

CHAPTER I

INTRODUCTION

This study is intended to find out the character education management to increase the students' religiosity. This chapter deals with context of the study, focus of the study, purpose of the study, significance of the study, definition of the key terms, and the last is organization of the study.

A. Context of the Study

In the era of globalization like today, community especially those who live in a development country such as Indonesia, are faced with a condition which is completely modern but risky to the degradation of moral value. It is said to be completely modern because people now are being treated with various facilities and simplicities as the impact of the advance of technology. They, for instance, have many accesses to explore the world simply by using a cell phone. They can do economic transaction just by utilizing mobile banking feature on their phone anytime and anywhere they need. Students, moreover, can access and, even, download freely so many learning resources such as academic journals, electronic books, and so forth which can support their learning through their smart devices. There is much other easiness that surely will be very difficult to explain one by one here.

The seriousness of the government to optimize the functions and achieve national education goals, among others, visible from the voiced character

education policy since 2003. Education characters expected to be implemented by all educational units are integrated into classroom learning and school culture. Character education can be one means of civilizing and humanity. The role of education is not only integrative character, in the sense that the subject of intellectual moral confirmed students, but also curative, both personally and socially, which could be one means of cure social ills.¹

Character education is essentially aimed at shaping the nation's tough, competitive, high morals, tolerant, worked together, patriotic spirit, developing a dynamic, oriented science and technology which are all inspired by faith and piety to God Almighty based on Pancasila. Education units actually far has been developing and implementing the values forming the character through the operational programs of each educational unit. Applied education in schools also require to maximize the skills and cognitive abilities. With such understanding, there are actually other things of a child that is not less important that we unknowingly have been ignored like providing character education on students. Character education is important as a counterweight cognitive skills. Some of the fact that we often encounter together, a wealthy businessman it is not generous, a politician did not even care about the neighbors who are starving, or a teacher it is not concerned about the street children who do not get a chance to learn in school. It is evidence of the lack of balance between the cognitive and educational character education.

¹ Doni A Koesoema, *Pendidikan Karakter: Strategi Mendidik Anak Di Zaman Global*. (Jakarta: Grasindo, 2010), 116.

In connection with deviant behavior, one of the most alarming growing lately is students' brawl. Media coverage of the students' brawl in Indonesia increasingly widespread, particularly in the whole year 2012. The National Commission for Child Protection has been 147 recorded cases of brawls with the deaths of 82 children. Students' brawl is a fairly complex issue, because it relates directly to the destructive behavior of students.

On the contrary, Indonesian people are also faced with many opportunities to access the external practices that are less suitable or even inappropriate with the Indonesian culture. In addition, the moral of Indonesian young generation seems quite bad. There are many students at high school level who do some criminal actions. Some students of SMK Taruna Karya Karawang West Jakarta is one of the examples. As reported by okezone.com on February 24 2015, they had brawl on the street by using many hazardous weapons which caused one person death.² In Situbondo, moreover, as Bhasa FM reported on Tuesday April 15 2015, there were two students who have to follow national examination in a jail due to their robbery action.³ That is why, then, it is said that Indonesian people are susceptible to the moral degradation.

As a defense toward those attacks, school plays an important and big role in educating Indonesian people. School is a place in which the students can study to improve their knowledge and mature their thinking in order to be a person with a good behavior. Besides, school is also a kind of investment for

² <http://m.okezone.com>, Accessed on April 27, 2015.

³ www.bhasafm.co.id, Accessed on April 27, 2015.

the country in order to maintain its existence because school is a party that provides an education for Indonesian generation.

Students' brawl issue indicates that the character education policies made by the government have not been realized as expected. Never issue students' brawl, problems such as truancy, cheating, late for school, do not do the work, pornography, insubordination, drugs and alcohol have very made sad for many parties. Faced with various student issues above, the implementation of character education is becoming increasingly urgent. Because that's interesting to question and explore the extent to which the school as a formal educational institution to perform its role to implement character education policy? How to administer or manage the environmental character education in schools?

Nowdays, we know through electronic media or from the virtual world a lot of good people from among politicians, artists, members of the House of Representatives, officials, observers and others with easy to remove words that are not inappropriate for them to say. In the past we had a P4 that could put the brakes on people to act anarchist or mutual vilify each other but this is actually reputed as a restraint on freedom of expression. But now what happens, people are easy to do blasphemy against others. One very basic question is "What has happened to our nation, whether our education has failed in human form intelligent and noble?"⁴

⁴ <http://disdik.jambikota.go.id/index.php/15-artikel/78-pendidikan-moral> August 20, 2015.

If we look closely, education in Indonesia at this time tend to be more concerned with the intellectual aspect of the moral aspect. This can be seen in schools and in universities. For example, that the graduation of students of an education level only seen from his academic skill any time and without notice aspects of behavior and attitude. Is an educational institution not dare to pass them if it is morally and ethically bad boy? Does the school will not receive a protest from the public or from the parents if the child dared not pass? This is what needs to be an afterthought for us. Let us imagine what would happen if the State of Indonesia is led by people from both the academic side but on the side of the low moral?

Education, in the context of education in Indonesia which has been declared on the UU No. 20 2003, is a conscious and deliberate effort to embody the learning environment and learning process in order that the students can actively develop their potency to have a spiritual strength, self-control, personality, intelligence, noble character, and skill needed by themselves, society, nation, and state.⁵ It affirms that Indonesian people are being charged to be the intact human who has not only intellectual and spiritual competence but also skill to support their life.

Looking at how noble these goals of education are, school, as a party which has a full responsibility in implementing the educational process, has to have a strong eagerness and commitment to make these goals come true. School has to work hard and give its full concentration to bring these goals into

⁵ UU No. 20 2003 about National Educational System in A. R. Shaleh, *Madrasah dan Pendidikan Anak Bangsa* (Jakarta: Rajawali Press), 318.

reality by maximizing all of its strengths and totally minimizing its weaknesses.

Based on the above phenomenon, the researcher chooses education units MAN 2 Tulungagung and MA Darul Hikmah Tawang Sari Tulungagung as research objects. The reason is this school is managed by a strong commitment to implement character education. This commitment is manifested from the onslaught of socialization and character education workshops held in each schooling which manages.

MAN 2 Tulungagung and MA Darul Hikmah Tawang Sari Tulungagung educate and train the students to have a good character. Based on preliminary observations made, discipline and hospitality (hospitality) is emphasized. Students must be in school before 06:45 hours. After these hours, the gate is locked by security guards. Students who have missed the decisive penalty. Sayings like "good morning, no one can help?" Accompanied by a friendly smile into everyday students when passed by guests.

MAN 2 Tulungagung and MA Darul Hikmah Tawang Sari Tulungagung is a school that emphasizes character education, even long before the government voiced the urgency of character education. This is motivated by the spirituality of religious institutions. Principal added that every month there are certain values that are emphasized. For the last month of April 2015 for example, the value of which is emphasized is the respect (honor / respect). Each component; students, teachers and employees strive to live up to and realize the value of this respect.

However, the Principal acknowledges in the midst of efforts to implement character education in this school, there are some fundamental problems: first, not all students come from a harmonious family environment. Many of them are broken home, or parents problematic. Thus, compensation tends to negative direction as absenteeism, tardiness, insubordination, etc. often carried out by the students just to seek attention. Conducive family environment can maintain continuity of character education is emphasized in school. Instead, troubled family environment, can lead to breakdown of socialization and internalization of the values which a student at the school. Secondly, MA Darul Hikmah Tawang Sari Tulungagung is a boarding school. Being with the students at the school did not last 1x24 hours like at boarding schools like in MAN 2 Tulungagung. At least boarding schools have a better chance to keep the continuity of character education an integral-holistic.

Based on the background of the above problems, researcher is interested to learn character education management at MAN 2 Tulungagung and MA Darul Hikmah Tawang Sari Tulungagung. That is why the study is directed under the title **“Character Education Management in Increasing Students’ Religiosity (A Multi Case Study at MAN 2 Tulungagung and MA Darul Hikmah Tawang Sari Tulungagung)”**.

B. Focus of the Study

Based on the research context above, this research is focused on the aspects of character education management in increasing students' religiosity in MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung.

Referring to the research focus above, the research questions of this study are formulated as follows:

1. How is the planning of character education management in increasing students' religiosity at MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung?
2. How is the organizing of character education management in increasing students' religiosity at MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung?
3. How is the actuating of character education management in increasing students' religiosity on MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung?
4. How is the controlling of character education management in increasing students' religiosity at MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung?

C. Purposes of the Study

Based on the formulated research questions above, the study is intended to find out:

1. How the planning of character education management in increasing students' religiosity at MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung is.
2. How the organizing of character education management in increasing students' religiosity at MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung is.
3. How the actuating of character education management in increasing students' religiosity on MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung is.
4. How the controlling of character education management in increasing students' religiosity at MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung is.

D. Significance of Study

Based on the formulated research questions, this study is expected to give both theoretical and practical contributions,

1. Theoretical Contribution

This study would widen the knowledge horizon about the character education management to strengthen education management science. Implementation of character education management as the focus of this research is an interesting thing to test whether a theory capable of properly

implemented in the field. In this framework, theoretical usefulness of this research is to strengthen the scientific dimension of management, particularly the management of Islamic Education Institutions character.

2. Practical Contribution

The research findings of this study would give some beneficial ideas especially for the institution. The findings could be used as a consideration in maintaining and improving the quality of the students in religiosity. The beneficial ideas will be mentioned as follow:

1) For Institutions

Results of this study are expected to provide an overview of management character in increasing religiosity of students at the Institute of Islamic Education, so it can be used as a reference for the organizers and managers of both public and private madrasah.

2) For researchers

As the material expands horizons and knowledge in accordance with the areas of expertise developed by researchers which areas of code management at the Institute of Islamic Education.

3) For further Researcher

This study can be used as reference material for subsequent studies and additional insight into the character of management education in improving student religiosity

4) For Readers

This study is useful to give the reader an understanding of the importance of character education management in increasing religiosity students

5) For Graduate Library IAIN Tulungagung

This study is expected to provide an additional collection of research in the field of Islamic education management, especially related to subsequent researchers. This study is expected to also be used as a reference for subsequent research or other researchers who want to examine more in depth about the topic of the focus and other settings that enrich the findings of this study.

E. Definition of the Key Terms

To avoid the readers misunderstanding and misinterpretation and in order to give a limitation toward the focus of this study, the following is the definition of the terms in this study:

a. Conceptually

1. Education as a process of change in behavior.⁶ Education also means "the process of developing a wide range of potential that exists in humans, such as academic ability, relational, talent, talent, physical ability or power-the power of art".
2. Etymologically the term "character" comes from the Greek karasso, meaning 'blueprint', 'basic format', or 'fingerprint' as the fingerprints.

⁶ Redja Mudyahardjo, *Pengantar Pendidikan*. (Jakarta: Raja Grafindo Persada, 2001), 7.

The interpretation of this term is mixed. Character education is a process of teaching the children about basic human values, including honesty, hospitality, generosity, courage, freedom, equality, and respect. The goal is to foster students as citizens who can be morally responsible and self-disciplined.

b. Operationally

Character education as a whole interpersonal relational dynamics with various dimensions, both from within and from outside itself, so that the more personal it can live up to his freedom so that he can be more responsible for themselves as personal growth and development of others in their lives. Character education has two dimensions at once, the individual dimension and socio-structural dimension.

F. Organization of Study

To make a clear and systematic description of the study, the researcher organizes the whole description of the study systematically as follow:

The initial part contains cover, title page, approval page, validation page, statement of authenticity, motto, dedication, preface, table of contents, list of appendices, and abstract which contain a brief description of which is discussed in the thesis.

The main part consists of six chapters, each of its sub-chapter contains:

The first chapter contains the introduction. In the introductory chapter, first is described the background of the problem that underlie the emergence of the

research focus to be studied in the form of questions that will help the researcher during the research process. Second, focus of the study contains a list of questions that will be sought through the completion of this study. Third, the purpose of the study is a direction that will be addressed in the study that will be followed by explaining what contribution, both theoretical and practical, will be given after the completion of the study. Fourth, the definition of the term describes the variables in a study. Fifth, organization of the study reveals the chapters in the form of a short description .

The second chapter contains a review of the related literature or theory that describes the supporting information as a general overview of the background research that consists of theoretical explanation about character education management in increasing students' religiosity. In second chapter is also described completely about the research min mapping that the researcher used to direct the study. The last is the description about some previous studies that the researcher used as a guidance to conduct this study.

The third chapter contains the research method to be used in the research where the discussion include research approach and type, the presence of the researcher, sources of data, data collection techniques, data analysis techniques, and checking the validity of the data. The approach and type of study describes the use and brief reasons why this research approach is used. The presence of the researcher explains the presence of the researcher in the field of study. Sources of data describes the type of data and its distribution. Data collection techniques elaborates the techniques used in data collection.

Analysis of the data describes the data reduction, data presentation, and data verification. Third chapter also contains the description of research procedures that the researcher have did in accomplishing this study.

The fourth chapter contains research findings which contains the description of the data in the form of research results obtained from the process of observations, interviews and documentation that has been conducted by researcher during the study at the MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung.

The fifth chapter is a discussion of the results of the study conducted by researcher at the MAN 2 Tulungagung and MA Darul Hikmah Tawangsari Tulungagung. This chapter contains the results of the linkage between the theory and the result of the research that will be drawn into some conclusions.

The sixth chapter is a closing of the entire chapter which contains the research conclusions, implications, and the research suggestions. Conclusions contain the final description that related to the focus of the study. Then, implication cover the theoretical and practical impact of the research. Meanwhile, suggestions contain some suggested idea from the researchers which are addressed to both of the institution based on the result of the study.

The final part includes a list of references which is a list of books that researcher used for reference to support the study, appendices that contains some documents related to the research. At the very end is about the researcher (author) information which consists of the researcher's biographical data that describes the complete biography of the researcher.