

Management of Islamic Education Integrated in Forming Students With Noble Character

NENDA

Introduction

Mulyasa as cited by (Arifin, 2019) said that education management is basically the tool that is required in an attempt to achieve educational goals. Education management is a series of processes consisting of planning, implementation and evaluation associated with the field of education. Education management is an alternative form of school in carrying out national policies in the field of education, especially character education. Character education management is a management process that consistently focuses attention, considers, internalizes and integrates character values sourced from good values, morality, culture and government policies that are manifested in every action of education management (Arifin, 2019).

Character building today is quite concerning, in the era of 4.0 there are still many children who do not have a character that is sufficiently good. The noble character values that have been practiced by the Indonesian nation and state for centuries, that now started to erode must be rebuilt, especially through education. Character building is very important to be strengthened so that children, especially in the age of adolescence, who are in the stage of finding their identity, are not contaminated with things that can damage the character of the nation's children such as promiscuity, free sex, to criminal acts that violate the law.

Nowadays, character building is always be an interesting topic of

discussion and a source of solutions to various problems. Character cultivation and formation is indeed very important, because it is related to the quality of a nation, as expressed by (Faiz, 2019:1), character is an important aspect in the civilization of a nation, because the quality of character determines the existence of a nation. However, at this time character building has entered a new era and challenges, in addition to the domino effect of the conditions of the times and technological advances, character building is also faced with the conditions of the Covid-19 pandemic which hinders the implementation and formation of character building in students.

Based on cases that are currently going viral as cited from kemenpppa.go.id: The case of child marriage in Indonesia is very concerning. In recent years, data from religious courts on applications for dispensation of child marriage, in 2021 there were 65 thousand cases and in 2022 there were 55 thousand submissions. The submission of applications for marriage at a child's age is mostly due to the factor that the female applicant is already pregnant in advance and the factor of encouragement from parents who want their children to get married immediately because they already have close friends / dating. Nur Djannah Syaf, Director at the Directorate of Religious Courts Administration, Director General of Religious Courts, Supreme Court emphasized that the issue of child marriage is very urgent and emergency. The love factor and parental pressure to get married immediately become one of the main factors of the reason for the marriage complaint.

"In 2022, nationally, there will be around 52,000 marriage dispensation cases submitted to religious affairs and of that number, around 34,000 of them are based on love, so parents ask the court to marry off their children immediately. About 13,547 applicants applied for marriage because they were already pregnant and 1,132 applicants

claimed to have had intercourse. Other factors include economic reasons and arranged marriages considering that their children have reached puberty, have started menstruating and growing genital hair on boys," said Nur Djannah. Data in 2022, the largest number of marriage dispensations was in the East Java high religious court (PTA) in Surabaya, with the highest area in Malang due to school dropout factors. Furthermore, there were also many applications in PTA Semarang, PTA Bandung and PTA Makassar. Although the reasons for non-pregnant marriage disputes are higher than the number due to pregnancy, the number of pregnancies outside marriage still needs serious attention.

Furthermore, the latest case of early marriage in 2023, quoted from bengkuluinteraktif.com, at the beginning of the year starting one month, 16 cases of minors were found again, and who performed early marriages in the Seluma Regency area, Bengkulu province. The Public Relations Officer of the Tais Religious Court, Rifki Qowiyul, said that early marriage is actually not recommended, but most cases of underage marriage are due to the condition of the female partner who is pregnant before the marriage.

The next case is brawl, which resulted in fatalities in the Central Java area. Based on Kompas.com, Tegal Police named six suspects of violence in the death of a junior high school student who was the son of a member of DPRD in Tegal Regency, Central Java on Thursday (9/3/2023). The next case of brawl which resulted in fatalities in the Central Java area. Based on Kompas.com, Tegal Police named six suspects of violence in the death of a junior high school student who was the son of a member of the Tegal Regency DPRD, Central Java on Thursday (9/3/2023). Previously, the police arrested 31 students as perpetrators or children in conflict with the law after being involved in a brawl. Of that

amount, 20 students were named as suspects. With details of 6 suspects of violence that resulted in the death of victims, and 14 suspects of having sharp weapons. Another case was a 15-year-old student who was still in junior high school who committed motorcycle theft.

From several cases of free sex that led to many early marriages and brawls that caused the loss of life, it turns out that character building still has many problems that must be resolved. If we discuss one by one, of course there could be similar cases in each region, but in this article researchers will not report similar cases in each region. But a little bit provides an overview of cases that have occurred where students who in fact receive guidance and education from teachers. It is necessary to follow up in dealing with the problem as described earlier. It is the lack of character building that makes many school children have bad character and are not morally upright. There needs to be a proper management that must be implemented in designing character building education that can improve and shape and reinforce the Islamic character of students. Thus this article will specifically discuss how the management of Islamic education in an effort to strengthen the character of students.

Research Method

This research used the library research method. (Wohlin et al., 2020) states that the library research process is carried out by reviewing the literature and analyzing relevant topics that are combined. Library research can utilize sources such as journals, books, dictionaries, documents, magazines and other sources without conducting field research. Specific features used to develop the research knowledge base include: research is directly confronted with data or texts that are already available and, not data from field research. (Wohlin et al., 2020) explains that the literature research process is carried out by reviewing the

literature and analyzing relevant topics. Literature study reviews may utilize sources such as journals, books, documents, magazines, news, and other sources without conducting field research.

Basically, literature research is categorized as qualitative research, because there is an interest in interpreting and finding meaning from written texts. In order to understand and interpret the literature and texts, a hermeneutic approach is used. The urgency of the hermeneutic approach in research is as an effort to understand the meaning of texts (scriptures, books, journals and others) which serves to avoid distortion of messages or information (differences in meaning) between the author of the text and the reader (Irman and Tobroni, 2001).

Result

The results of the research will be presented in the form of a table where data reviewed from several secondary sources related to Islamic education management in an effort to strengthen student character building in the era of revolution 4.0. Furthermore, data in the form of sentences that will produce conclusions will be explained in the form of literature analysis.

Discussion

Nowadays, character education is highly underestimated. A group of people argue that good and bad human character is innate. If the innate soul is good, then the character is also good, and vice versa, if the innate is not good, then the character of the person is also not good. If this opinion is correct, then character education is meaningless, because it is impossible to change the character of a person who has been taken for granted. At the same time, another group of people have a different

view, namely that character can be shaped and strived for so that character education becomes very crucial for humans to have good character. Character building is not just about teaching children what is right and what is wrong, but character building instills good habits in students to learn to understand, feel, and want to act well. Therefore, education carries the same mission as character education or moral education (Marpaung, 2019).

Character building is a genuine, deliberate effort to help a person understand, care, and act on the basis of the core of ethical values (Lickona, 2009). Based on this concept, character building is a deliberate and planned effort to instill, grow and even as a step to restore the increasingly massive character degradation in the lives of students. Efforts to produce good character are not something that can happen spontaneously. In the school context, true character building requires the cooperation of various parties and even the development of the right system. Character building is a national movement that creates schools that nurture ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on the universal values we all share.

However, to provide proper character building, an approach to instilling character building is also required. In the Indonesian context, character building uses a class-based approach, school culture, and community (Hendarman et al, 2016). The approach to character building in schools prioritizes the formation of a whole student personality. The whole personality reflects harmony and harmony in mind/intelligence, heart/honesty and responsibility, sport/health and hygiene, and initiative/skill and creativity. Over time, its implementation cannot rely on the grip pattern, which considers the teacher as the only source of knowledge, has absolute authority over students, while students are only

considered as an audience. Open access to information for students requires learning teachers and students to be productive and have character. Teachers must become friends, value filters, and also role models for students.

Islamic character building requires management in its implementation. The effective management of character education is when it is integrated into school management, especially school-based management. In other words, character building in schools also has a lot to do with school management (Wibowo, 2013). Character building in schools also has a lot to do with school administration or management. The so-called management refers to how to plan, manage, direct and evaluate character education as a whole in educational activities at school. This management includes values that need to be instilled, curriculum content, learning, assessment, educators and education personnel or other relevant components. Therefore, school management is one of the effective media for the implementation of character education in schools (Sugeng dan Nurmaliyah, 2010). Thus, it can be understood that character education management is a strategy applied in the development of character building, which aims to manifest the school's social mission through management activities, with the aim of instilling noble values.

Implementing education is the activity of translating plans into concrete actions to achieve goals effectively and efficiently, making them beneficial. The implementation of education in schools can be done in an integrated manner through at least four alternative strategies. The first is to integrate the established content of moral education into various disciplines. Second, integrating character education into daily activities at school. Third, incorporating character education into organized or planned activities. Fourth, establishing cooperative communication

between the school and parents (Novan, 2012).

Therefore, it requires the involvement of all parties in strengthening the character of students. There must be habituation that is carried out regularly at school. So that when in the environment of the community they continue to carry out these good habits. Routine activities that are carried out at school become a habit for students. Good habits will foster good behavior, while bad habits will foster bad behavior as well.

For example, if students are currently familiarized with memorizing and understanding the contents of the Quran, then over time they will gain a love for the Quran. So that with their love for the Quran will encourage them to apply the contents in it and apply it in everyday life. Habituation here is intended as familiarizing students in doing things that have Islamic character. As it is known that character building starts early. In planting Islamic characters, habituation is needed which is carried out repeatedly every day such as getting used to praying on time, getting used to speaking politely and being polite to anyone, learning to respect others by not mocking or underestimating others, in a school environment such as getting used to students to respect and give greetings to teachers and soon.

As already known that cooperation with parents is carried out so that a school can achieve good educational results, it is necessary to establish a close and harmonious working relationship between the school and parents. Through this cooperation, parents will get:

1. Teachers' insight and experience in educating children.
2. Understanding the various difficulties that children often face at school.
3. Understand the child's behavior during school, such as whether the child is diligent, lazy, likes to skip class, likes to be sleepy, naughty, etc. For the teacher, through this collaboration, the teacher will get:

- a. formation from parents about overcoming difficulties faced by their students.
- b. Get help from parents in providing character education to their children at school.

Conclusion

The purpose of this paper is to provide an understanding that character building education is the responsibility of teachers, parents and society. Character building management is an effort made to strengthen character building. The decline in the character of students is due to the lack of Islamic character education which emphasizes the non- optimal Islamic religious education. It should be understood that teachers become examples in character education. In the era of revolution 4.0 teachers are required to be able to master educational approaches by utilizing digital technology. Character education can be implemented by setting a good example, teaching moral values and so on, creating a religious culture. The revolutionary era is a challenge for teachers to be able to adapt learning to current conditions. The balance between the use of technology and character will give birth to a competitive and dignified generation and the involvement of all parties is the key to transforming students towards a better one.

BIBLIOGRAPHY

- Arifin, B. S. (2019). *Manajemen Pendidikan Karakter*. CV Pustaka Setia. [http://digilib.uinsgd.ac.id/19852/1/Manajemen Pendidikan Karakter.pdf](http://digilib.uinsgd.ac.id/19852/1/Manajemen_Pendidikan_Karakter.pdf)
- Faiz, A. (2019). Program Pembiasaan Berbasis Pendidikan Karakter Di Sekolah Aiman Faiz karena kualitas karakter menentukan. *PGSD Universitas Muhammadiyah Cirebon*, 5(20). <https://doi.org/https://doi.org/10.32534/jps.v5i2.741>
- Hendarman, D. (2016). *Konsep dan Pedoman Penguatan Pendidikan Karakter Tingkat Sekolah Dasar dan Menengah*. TIM PPK Kemendikbud.
- Satori, D., Komariah, A., & Suryana, A. (2019). Character education in the era of industrial revolution 4.0 and its relevance to the high school learning transformation process. *Utopia y Praxis Latinoamericana*, 24(5), 327-340.
- Kosim, M. (2020). Penguatan Pendidikan Karakter di Era Industri 4.0: Optimalisasi Pendidikan Agama Islam di Sekolah. *TADRIS: Jurnal Pendidikan Islam*, 15(1), 88. <https://doi.org/10.19105/tjpi.v15i1.2416>
- Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. Marpaung, S. F. (2019). *Pendidikan Pancasila Membangun Karakter Masyarakat Indonesia*.
- Yayasan Fadillah Malay Islami.
[http://repository.uinsu.ac.id/9068/1/PANCASILA MEMBANGUN KARAKTER.pdf](http://repository.uinsu.ac.id/9068/1/PANCASILA_MEMBANGUN_KARAKTER.pdf)
- Nelliraharti, N. (2022). Manajemen Pendidikan Islam Dalam Membentuk Islamic Education Management in Forming Student Character in the Era of the Industrial Revolution 4 . 0. *Journal of*

Education Science (JES), 8(1), 62–69.

Nurmaliyah, S. L. P. & F. (2010). *Perencanaan Pembelajaran: Pada Bidang Study, Bidang Study Tematik, Muatan Lokal, Kecakapan Hidup, Bimbingan dan Konseling*. UIN-Maliki Press.

Putri Nurjannah Kurita. (2023, April). Nekat Curi Motor, Seorang Pelajar Diringkus Polisi di Sentani Jayapura: Ini Sosok Pelaku. *Trubun-Papua.Com*.
<https://papua.tribunnews.com/2023/04/06/nekatecurimotor-seorang-pelajar-diringkus-polisi-di-sentani-jayapura-ini-sosok-pelaku>

Tobroni, I. S. dan. (2001). *Metodologi Penelitian Sosial-Agama*. PT. Remaja Rosdakarya.

Wibowo, A. (2013). *Manajemen Pendidikan Karakter di Sekolah, Konsep dan Praktik Implementasi*. Pustaka Pelajar.

Wiyani, N. A. (2012). *Manajemen Pendidikan Karakter; Konsep dan Impleentasinya di Sekolah*. PTPustaka Insan Mandani.

