The Implementation of Religious Character in Students' Honesty at Sd It Al-Khair, Jalan H.Z. Abbas, Tanjung Gusta Village

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Abstract

This study aims to explore the implementation of religious character in fostering students' honesty at SD IT Al-Khair, Jalan H.Z. Abbas, Tanjung Gusta Village. This study employs a qualitative research approach, with teachers and students at SD IT Al-Khair as research subjects. Data were collected through observation, interviews, and documentation.
The findings indicate that the implementation of religious character education to foster students' honesty at SD IT Al-Khair, Jalan H.Z. Abbas, Tanjung Gusta Village, involves several strategies. Teachers apply instructional approaches that include delivering lessons on honesty, providing explanations, presenting concrete examples, and giving advice to students. Teachers also provide exercises to enhance students' understanding and reinforce positive behavior through praise and motivation. Student assessments are conducted by observing their attitudes and behavior.
The implementation is reflected in the development of students' honest attitudes, as demonstrated through their religious practices, respect for teachers, and the low incidence of cheating. This integrated approach contributes to creating an educational environment that supports the development of students' honest and responsible character.

Keywords: Religious Character, Honesty, Student Character, Character Education.

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Introduction

Character is a vital foundation of human life that distinguishes one individual from another. In the current era, numerous cases of moral degradation have occurred in Indonesia, particularly in the field of education. Many students skip school, cheat during examinations, or engage in fights due to a lack of character development. Therefore, instilling character values from an early age is essential. This process should begin within the family, continue at school, and extend into society (Refi Swandar, 2017). In this regard, religious character plays a key role in guiding individuals toward an honest way of life.

Four types of character education have been widely recognized and implemented: religious values-based, cultural-based, environmental-based, and self-potential-based character education (Jamal Ma'aruf Asmani, 2011). Character education based on religious values, which refers to religious teachings, serves as an important starting point. It can improve individual behavior by encouraging goodness and politeness through exemplary conduct, particularly the example set by Prophet Muhammad (PBUH) in demonstrating honesty (Hidayatullah, 2010). Prophet Muhammad possessed the qualities of Ash-Shadiqul Amin, meaning truthful and trustworthy. He demonstrated these qualities when conveying the revelations of Allah Subhanahu Wa Ta'ala without adding or omitting anything, maintaining complete honesty in delivering His message (Ari Prasetyo, 2014). Religious character involves understanding and practicing religious teachings as the foundation of moral values and ethical conduct. Religion provides guidelines for ethical behavior, including the obligation to act honestly in all aspects of life. Developing an honest character is important not only in the school environment but also in the workplace and everyday life (Daviq Chairilsyah, 2016).

SD IT Al-Khair in Tanjung Gusta is one of the schools committed to developing students with strong Islamic religious character. Religious education teachers at the school teach honesty by referring to the exemplary behavior of Prophet Muhammad (PBUH), who is widely recognized for his honesty and trustworthiness (Achmad Hasim and M. Kholid Fathoni, 2017).

Character implementation involves more than carrying out activities. It is a planned process designed to achieve specific objectives (Nurdin Usman, 2002). This process includes actions that transform decisions into operational procedures to achieve the intended changes (Nurdin Usman, 2002). Implementation refers to a series of actions undertaken after a policy has been established, with the aim of realizing the policy through a program until the expected outcomes are achieved. It represents an effort to ensure that a policy effectively accomplishes its intended objectives (Mulyadi, 2015).

Literature Review

Implementation is the process of transforming ideas, programs, or a series of new activities into practices that can be adopted by others to achieve or promote the desired changes (Abdul Majid, 2014). Implementation refers to the steps taken to achieve the objectives established in a decision. These steps aim to transform decisions into concrete operational procedures and bring about changes, whether substantial or minor, in accordance with previously established decisions (Dedy Mulyadi, 2015). Implementation is an activity that

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involves carrying out programs that have been formulated to achieve organizational objectives (Haerul, Haedar Akib, and Hamdan, 2016).

Based on these explanations, implementation can be understood as a planned and systematic process rather than merely a series of activities. It involves transforming decisions into specific operational actions to achieve the desired changes in accordance with previously established decisions. Implementation also plays an essential role in carrying out particular programs or ideas to achieve organizational objectives and the expected changes. In linguistic terms, character refers to an individual's personal traits or qualities (Echols and Shadily, 2015). The origin of the term character can be traced to the Greek meaning "to mark," emphasizing the manifestation of good values through actions and behavior. Individuals who behave dishonestly, cruelly, or greedily are considered to have bad character, whereas those who demonstrate honesty and helpfulness are regarded as having noble character. The concept of character is closely related to an individual's personality (Zubaedi, 2012).

Character refers to the patterns of thinking and behavior that distinguish individuals in their ability to live and cooperate within the family, community, and nation. It is also associated with an individual's daily habits, which can reflect either positive or negative tendencies (Ririn Ayu Wulandari, 2015). Character encompasses the qualities that define an individual. These qualities include personal values, thoughts, words, and actions. When individuals are able to make decisions and accept responsibility for the consequences of those decisions, they can be considered to possess good character (Muhammad Jafar Anwar, 2015).

Character develops through habits, spoken words, and actions in responding to various situations in life. Other people can often recognize an individual's character more easily than the individual recognizes their own personal qualities (Syamsul Kurniawan, 2014). Based on these explanations, character can be defined as a combination of personal traits, dispositions, and habits reflected in an individual's behavior, thoughts, words, and actions. Character is closely associated with personality and the way individuals interact with their surrounding environment. It develops through habits, words, and actions while reflecting the values that shape an individual's identity.

Religiosity, as one of the character values developed in schools, refers to an individual's relationship with Almighty God. It encompasses thoughts, words, and actions that consistently reflect religious values and teachings (Gunawan, 2014). Religion is not a single-dimensional concept but rather a system consisting of various aspects. In the psychology of religion, it encompasses religious awareness and religious experiences. There are five aspects or dimensions of religiosity:

a) The Belief Dimension (Religious Belief)

This dimension indicates the extent to which individuals accept the fundamental doctrines and beliefs of their religion.

b) The Religious Practice Dimension (Religious Practice)

This dimension measures the extent to which individuals perform their religious obligations and rituals, such as prayer, fasting, supplication, charitable giving, and other religious practices.

c) The Religious Experience Dimension (Religious Feeling)

This dimension encompasses the religious feelings and experiences that individuals encounter and personally experience.

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d) The Religious Knowledge Dimension (Religious Knowledge)

This dimension assesses the extent to which individuals understand religious teachings and how this knowledge influences their behavior in social life (Moh. Ahsanulkhaq, 2019). Religion refers to a system of beliefs concerning a power beyond human limitations and reflects an individual's religious orientation. Religious character represents an individual's faith in Allah SWT, demonstrated through the practice of the teachings of their religion. The development of religious character involves actions, attitudes, and behaviors that conform to accepted religious teachings (Trimuliana, 2019).

Honesty is a form of behavior based on the effort to become a trustworthy individual in words, actions, and work, both toward oneself and others. Honesty is a moral character trait associated with positive and noble qualities. It is one of the fundamental characteristics of believers. Allah Almighty strongly encourages and commands believers to uphold honesty. This principle is explained in a hadith narrated by Ibn Mas'ud: "Truthfulness leads to righteousness, and righteousness leads to Paradise. A person who consistently speaks the truth will be recorded by Allah as truthful. Conversely, lying leads to wickedness, and wickedness leads to Hell. A person who consistently lies will be recorded by Allah as a liar."

Imam Al-Ghazali classifies honesty into several types. First, honesty in speech, which refers to telling the truth when communicating information about past events or future circumstances. Second, honesty in intention and will, which relates to sincerity, namely performing good deeds purely for the sake of Allah. Third, honesty in actions or deeds, which refers to acting consistently with one's inner intentions without contradiction between one's heart and actions. The implementation of religious character through honesty encompasses several dimensions, including honesty in speech, actions, and the fulfillment of social responsibilities. Applying the value of honesty influences not only an individual's personal life but also their social interactions and positive contributions to society.

Based on the explanations above, the researcher considers the development of students' honesty through religious character education to be essential. This study focuses on the implementation of religious character in fostering students' honesty at SD IT Al-Khair, Jalan H.Z. Abbas, Tanjung Gusta Village.

The research problem is formulated as follows: How is religious character implemented in fostering students' honesty at SD IT Al-Khair, Jalan H.Z. Abbas, Tanjung Gusta Village?

The purpose of this study is to understand how religious character is implemented in developing students' honest attitudes at the school. The findings of this research are expected to provide information and serve as a reference for various stakeholders, including school principals, teachers, and students. This study is also expected to improve their understanding of the implementation of religious character education in fostering students' honesty at SD IT Al-Khair, Jalan H.Z. Abbas, Tanjung Gusta Village.

Research Methodology

This study adopts a qualitative approach using a case study design. Through this approach, the research explores various issues in depth, particularly those related to the implementation of religious character in fostering students' honesty at SD IT Al-Khair, Jalan

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H.Z. Abbas, Tanjung Gusta Village. The research subjects include all teachers and students at the institution. Data were collected through observation, interviews, and documentation. Data analysis represents an essential stage of this research. At this stage, the researcher seeks to organize the collected data, select appropriate analytical procedures, identify relevant patterns, and determine the meaning of the data to be presented to others.

Results

1. Implementation of Honesty and Religious Character Values at SD IT Al-Khair, Tanjung Gusta Village

Based on interviews, observations, and documentation conducted on January 15, 2024, the findings revealed that SD IT Al-Khair, Tanjung Gusta Village, implements religious character education through two main aspects: Ilahiyah values and Insaniyah values. These two aspects serve as the foundation for developing students' religious character. Ilahiyah values include religious practices such as voluntary prayers (shalat sunnah), obligatory prayers (shalat fardu), supplication, Qur'an recitation, and Qur'an memorization. These activities aim to strengthen students' faith and devotion to Allah SWT. Meanwhile, Insaniyah values encompass helping others, tolerance, leadership, striving to excel in good deeds, politeness, and cleanliness. All these values serve as the foundation underlying every activity conducted at the school.

The strategy for developing students' character at SD IT Al-Khair, Tanjung Gusta Village, focuses on cultivating commendable qualities as part of developing divine attributes within oneself. The qualities emphasized in this process include justice, compassion, acts of kindness, courage, benevolence, noble ethics, strong determination, good conduct, righteousness, wisdom, trustworthiness, happiness, sincerity, friendliness, promise-keeping, avoiding sinful behavior, respecting guests, maintaining family and social relationships, keeping secrets, preventing wrongdoing, modesty before Allah and others, forgiveness, cleanliness, generosity, compassion, helping others in goodness, providing proper guidance, patience, simplicity, and emotional self-control.

To implement these values, the school applies several strategies, including the following:

First, providing religious character education activities focusing on honesty.

SD IT Al-Khair, Tanjung Gusta Village, conducts religious character education activities that emphasize the value of honesty. This process involves delivering learning materials about honesty, as reflected in the interview, observation, and documentation findings. Various strategies are used to help students understand the concept of honesty, including:

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1. Explaining the meaning of honesty in simple language. Teachers explain honesty in terms that children can easily understand. For example, honesty means always saying and doing what is right without concealing the truth or providing false information.
2. Using short stories or fairy tales that emphasize honesty. Teachers introduce stories about children who choose to tell the truth even when they must face certain consequences.
3. Engaging students in role-playing activities. Teachers create situations that encourage honest behavior, such as asking students to act out a scenario in which they must choose between taking a friend's candy without permission or telling the truth.
4. Using songs about honesty. Teachers introduce songs that communicate the value of honesty to create an engaging learning atmosphere.
5. Assigning homework related to honesty. Students receive assignments to observe examples of honest behavior in their homes and surrounding communities.

Second, providing positive role models.

An important aspect of character education at SD IT Al-Khair, Tanjung Gusta Village, involves demonstrating honest behavior that students can follow. This approach is consistent with the view that exemplary behavior forms the core of character education in various environments, including families, schools, and communities (Hasanah, 2012). Teachers at SD IT Al-Khair, Tanjung Gusta Village, implement this strategy through several practices:

1. Demonstrating honesty in communication. Teachers consistently show the importance of speaking truthfully, even in difficult situations. Examples include avoiding false information, admitting mistakes, and communicating honestly with students.
2. Promoting honesty during games. Teachers demonstrate that honesty remains important even during recreational activities. They encourage students to admit mistakes and calculate scores accurately.
3. Demonstrating punctuality. Teachers arrive on time as an expression of their commitment to fulfilling promises and agreements.

Third, developing positive habits.

SD IT Al-Khair, Tanjung Gusta Village, emphasizes the importance of developing positive habits that students can practice both inside and outside the school environment. Habit formation requires a continuous process and sufficient time. These practices include:

1. Showing respect for teachers by greeting them whenever they meet.
2. Arriving on time for congregational prayers.

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3. Maintaining order and discipline in performing religious activities.
4. Developing honesty during Qur'an memorization activities.

Fourth, conducting supervision and monitoring.

To ensure the effective implementation of religious character education, particularly in developing students' honesty, SD IT Al-Khair, Tanjung Gusta Village, supervises students through several activities, including:

1. School religious activity monitoring cards. These cards help teachers monitor and record students' participation in religious activities at school.
2. Home religious activity journals. These journals help parents and teachers record and monitor students' religious practices at home.

Based on interviews, observations, and documentation, the implementation of religious character education focusing on students' honesty at SD IT Al-Khair, Tanjung Gusta Village, has contributed to the development of more consistent honest behavior among students.

Several achievements were identified, including:

1. Students participate in Duha and Dhuhr prayers in congregation in an orderly and punctual manner.
2. Students demonstrate commitment to Qur'an recitation and memorization (Tahfidz Qur'an) honestly, including when submitting their memorization without secretly looking at the text.
3. Students consistently demonstrate respect toward their teachers.
4. Students maintain discipline by avoiding disruptive behavior toward their peers and reminding one another of the importance of good conduct.
5. Instances of cheating among students are relatively uncommon.

These findings indicate that religious character education at the school has contributed to encouraging students to internalize honesty as a value in their daily lives.

Conclusion

Based on interviews, observations, and documentation conducted by the researcher at SD IT Al-Khair, Tanjung Gusta Village, from October 15, 2023, to January 15, 2024, it can be concluded that religious character education focusing on honesty has had a positive impact on students. The educational process emphasizes Ilahiyah and Insaniyah values as the foundation

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for character development, taking into account both religious devotion and social values. The learning strategies include providing instructional materials on honesty, setting positive examples, demonstrating teachers' exemplary behavior, developing positive habits, and conducting supervision. The outcomes of this implementation can be observed through the development of honest attitudes among students, as reflected in their religious practices, respect for teachers, and reduced incidents of cheating. This integrated approach contributes to creating an educational environment that supports the development of students' honest and responsible character.

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