



Strategy for Strengthening The Characteristics of Students in madrasa of Tsanawiyah

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ABSTRACT

This study aims to reveal how the teacher's strategy in strengthening the character of students at State Tsanawiyah Madrasa in Palopo. The research approach used to answer this research problem is qualitative, with the type of case study research. Data collection techniques used participant observation, semi-structured interviews, and documentation studies. The data analysis technique used a modified analytical induction technique and Miles, Huberman, and Saldana interactive model data analysis technique, as well as checking the validity of the data through credibility (triangulation technique), dependability, confirmability, and transferability. The results of this study can provide an understanding that the teacher's strategy in strengthening the character of students is carried out by instilling religious values through a personal approach, providing endless motivation, being a good role model, and providing positive suggestions through habituation. In addition, some factors support the teacher's strategy in strengthening the character of students such as factors of educational institutions under the auspices of the Ministry of Religion, strict rules, professional teachers in the learning process, family support for students, and complete educational unit facilities and infrastructure.

1. Introduction

The era of globalization by Richard Crawford is referred to as the Era of Human Capital ([Crawford, 1991](#)), which is an era when the development of science and communication technology is growing very rapidly. The impact of changes in globalization affects the attitudes and behavior of students' character, such as the occurrence of moral decadence which gives rise to new responsibilities in the world of education ([Marini, 2018](#)). Whereas friendly attitude, tolerance, humility, love to help, and social solidarity towards others are national identities that must be firmly attached to them in an effort to prevent symptoms of moral decadence. Social interaction means dynamic social relationships between individuals and between groups ([Ilham et al., 2020](#)). The decline in character will harm the relationship between fellow students, as well as their relationship with various related parties, including reducing the sense and attitude of respect between others and the lack of values in the form of etiquette towards students. The lack of student character will also affect the learning process activities in the classroom due to the lack of absorption of knowledge. Therefore, in



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fact, Law no. 20 of 2003 has emphasized that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, which aims to develop psychomotor, affective, and cognitive so that they can become human beings who believe and fear God Almighty, good character, knowledgeable, and responsible.

Many research results show that most violations of the law are committed by teenagers ([Perdana, 2018](#)). This shows that violations of the law or behavior that deviates from the social order are carried out by people who are seeking knowledge at madrasas, not people who are already married, although not a few have deviant behavior. This indicates that the condition of youth morality as students is weak and needs intensive guidance and coaching. Strengthening strong character from an early age will equip teenagers in the future.

Islam views and teaches that the glory of morality is more important than the glory of science ([Wahid, 2019](#)). Character is the foundation of the soul and personality of the individual and is the main basis in the development of education. The purpose of national education is to become a generation that is intellectually intelligent and has a noble character ([Naro et al., 2021](#)). However, basically, the reality is not appropriate, the affective aspect of learning is seen to be often ignored. Achievement in the cognitive aspect is still often used as a measure of success in learning. Of course, this can result in the formation of individuals who are intellectually good but have bad characters. In the end, everyone wants a generation that not only has intellectual abilities but also has a noble character who always puts forward the mission of goodness and denies all forms of evil ([Arifuddin & Karim, 2021](#)).

Teachers who are also learning managers certainly have a role to manage the potential that exists around the learning environment. An opportunity that allows delivering students to the achievement of life success under their existing potential and abilities. The learning process is based on the ability of students and the available facilities and infrastructure. There is no longer a judgment against stupid or smart children. All the dominant potential in students can certainly be developed. Teachers have heavy and many tasks but all the tasks that have been carried out by a teacher have become the main basis for achieving learning objectives. To support the achievement of coaching and strengthening character in students, the accuracy of an educator in choosing and applying strategies to strengthen character is very necessary. As a teacher, you are not only required to always teach but also strive to be a good role model for your students.

A series of theoretical discoveries led researchers to conduct direct research on strategies for strengthening the character of students at Tsanawiyah Madrasa. This is based on the assumption that the teacher's strategy is very important for students in strengthening students personalities to become individuals who have good character.

2. Literature Review

Strategy according to Abuddin Nata is planned steps that have broad and deep meaning resulting from a process of thought and deep reflection based on theory and experience ([Yanti, 2021](#)). The teacher's strategy can be interpreted as a real action from the teacher or the teacher's practice in carrying out learning in a certain way that is considered more effective and efficient ([Awwaliyah & Baharun, 2018](#)). If it is associated with the learning process, strategy can be interpreted as general patterns of teacher and student activities in realizing learning activities to achieve the goals outlined.

Strengthening is all processes or methods used to strengthen and improve the character of students. Reinforcement also has a strong impact on the learning process of students which aims to increase students' attention to the learning process, stimulate and increase learning motivation, as well as increase learning activities, and foster productive student behavior ([Karim, 2020](#)).

Good manners are the values of human life that are truly implemented not because they are just habits but based on understanding and self-awareness to be good ([Fitriani & Yuliani, 2016](#)). Values that are realized and implemented as character can only be obtained through a process that runs throughout human life. Good character can go through an internalization process that takes time so that good character is formed in human life.

The growth of character is the internalization of moral and spiritual attitudes that are practical and can be interpreted through stories related to life problems, such as attitudes, behavior, and social manners ([Gouëdard et al., 2020](#)). The growth of character is included in the affective aspect (attitude). In Bloom's taxonomy, the affective aspect consists of five stages, namely receiving/attending, responding, valuing, organization, and characterization by a value or value complex ([Darling-hammond et al., 2020](#)). The level of acceptance is the willingness/sensitivity to appropriate stimulation symptoms. Learning can be in the form of getting attention, maintaining, and directing. The response is a reaction to the existing response which includes approval, willingness, and satisfaction in responding. Values are applied to behavior that causes individuals to want to be consistent in their actions. Integrating values to form a consistent value system. In addition, it has a value system that is believed and can enter into a person's personality. Based on this level, the strengthening of character can be started from liking to do something. Ways that can be done with habituation and practice. Habituation in education is a shared responsibility between parents, students, madrasas, and the community. Commitment from various parties is needed to build positive perceptions for the realization of effective education ([Rahayu, 2016](#)). Do not forget the involvement of parents and the community in creating a conducive learning atmosphere will help in strengthening character.

The growth of character in madrasas has been known as character, considering that the notion of character education is often equated with character, so character development is the growth of character that is known so far which is practiced in schools ([Fitriani & Yuliani, 2016](#)). Character education is character education that has a learning design in madrasas to develop the character and habits of students by exploring the values and beliefs of the community that make moral strength in their lives with honesty, discipline, trustworthiness, and cooperation. in order to focus on attitudes or feelings (affective), skills in processing data, voicing opinions, and skills (skills) and thinking rationally (cognitively) ([Ekawati et al., 2019](#)). Strengthening character education is an educational activity that is the responsibility of the education system to strengthen the character of students ([Setiawan et al., 2021](#)).

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 explains that character development is an activity of habituation of positive attitudes and behavior in schools starting from the first day of school until school graduation. In addition, character development aims to: a) make schools a fun learning park for students, teachers, and education staff; b) develop good habits as a form of character education from the family, school, and community; c) make education a movement that involves the government, local governments, communities, and families; and/or; d) fostering

a harmonious learning environment and culture between families, schools, and communities ([Permendikbud No. 23 Tahun 2015, 2015](#)).

3. Research Method

The approach in this study uses a qualitative approach, while the type of research is a case study. The case study was chosen in this research because the researcher is interested in a particular issue that wants to be studied in depth so that reality can be found. In this study, the issue of character strengthening strategies is the focus of researchers.

The primary data sources in this study are informants who can provide extensive information, such as the Head of Madrasa, Deputy Head of Madrasa in the field of Education, Educators/Teachers of Faith and Morals, Guidance and Counseling Teachers, as well as several students from grades VII, VIII, nor IX. While the secondary data sources in this study are in the form of documents on student discipline in the madrasa environment, the presence of students in several activity programs, as well as various references related to the problem and focus of the research.

Data collection techniques in this study used participant observation techniques, semi-structured interview techniques belonging to the in-depth interview category, and documentation study techniques. The data analysis technique used a modified analytical induction technique and the Miles, Huberman, and Saldana interactive model data analysis techniques, namely data condensation, data presentation, and verification/conclusion drawing ([Miles, M.B., Huberman, A.M., Saldana, J, 2014](#)) ([Ridder et al., 2014](#)). Meanwhile, to maintain the validity of the data in this study, the credibility, dependability, confirmability, and transferability tests were carried out to maintain the validity of the data.

4. Findings and Discussion

The change of Tsanawiyah Madrasa has been determined from Junior High School by the Minister of Religion of the Republic of Indonesia on March 16, 1978, based on the Decree of the Minister of Religion of the Republic of Indonesia Number 16 of 1978. One of the designated Tsanawiyah Madrasa is also located in Palopo City with the name State Tsanawiyah Madrasa (MTs Negeri) in Palopo. Strengthening the character of students at State Tsanawiyah Madrasa in Palopo cannot be separated from the strategy of teachers of faith and morals who try their best to strengthen the character of students. The strategy he does makes students experience changes step by step towards a noble personality. In the world of education, the task of the teacher is not only to teach but more than that, namely to foster students so that they have noble character both in the madrasa, family, and wider community environment in everyday life.

To realize students who have good morals (noble character), the moral aqidah teachers must master and understand various strategies for strengthening the character of students, because with these strategies the goals to be achieved can be obtained optimally. Akhlaq teachers are also expected to be able to master these strategies so that students can experience changes in a more positive direction, in both attitudes, behavior, speech, and mindsets in everyday life. Even the success or failure of character strengthening carried out in madrasas is certainly very much determined by the teacher's ability to master and understand the strategy itself.

4.1. Strategies for strengthening the character of student

Strategy is a real action of the teacher or the practice of the teacher in carrying out learning in a certain way that is considered more effective and efficient. The strengthening strategy carried out is believed to be able to strengthen the character of students to become stronger and more stable.

Based on the data collection techniques used in this study (participant observation, semi-structured interviews in the category of in-depth interviews, and documentation studies), it was found that strengthening strategies were carried out in strengthening the character of students at State Tsanawiyah Madrasa in Palopo, namely, *First*; Instilling religious values, by accustoming students to reading the Qur'an, because the Qur'an is the first source that is used as a guide for us and familiarizes students with the Sunnah Duha prayer, further Mr. Ghofur as Deputy Head of the Madrasa The Curriculum field said that "To strengthen good character for students, it can be done by instilling religious values in students such as reading the Qur'an, because the Qur'an is the first source that is used as a guide for us, then get used to it. students to pray Sunnah Duha. But on the other hand, in strengthening good character for students, it is necessary to cultivate an attitude of discipline and inculcate an honest nature. However, during this pandemic period, we cannot meet face-to-face with students, but to strengthen character for students, we continue to direct them as in the learning process, before the learning process students are directed to read Surah Al-Fatihah and study prayers" (Ghofur, Interview, 2021). The cultivation of religious values is the process of instilling the values of faith, worship, and morals to serve as a guide in the behavior of students in madrasas. To instill religious values in students, there should be three aspects that must be considered, namely the age, physical, and psychological aspects of students ([Saputra, 2016](#)).

Second; Through a personal approach, it is carried out with the dialogue method between teachers and students. The dialogue is carried out in a relaxed manner so that the students who will be directed can understand well the meaning of what is explained. As one of the teachers of moral creed, Mrs. Herlina said that "The teacher's strategy in strengthening the character of students is carried out by using a personal approach to students by using the dialogue method" (Herlina, Interview, 2021). Strengthening character which is carried out with a personal approach is a step taken by teachers by approaching students individually by providing assistance and solutions to problems faced by students as well as moral guidance to each individual. This approach is carried out using the dialogue method, namely alternating conversations between two parties regarding a topic that is deliberately directed to the desired goal. One of the cases that occurred was an interview with a student named Fikri as the head of class VIII said that "I have a classmate, she is a lazy woman, both in attendance and in collecting assignments, in-class even though she is always reprimanded, she just ignores the warning" (Fikri, Interview, 2021). These problems then encourage the teacher to take a personal approach to students by calling students to their room to find out what causes the student so that he is lazy in attendance and in collecting assignments, especially in the subject of moral aqidah. After knowing what the cause of the student is, a solution to the problem is given. In this case, he said that it turned out that the students who had problems were caused by their association and pressure from their families. The next case is one of the students who used to be very naughty and impolite to the teacher, the behavior of the student can be said to be bad, but I was a teacher of moral aqidah subjects cannot be separated from my responsibility. Therefore, I continue to

embrace it to go on a good path by personally approaching students using the dialogue method by providing real examples, and Alhamdulillah, these students have changed even now they are always following studies Islam in the mosque. The personal approach through the dialogue method that is applied is also inseparable from the "spirit" of peaceful Islamic teaching carried out by the first figure who spread Islam in Tana Luwu, namely Datok Sulaiman ([Bulu et al., 2020](#)).

Third; Giving motivation. One of the moral creed teachers, Mrs. Siti Hajrah, said that "The strategy of the moral creed teacher in strengthening the character of students is to provide motivation. Motivating students to always apply what they have learned in everyday life" (Siti Hajrah, Interview, 2021). A student named Kayla from class VII continues to praise her teacher who has motivated her concerning the knowledge she has learned in class to be implemented in everyday life. Kayla said that "Recently I got motivation from Ustadzah Hajrah because my behavior towards friends and teachers was sometimes not good so Ustadzah paid attention to me even though it was in online learning conducted in the WA group. The words that I used to use in the group were usually considered rude even though there was a moral creed subject group, but Ustadzah did not reprimand me in the group but ordered me to go to a madrasa. That's where I learned a valuable lesson about how to behave properly towards older people and friends, and Ustadzah motivated me at that time and that's where I started to be touched. The motivation given to Ustadzah was in the form of a travel story about how he wanted to go to high school and achieve his goals, and I started to get motivated from his truly extraordinary story" (Kayla, Interview, 2021).

Fourth; Be a good role model. One of the teacher's strategies in strengthening the character of students is by giving good examples to students. Exemplary is one of the effective methods to instill good values in children ([Syatar, 2020](#)), that since childhood humans (especially children) have had the urge to imitate and like to identify with other people or the behavior of others, especially with parents and teachers. Teachers as role models for students in the madrasa environment in addition to parents at home. Therefore, teachers should take good care of their actions and words so that the instincts of children who like to imitate and imitate will automatically do what is suggested by both parents and teachers. One of the moral aqidah teachers, Mrs. Nasirah said that "In strengthening the character of students, a teacher wants to set a good example, both in terms of behavior, speech, and good greetings, with the hope that what the teacher teaches will be emulated by the participants. students both in the madrasa environment and outside the madrasa, providing several examples of positive behavioral attitudes for students such as courteous attitudes or ways of speaking both to teachers and fellow peers and smaller ones, how to get along with mutual respect and respect between others. and accepting each other's differences in opinion, including respect for teachers and others. All of this is one of the strategies of the moral aqidah teacher in strengthening the character of students in madrasas. In addition, it is also a form of application from the example of teachers to students in madrasa (Nasirah, Interview, 2021).

Fifth; Give positive advice through habituation. Habituation is a form of strategy and training that is continuously carried out by students to get used to saying, acting, and behaving well and positively. Fostering through the method of advice is one way that relies on language, both spoken and written, which aims to raise awareness for people who are given advice. Based on the results of an interview with Mr. Yahya as one of the teachers of

morals, he said that “Concerning strengthening the character of students, I use the method of advice and habituation. These two methods support each other to strengthen the character of students. The advice given to students is in the form of attitudes and behavior to have good character, especially to teachers who educate, are devoted to both parents at home, and love and care for each other among friends. The advice I give to my students is done continuously so that students will get used to it” (Yahya, Interview, 2021)

4.2. Supporting factors in strengthening the character of students

The supporting factor in strengthening the character of students cannot be separated from the role and position of the institution or educational unit itself, in this case, the State Tsanawiyah Madrasa in Palopo.

Based on the data collection techniques used in this study (participant observation, semi-structured interviews, in-depth interview categories, and documentation studies), it was found that the supporting factors in strengthening the character of students at State Tsanawiyah Madrasa in Palopo were found, namely, *first*; Educational institutions under the auspices of the Ministry of Religion. Religious institutions play a role in the process of strengthening educational institutions that have religious-spiritual strength, self-control, personality, intelligence, noble character, and the skills they need, including society, nation, and state. Madrasa have their own plus value, namely the many components of Islamic education subject matter. Thus, students in madrasa are expected to have a stronger character based on religious values. Mrs. Siti Hajrah one of the teachers of moral aqidah said that “This madrasa itself which is under the auspices of the Ministry of Religion is one of the supporting factors in strengthening character because madrasa are a place for students to express themselves to be better in terms of knowledge, attitude/behavior, and skills” (Hajrah, Interview, 2021).

Second; Strict rules. The rules are arranged based on the aim of forming a madrasa culture that is under the vision, mission, and goals of the madrasa which emphasizes the rights and obligations of students while at the madrasa. The content of the rules of the State Tsanawiyah Madrasa in Palopo implies how to shape students to be more responsible, ethical, faithful, and pious (Researcher Observation, 2021). The madrasa culture, which is reflected in the strict rules and regulations, shows seriousness in shaping students to be superior and of high quality. Mrs. Herlina as one of the moral aqidah teachers said that “The enforcement of strict discipline in madrasas is a process to control the behavior of students to conform to the reflection that has been applied so that ongoing learning activities will strengthen the character of students, both in theory and practice in practice behavior” (Herlina, Interview, 2021).

Third; Professional teachers in carrying out the learning process. The results of the researcher's observations show that the learning materials developed by the teacher by giving all the basic competencies to students related to learning materials for one semester (both knowledge and skills), then learning materials based on the selection of these basic competencies must be delivered/explained by each student in front of the class (Researcher Observation, 2021).

Fourth; Student family support. The family in this case is the parents have a very important role in fostering the character of the child (Wulandari & Kristiawan, 2017). Until now, family support is very important in strengthening the character of students in madrasas. The success of students turning into noble persons is not solely determined by

the teacher, but also by the students' families (parents). Mrs. Nasirah one of the teachers of moral creed said that "To strengthen the character of students in this madrasa, support is urgently needed from all madrasa residents, especially the madrasa principal and teachers, then the parents of the students where the first place the children are educated is" (Nasirah, Interview, 2021).

Fifth; Complete facilities and infrastructure. In order to create order, security, and comfort, the facilities and infrastructure must receive attention (Sutisna et al., 2020). The location of the State Tsanawiyah Madrasa in Palopo which is on the side of the road makes the location of the madrasa need to pay attention to the safety of students, especially when entering and returning from the madrasa. The results of the researcher's observations show that the madrasa has been arranged in such a way as to create security and comfort in providing education. The madrasa building is still standing strong, neat enough, the gate is ideal, and the canteen is located within the madrasa environment (Researcher Observation, 2021), so that it is quite representative as a support in order to strengthen the character of students. Mr. Yahya as one of the moral creed teachers said that "The completeness of facilities and infrastructure makes it easier for teachers to strengthen the character of students and always supports teachers to act without hesitation in carrying out their duties, and the completeness of facilities and infrastructure in this madrasa makes it easier for teachers to do their job, the teacher strengthens the character of the students" (Yahya, Interview, 2021).

5. Conclusion

The success or failure of character strengthening carried out in madrasas is certainly very much determined by the teacher's ability to master and understand the strategy itself. Strategy is a real action of the teacher or the practice of the teacher in carrying out learning in a certain way that is considered more effective and efficient. The strengthening strategy carried out is believed to be able to strengthen the character of students to become stronger and more stable. The strengthening strategies carried out in strengthening the character of students at State Tsanawiyah Madrasa in Palopo are; *First*, instilling religious values; *Second*, through a personal approach; *Third*, providing motivation; *Fourth*, Being a good role model; and *Fifth*, Providing positive advice through habituation. In addition, there are supporting factors in strengthening the character of students which cannot be separated from the role and position of the institution or educational unit itself in this case the State Tsanawiyah Madrasa in Palopo, namely; *First*, educational institutions under the auspices of the Ministry of Religion; *Second*, strict rules; *Third*, teachers who are professional in carrying out the learning process; *Fourth*, family support for students; and *Fifth*; Complete facilities and infrastructure.

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