

Implementasi Pendidikan Karakter Melalui Budaya Religius Dalam Mengembangkan Soft Skill Siswa Di Sekolah Dasar

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Abstract: Efforts to build character in accordance with the culture of this nation are not only carried out through a series of teaching and learning activities in schools, but also through habituation in life. Such as religious, honest, disciplined, responsibility and so forth. In reality many students have extensive knowledge of science and technology but do not have soft skills in them. As a result students are only good at memorization and gain little skill when entering society. In realizing education in accordance with the ideals of the nation, the implementation of character education in schools is very necessary because the school is a forum in shaping the character of students. This study aims to (1) Describe the implementation (2) Describe supporting factors and inhibition factors of character education implementation through religious culture in developing the soft skills of students at SD Ar Rahman Kertosono. This research uses descriptive qualitative method approach. Data sources obtained through interviews, observations and documentation. In analyzing data researchers reduce data or summarize the main data, clarify and conclude the data obtained. This research uses source triangulation by conducting interviews with informants and then re-examine the data received by conducting interviews with other informants. The results showed that the implementation of character education at SD Ar Rahman Kertosono is through religious culture in accordance with the values of character education and mission vision of SD Ar Rahman. In addition, SD Ar Rahman also has a special program that contains assessments of students' non-academic activities. In the implementation of character education, students are always monitored and supervised by teachers and parents through performance books or connecting books. There are several supporting factors and factors inhibiting the implementation of character education through religious culture in developing students' soft skills including from the school, parents, students and external factors. The application of character education at SD Ar Rahman Kertosono has a very significant impact on students because students will unwittingly get used to doing positive things and applying them in daily life both in home life, school and society at large..

Keyword: Character education, religious culture, Soft skills

INTRODUCTION

The progress of a nation depends heavily on the quality of human resources. Quality human resources will affect the quality of a nation's standard of living. Education is a very important role in improving the quality of human resources. According to law no. 20 of 2003 on the National Education System article 3 which confirms that national education serves to develop the ability and form dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe and fear God almighty, noble character, healthy, knowledgeable, capable, creative, independent and

become democratic citizens and responsible¹.

Based on the Law, it is clear that the purpose of national education is not to educate children intellectually, but also to develop their personality as a whole. The challenges of global life today require children, young people and people who have the personality, independence, creativity and passion to adapt and change lives, not just the younger generation who master technical knowledge, but weak personality².

Character building of students can be done one of them through religious culture approach. Where religion contains teachings about various noble and noble values for man. Religion also has a very close relationship with character education. Culture, education and religion itself are three areas related to each other. all three relate to the level of values that are very important to human beings in aspects of their lives.³

But in reality the education system in Indonesia is still relatively weak in building an independent attitude and work ethic of students. Many students have extensive knowledge of science and technology but do not have soft skills in them. As a result, students are only good at memorization and get a little skills when they have entered the community. This condition is a result of the over-theoretical lessons in the school. Therefore, in the implementation of education in schools should apply more soft skills, because education is not only in schools, but there are human opportunities in interacting in their living environment. Therefore soft skills are very important given in the process of education and learning.

This research refers to the results of research that has been done on character education. This is supported by several research results related to the implementation of character education in developing students' soft skills. Some of them are as follows::

1. Eva Ratna Furi's Research (2013) with a title "Implementasi Pendidikan Karakter Melalui Budaya religius di Sekolah Dasar Islam Terpadu Nurul Ummah Trenggalek". This study focuses its study on the application of character education through religious culture in Nurul Ummah Trenggalek Integrated Islamic Elementary School. The conclusion of this research is that the process of implementing character education through religious culture in SDIT Trenggalek has been carried out properly. Especially the internalization of religious values that are so inherent in students. While the difference with this research is that the research will be researched focused on character education through religious culture in developing students' soft skills, this research was conducted at the elementary school level at SD Ar Rahman Kertosono. The equation is that both examine the implementation of character education at the elementary school level.⁴
2. Penelitian Heni Nur Alifah (2017) with the title "Pengembangan soft skill dalam membentuk akhlak santri di Pondok Pesantren Wali Songo Putri Ngabar Ponorogo". This research focuses its study on the development of soft skills in shaping santri morals in Pondok Pesantren. The conclusion of this research is the development of soft skills in shaping the morality of santri pondok pesantren wali songo in accordance with the education system in boarding schools, namely printing human beings balanced between academic, moral and soft skills in accordance with the vision, mission and

¹ Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. (Jakarta:Transmedia Pustaka, 2007), 5

² Dyah Kumalasari, Agama Dan Budaya Sebagai Basis Pendidikan Karakter di Sekolah. (Yogyakarta: Suluh Media, 2018), 13

³ Ibid, 58

⁴ Eva Ratna Furi, "Implementasi Pendidikan Karakter Melalui Budaya religius di SDIT Nurul Ummah Trenggalek", (Skripsi, Malang: Program Sarjana Universitas Islam Negeri Maulana Malik Ibrahim, 2013)

objectives of boarding schools. While the difference with this research is that the research will be researched focused on character education through religious culture in developing students' soft skills, this research was conducted at the elementary school level at SD Ar Rahman Kertosono. The equations both examine the development of soft skills in accordance with the vision, mission and objectives of an institution.⁵

3. Muhamad Mahfud (2014) with the title "Program Pendidikan Karakter dan Pemaknaan Pengembangan soft skill di SMK NU Gresik". This research focuses its study on character education programs at NU Gresik Vocational High School. The conclusion of this research is that students' soft skills can develop well through several character education programs. Demonstrated by student achievement and the increasing skills of graduates in the world of work. While the difference with this research is that the research will be researched focused on character education through religious culture in developing students' soft skills, this research was conducted at the elementary school level at SD Ar Rahman Kertosono. The equation is both studying about character education and soft skill development.

METHODS

This research uses qualitative method as research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. To obtain the data, researchers described or gave an overview of the application, supporting factors and inhibition of the implementation of character education through religious culture in developing the soft skills of students at SD Ar Rahman Kertosono in the form of written/spoken words from informants such as principals, waka curriculum, teachers, students of SD Ar Rahman Kertosono⁶.

RESULTS AND DISCUSSION

SD Ar Rahman is a school under the auspices of the Ar Rahman Institute of Islamic and Social Education. SD Ar Rahman seems to have a high commitment in instilling and applying character education through religious culture in developing students' soft skills. This can be seen from the implementation of character education through Islamic values. In the context of education in schools, one of the fundamental characteristics of education is religious values. It can be seen from the vision and mission of SD Ar Rahman which is to become an outstanding institution that is Islamic supported by reliable human resources, innovative, adequate facilities in a conducive environment and prepare learners to become a good person, high academic ability and character and useful for people, nations or countries in accordance with its development.⁷

In organizing the education of Ar Rahman Elementary School not only prioritizes the realm of IQ or knowledge, but also fosters spiritual intelligence, emotional intelligence and social intelligence. At the time of class increase, the assessment is not only seen from the academic aspect but non-academic value, namely the moral aspect is also a consideration of the school. In monitoring students' activities while at home or at school, SD Ar Rahman uses student performance books. In addition, the performance book also serves as a means of liaison between parents and the school. SD Ar Rahman also has a special raport which contains an assessment of non-academic activities such as assessment of mukhafadzoh activities, special skills, school

⁵ Heni Nur Alifah, "Pengembangan Soft Skill dalam Membentuk Akhlak Santri di Pondok Pesantren Wali Songo Putri Ngabar Ponorogo". (Skripsi, Yogyakarta: Program Sarjana Universitas Islam Negeri Sunan Kali Jaga Yogyakarta, 2017)

⁶ Lexy, what's going on? J. Moleong. Qualitative Research Methodology. (Bandung: PT Remaja Rosdakarya, 2016), 4

⁷ Dokumentasi SD Ar Rahman

activities and activities while in school.⁸

In implementing character education, SD Ar Rahman has a special learning program that includes three main programs, supporting programs and excellent programs. The main programs include subject coaching, life skill development based on EQ and IQ as well as extracurricular coaching. Supporting programs include Javanese culture, English language, practical worship learning, memorization of daily prayers, memorization of short letters and tayyibah sentences. Ar Rahman Elementary School's flagship programs include overnight cottage programs (PONDAS), ramadan huts (PONDAN), super tahfidz programs, studying the Qur'an ummi method, professional recognition, outbound and outdoor education, body and dental health examinations, monitoring child development, coaching talented students, full day school, motivation building and character education.⁶⁰ These programs are carried out by SD Ar Rahman with the aim of developing sq, IQ and EQ students' abilities.

Based on the documentation of religious values applied at SD Ar Rahman is divided into two categories, namely religious attitudes and religious behavior.

1. Religious attitudes include participating in the celebration of Islamic holidays which include the celebration of isra' mi'raj, the commemoration of the prophet's maulid, ramadan huts, qurban festivals, hajj rituals and hijri new year commemorations.
2. Religious behavior includes reading asma'ul husna, praying dhuha, dhikr morning, muroja'ah juz 30, studying the Qur'an Ummi method, translation of the Qur'an tamyiz method, praying before and after learning, reading prayers on each will do work, and other religious activities carried out everyday.

With this habituation is expected to build a sense of age, tolerance and soft skills of students.⁶⁴ In applying character education, SD Ar Rahman has development activities through religious culture that includes routine activities, spontaneous activities and exemplary activities.

Implementation of character education through Religious Culture in developing the soft skills of students at SD Ar Rahman is to apply the values of character education, namely: Social care One of the values of character education through Religious Culture in developing student soft skills applied at SD Ar Rahman are :

1. social care. Activities that reflect the value of social care, namely in the activities of ramadhan huts (PONDAN) the students distribute ta'jil and zakat. Students are given the opportunity to distribute ta'jil and zakat with the aim that students can get to know who is entitled to receive the gift.
2. Love of the Fatherland, The application of the value of love in ar rahman elementary school is through flag ceremony activities held every Monday, singing mandatory songs and regional songs at the end of each lesson, participating in the UN competition or road movements, carnivals or marches held by the government of Kertosono Sub-District and organizing a competition in commemoration of the Indonesian Independence Day.
3. Discipline, The application of disciplinary values at SD Ar Rahman is through various means including rewarding disciplined students and providing educational punishment to students who break the rules. For example, if the student says dirty then the punishment is to read istighfar 30 times, if not doing the task then must memorize verses of the Qur'an and daily prayers to add memorization.
4. Mandiri, The application of independent values at SD Ar Rahman is through various activities such as children's cottage activities overnight (PONDAS), ramadan cottage activities (PONDAN), habituation of combing hair, arranging shoes, arranging supplies and washing cutlery. This activity is carried out so that students can live independently.

⁸ interview

5. Honestly, that is to state what it is, open, consistent between what is said and what is done, courageous because it is true, trustworthy and not cheating. An example of applying the value of honesty in Ar Rahman Elementary School is not taking items that do not belong to him, always giving announcements if they find goods or money. This is one of the application of honesty value in students.

CONCLUSION

From the discussion on the implementation of character education through religious culture in developing the soft skills of students at SD Ar Rahman Kertosono above, researchers can conclude as follows: Implementation of character education through religious culture in developing students' soft skills at SD Ar Rahman is carried out in several ways, including: a) The implementation of character education at Ar Rahman Kertosono Elementary School is cultivated and inserted in all subjects and applied in every activity in the school. Both inside and outside the classroom. b) The implementation of character education through religious culture in developing the soft skills of students at Ar Rahman Kertosono Elementary School is through habituation. c) Implementation of character education through religious culture in developing the soft skills of students at SD Ar Rahman Kertosono is to carry out development activities through religious culture such as routine activities, spontaneous activities and exemplary activities. d) Implementation of character education through religious culture in developing the soft skills of students at SD Ar Rahman Kertosono is to apply character values such as religious values, social care, discipline, independent, honesty, creative, healthy and clean, responsibility and gotong royong. e) In monitoring student activities while at home and at school, SD Ar Rahman Kertosono uses performance books or connecting books. f) SD Ar Rahman Kertosono has a special report that contains an assessment of students' non-academic activities. g) AR Rahman Kertosono Elementary School has a special learning program that is the main program, excellent programs and supporting programs.

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