

Quality Improvement of Character Based Learning with the FDS System at Al-Azhaar Islamic Elementary School

Prim Masrokan Mutohar IAIN Tulungagung, Indonesia Email: Pmutohar@gmail.com	Hikmah Eva Trisnantari STKIP PGRI Tulungagung, Indonesia Email: hikmaheva@gmail.com Hikmah Eva Trisnantari	Sulastri Rini Rindrayani STKIP PGRI Tulungagung, Indonesia Email: sulastri@stkipgritulungagung.ac.id
---	---	---

Abstract— This research aims to describe the implementation of improving character-based learning quality with a Full Day School (FDS) system. This model of education and learning with the FDS system is an alternative to implementing quality education. The learning process starts from 7:00 to 16:00. The curriculum is developed based on the national curriculum and a typical school curriculum that is integrated in shaping the character and competence of students. Learning systems are more emphasized in learning to know, learning to do, and learning to life to gather. Students are expected to be able to master the science, skills, and science of religion, and can memorize the Qur'an to 6 juz on the tahfidz program. To achieve these objectives a qualitative approach was used with a case study design. Data is collected by observation techniques, in-depth interviews, and documentation. The results of this study are: (1) The approach used in improving the quality of learning is school review, quality assurance, and quality control, (2) using active, creative, effective, and enjoyable learning in improving the quality of character-based learning, and (3) the techniques used by teachers in improving the quality of learning are: creating discipline, fostering the spirit of learning, developing creativity, utilizing learning resources, developing intelligence, and involving the community in learning students.

Keywords—Quality Improvement of character-Based Learning, System FDS

I. INTRODUCTION

The implementation of a quality learning process is a demand that must be fulfilled by the teacher in carrying out his duties and responsibilities as a professional educator. Teachers must be able to carry out the learning process interactively, inspiring, pleasing, challenging, and motivating students to actively participate, as well as providing sufficient space in generating ideas, creativity, and independence in accordance with the talents, interests, and physical and psychological development of participants student. This process standard is made in order to create high quality education and learning so that the existing education units in Indonesia have high

competitiveness at the regional, national, and even international level.[1]

Quality learning process is a very important issue, because it will directly come into contact with students. Based on the results of research, it was explained that the need to improve the quality of learning in schools was based on institutional policies and community participation. Good quality education can prepare students to gain knowledge and skills in order to succeed in the future.[2]

Improving the quality of character-based learning aims to improve the quality of educational processes and outcomes, which leads to the formation of complete, integrated and balanced character and noble character of students, in accordance with graduate competency standards in each education unit.[3] Character education in Indonesia is carried out in schools and strengthened by the implementation of the 2013 curriculum (K- which emphasizes more on the formation of national competencies and character.[4] Likewise in Singapore character education is carried out in schools with a curriculum designed by the CCR (Center for Curriculum Redesign). The CCR offers a complete framework in four dimensions of education, namely: knowledge, skills, character, and metacognition. Knowledge must produce a better balance between traditional and modern subjects, and interdisciplinary. Skills are related to the use of knowledge and feedback. Character quality describes how a person is involved in social life and behaves in daily life. Metacognition encourages self-healing and learning processes, and builds other three dimensions.[5] Character education in Japan is closely related to the elements consisting of forms of citizenship education in schools that come from three areas of moral education, social studies, and special education.[6]

Elementary School as an educational organization has its own strategy in shaping the competence of students which is influenced by the values, perceptions, habits, educational policies and behavior of the people who are in it. Primary schools have special characteristics in accordance

with the core business that is carried out in the learning process. The formation of the character of learners is inseparable from the culture of the school/madrasah, the culture of the school/madrasah should show capabilities that are in accordance with the demands of learning, which can develop students in accordance with the humanitarian principles of national character values. For this reason, a strategy to improve the quality of learning is needed in the formation of the national character of students. This is also reinforced by Deal and Peterson[7] which explains that: "The atmosphere or environment that is the motivation for learning can be cultivated in the home, in the classroom, or at a broader level, throughout an entire school".

Learning environment factors also influence the formation of students' character as explained by the results of Wening's research[8] that environmental factors have a positive and significant influence on the character formation of students. This is also reinforced by Diyanti's research[9] which explains that the learning environment and active involvement of students in the learning process can influence the formation of students' good character. The results of this study emphasize the active learning process and student involvement in the entire learning process, students as non-recipient actors so that the learning process is not teacher-centered but must be centered on students with an active learning approach. The implementation of character education as a mandate from the national curriculum needs to be studied so that it can be implemented properly and be able to achieve the government's vision and mission in the implementation of character-based education in schools and madarasah. Based on the above, researchers are interested in examining the improvement of the quality of the nation's character-based learning with a full day school system.

II. METHOD

This study used a case study research design conducted at Al-Azhar Elementary School. The data collection uses techniques: (1) in-depth interviews (in-depth interviews), (2) participant observation (participant observation), (3) study of documents. The collected data is analyzed based on three activity lines, namely: (1) data reduction, is a form of analysis that sharpens, classifies, disposes unnecessary, and organizes data to obtain final conclusions and verification. Data reduction is carried out continuously throughout the study, (2) presenting data (display data), presenting data intended to find patterns that are meaningful and provide the possibility of drawing conclusions and

taking actions, (3) drawing conclusions or verification[10]

III. RESEARCH RESULT

Improving the quality of character-based learning held in elementary schools is a very important thing to be realized, because it is a foundation in forming the good character of students. The success of students in following the process of education and learning in primary schools will affect their success in subsequent education. In this case the US federal government also takes action by obliging to include the content of character education in schools[11]

The implementation of national character-based learning in SDI Al-Azhar Tulungagung was carried out based on policies made by the government and then developed based on the values held by schools without abandoning government policies. The values developed by the school are inseparable from the teachings found in Islam which become its inner control. Based on the exposure of the data obtained in this study, the research findings can be explained in the form of images as follows:

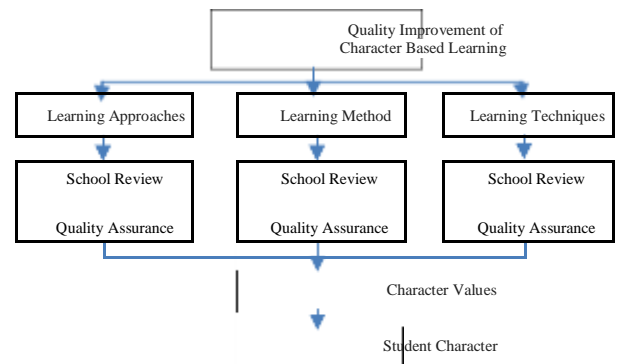


Figure 1 Implementation of Quality Enhancement of Character Based Learning at Al-Azhar Islamic Elementary School Tulungagung

Approach to implementing character-based learning quality improvement

Character-based education and learning aims to: condition children to have good life habits, (2) seek or deepen the concepts of subject matter that have been set by the government, (3) incorporate Islamic material in the field of study and as a separate field of study that must be mastered by children as a provision for life, (4) psychological, mental and moral development of children to obtain a balance between spiritual and physical needs in order to form a complete personality.

In order for this goal to be achieved, Al-Azhar Islamic Elementary School makes a policy to

empower all the potential that exists optimally in the learning process at school. In order for these expectations to be achieved well, there are several approaches used in improving the quality of learning. The approach intended is:

a. School Review

This approach is used in order to find out the effectiveness of the education and learning process held at Al-Azhaar Islamic Elementary School. School review is carried out in collaboration with parents and professional staff to be able to provide input on the entire learning process that has been carried out so that improvements can be made so that the quality of learning can be improved properly. School review is conducted to answer the following questions: (1) what is achieved in the learning process in accordance with the expectations of parents of students and students themselves? (2) what learning achievements have been achieved by students? (3) are there blocking factors in improving the quality of learning? (4) does the school have supporting factor in improving the quality of learning?

This school review is very important in order to get input and improvement in improving the quality of character-based learning at Al-Azhaar Islamic Elementary School. This activity is carried out to make continuous improvements so that the goals can be achieved properly.

b. Quality Assurance

Quality assurance is an approach used by schools to improve the quality of education and learning. This approach is intended to ensure that the process of education and learning has taken place in accordance with the plan and can be carried out accordingly. This approach is used to detect deviations that occur in the process of education and learning at SD Islam Al-Azhaar. This approach emphasizes the monitoring process that is carried out continuously in the system built by the school. The quality assurance implementation is expected to produce the following information; (1) can provide feedback (feedback) in the process of improving the quality of character-based learning; (2) can provide assurance for parents of students that the learning process is carried out properly, (3) can provide assurance that the school can provide the best learning services for students.

This approach is carried out to emphasize the quality of the learning process which will have implications for improving student learning achievement. Teachers carry out continuous monitoring of activities and student learning outcomes. The results of monitoring carried out by the teacher are used as data that can be analyzed to

improve the learning process so that the quality of learning can be realized properly.

c. Quality Control

Quality control is carried out in order to detect the occurrence of learning quality deviations that are not in accordance with the standards set by the school. SD Islam Al-Azhaar as an educational institution that uses a full day school system has set quality standards for implementing learning. This quality standard can be used as a tool to provide control of the learning process carried out by the teacher. Control is carried out to determine the occurrence of deviations from predetermined quality standards. The occurrence of irregularities can be corrected as soon as possible in order to achieve the learning objectives effectively and efficiently.

This approach was carried out by SD Islam Al-Azhaar in every activity in the school. This approach is used in order to hold quality education and learning guarantees so that schools become of high quality and demand by the community. The quality of education and learning is a benchmark for school success and public confidence in SD Islam Al-Azhaar.

Methods of improving character-based learning quality

Education and learning held at SD Islam Al-Azhaar are integrated in shaping the competence and character of students in accordance with the school's vision and mission. The formation of student characters is a mandate that must be carried out in forming the generation of Robbani. Therefore at SD Islam Al-Azhaar also developed a superior program that could be used as an effort to improve the quality and competitiveness of schools and community interest in SD Islam Al-Azhaar Tulungagung. The flagship programs intended are: First: General character development which includes activities as follows: (a) thematic nature, (b) outbound, (c) traveling around muroja'ah, (d) quarantine tahfidz, (e) class meeting, (f) home visit, (g) basic leadership training, and (h) reading of Al-Qur'an. Second: daily character development. Included in this program are: (a) habituation to dhuha prayer, (b) habituation to sunnah rowatib prayer, (c) orderly eating, (d) daily muroja'ah, (e) mentoring (especially 6th grade).

Mastery of knowledge and skills developed in SDI Al-Azhaar can also be called life skills. Life skills as learning outcomes generally consist of: First: personal skills with components: learning skills (learning to learn, the basic learning skills), adaptability (adaptability), ability to overcome (cape ability), motivation, self-knowledge skills (self awareness), independence, and responsibility. Second: social skills, which consist of:

communicationskills,cooperativeand

collaborative work skills (working in groups), and solidarity. The learning approach implemented by the teacher is an active learning approach in shaping student competence. Learning Active learning is used in order to teach students to have the skills (life skills) that they can use in their daily lives. In this regard, Johansyah[12] explains that character learning can provide good, loving, good desires, and acting the good. This method can be used in the learning process simultaneously and continuously so that students have good character

3) Techniques for improving the quality of character-based learning

Creating an effective school must start from improving the quality of learning carried out by teachers in the learning process at school. Improving the quality of learning at SD Islam Al-Azhaar is used in the techniques of discipline, enthusiasm for learning, creativity, utilizing learning resources, developing intelligence, and involving the community in the learning process.

Discipline is the key to streamlining the learning process in school. Discipline is a character value that is very important for students in carrying out the learning process at SD Islam Al-Azhaar. Principals, teachers, staff, and students must behave discipline at school. If all disciplines, it will be an orderly, good and effective school. Discipline is the principal's policy that must be implemented in carrying out the learning process. This finding also strengthens the results of his research by Pristine and Suryani[13] which provides an explanation that a discipline culture can shape the character of students. To realize the discipline that is in school, it is necessary to go through the stages of introduction, understanding, and internalization before sticking as attitudes and habits. Early on children are introduced to discipline, given examples and examples so they are able to imitate what adults do. At this stage examples and examples are very decisive, because the nature of the child is still more imitating. Then when the child begins to know and recognize good deeds and bad deeds, it is necessary to give an understanding of all the consequences of his actions that have been done so that the child begins to recognize his responsibilities.

Students also need the spirit of learning to have high motivation in studying. Growing the spirit of student learning is an effort to improve the quality of character-based learning in schools. The spirit of learning is the key to the success of students for achievement and character. Improving the quality of learning is unlikely to be achieved properly, if students do not have a high learning spirit. The spirit of learning must be possessed by students so they can provide good support in improving the quality of learning in school. This finding supports the results of his research Brannon[14] which

explains that character education has a positive effect on achievement, class behavior, and long-term test scores. Character education also reduces the risk factors associated with school failure in students.

Active learning conducted at SD Islam Al-Azhaar was carried out with the technique of developing enthusiasm for learning, activity, creativity, and student motivation in the learning process in school. The findings of this study are also reinforced by the results of Gibbs' research which explains that what teachers need to do so students are more active and creative in the learning process are: (1) developing self-confidence in students and reducing fear, (2)

providing opportunities for students to communicate scientifically freely directed, (3) involve students in determining learning goals and evaluations, (4) provide supervision that is not too strict and not authoritarian, (5) involve them actively and creatively in the learning process as a whole.[15]

Active learning requires learning resources. Learning resources at Al-Azhaar Elementary School relate to everything in the school environment that can be used for learning activities by students. Learning resources created by the school are in the form of curriculum, school programs, books, teachers, education staff, environment, climate, and school culture. Teachers as sources of learning in schools must be able to provide good examples and in accordance with the character values developed by the school. This example is very important to be given by teachers and education staff. Because in character education as the results of research by Trisnantari, Mutohar, and Subiyantoro[16] explain that there is a need for a habituation process. This habituation process requires practice in practice. Exemplary given by the teacher can create situations and conditions that can be emulated by students in strengthening character values so that students can practice in school, home, even in people's lives properly.

Students at SD Islam Al-Azhaar have a diversity of characters that cannot be equated with the way they learn. This diversity is influenced by the different intelligence, talents, interests, motivations, attitudes, and experiences of each student. The diversity possessed by students requires teachers to be able to have approaches, methods, and learning techniques that are appropriate to the conditions of each student. According to Gardner[17] humans have multiple intelligences (multiple intelligences) consisting of musical intelligence, bodily kinesthetic intelligence, logical-mathematical intelligence, linguistic intelligence, spatial intelligence, interpersonal intelligence, and intrapersonal intelligence. The intelligence possessed by students

in the learning process in schools can be developed based on the talents and interests of students.

IV. CONCLUSION

Improving the quality of character-based learning can be carried out by applying active learning through the process of intervention and habituation. The intervention process is carried out through learning activities designed to achieve the goal of character education with a variety of structured activities in schools. Habitual processes can be created through learning activities in schools with reinforcement that allows students to carry out character values that are accustomed to school. Habituation of the application of character values can shape the good character of student in everyday life. The application of habituation must be accompanied by the application of example from the principal, teacher, and staff. Examples have ary important meaning in cultivating core values in schools. The habitual adoption of character in school eventually became a school culture, so that it can determine the achievement of character of students who will show their characteristic competency from education at SD Islam Al-Azhaar.

REFERENCES

- Badan Standar Nasional Pendidikan, 2005.—*Standar Proses Pembelajaran*, Jakarta: BSNP
- Bích Liễu, Trần Thị. 2014, Full Day Schooling Performance of Primary Schools in Disadvantaged Areas in Vietnam: A Comparative Case Study. *VNU Journal of Science: Education Research*, Vol. 30, No. 4 (2014) 17-30
- Mulyasa, 2012, *Pengembangan dan Implementasi Kurikulum 2013*, Bandung: PT. Remaja Rosdakarya
- Trisnantari, H.E., Mutohar, P.M., dan Subiyantoro, 2015, *Pembelajaran Berbasis Kompetensi dan Karakter Bangsa: strategi Implementasi Kurikulum 2013*. Tulungagung: Penerbit Cahaya Abadi
- Blalik, M., Bogan, M., Fadel, C., Horvathova, M., 2015. *Character Education for the 21st Centure: What Should Students Learn?* Boston, Massachusertts: Center for Curriculum Redesign.
- McCullough, David, 2008. *Moral and social education in Japanese schools: Conflicting conceptions of citizenship. Citizenship Teaching and Learning*. Japan: Kobe College
- Deal, T.E. & Peterson, K.D. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass

Wening, Sri. 2012. *Pembentukan Karakter Bangsa melalui Pendidikan Nilai*. Jurnal Pendidikan Karakter, Tahun II, Nomor 1, Februari 2012. Yogyakarta:UNY

Dianti, Puspa. 2014. *Integrasi Pendidikan Karakter dalam Pembelajaran Pendidikan Kewarganegaraan untuk Mengembangkan Karakter Siswa*. JPIS, Jurnal Pendidikan Ilmu Sosial, Volume 23, No 1, Edisi Juni 2014.

Miles, M.B. & A.M. M. 1992 *Qualitative Data Analysis A Sources Book of New Methods*, Beverly Lewis, Sally V; Robinson, Edward H, III; Hayes, B Grant, 2011, —Implementing an Authentic Character Education Curriculum, *Childhood Education*, Olney, Vol. 87, Num. 4, Summer 2011.

Johansyah, 2011. *Pendidikan Karakter dalam Islam: Kajian dari Aspek Metodologis*. Jurnal Ilmiah Islam Futura, Volume 11, No.1, Agustus 2011.

Pristine A., Depict dan Suryani, Endang. 2015. *Implementasi Pembentukan Karakter Budi Pekerti di SMP Negeri 1 Tanggul Jember*. Jurnal Pendidikan Karakter, Tahun V, Nomor 1, April 2015

Brannon, Diana, 2008, —Character Education -A Joint Responsibility, *The Education Digest*, Ann Arbor, Vol. 73, Num. 8, April 2008. by JIST Publishing, Inc. Published by JIST Life, an imprint of JIST Publishing, Inc.

Mulyasa, 2012. *Manajemen Pendidikan Karakter*. Jakarta: PT. Bumi Aksara Trisnantari,

H.E., Mutohar, P.M., dan Subiyantoro, 2015: *Manajemen Pembelajaran Berbasis Kompetensi dan Karakter Bangsa: strategi Implementasi Kurikulum 2013*. Penenrbit Cahaya Abadi

Gardner, Howard, 2006, *Kecerdasan majemuk (Multiple Intellegences) Teori dalam Praktek*. Terjemahan oleh Alexander Sindoro. Batam: Interaksa