih Friday (reciting prayers and dhikr), clean Friday (carrying out community service activities in mutual cooperation). Extracurricular activities also support the formation of students' character such as qira'ah and banjari. Students can recite holy verses beautifully by knowing their meaning. The hope is that students will not only know the meaning but can apply it in everyday life.

Inhibiting Factors

The factors inhibiting the implementation of character education in the PAI subject in the independent curriculum at Al-Azhar Menganti Gresik High School are as follows. (1) Lack of communication between teachers, parents and boarding school administrators in instilling character education in students. (2) Some teachers are not actively involved in realizing character education because it is not only the PAI teacher's job, but with the cooperation of all teachers, character education in this independent curriculum can be achieved well. (3) There are still some students who lack discipline, such as when it's time for midday prayers, they still sit in front of the class or wander around. This can influence other students in character formation.

CONCLUSION

Implementation of character education in the PAI subject in the independent curriculum at Al-Azhar Menganti Gresik High School through planning activities (creation of educational calendars, annual programs, semester programs, syllabi and teaching modules equipped with P5 dimensions, especially dimension 1, namely faith, devotion to God Almighty, and have noble character) and implementation through learning activities in class, the habit of congregational prayer, school programs (Friday Taqwa, Friday Tasbih and Friday Cleanliness), and the 7S culture (smile, greeting, salim, sapa, polite, courteous, spirit) to form students who believe, have religious morals, social morals, have morals towards nature and have national character.

The implications of implementing character education in the PAI subject in the independent curriculum at Al-Azhar Menganti Gresik High School give rise to supporting and inhibiting factors. Supporting factors are the synergy between the school principal, MGMPS PAI, teachers, infrastructure and school programs to support the teaching and learning process and form students who have positive character. Inhibiting factors are lack of communication or socialization between teachers, parents or boarding school caregivers, lack of teacher involvement and student discipline to develop good character within themselves.

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