Building character students: Application school culture and learning Islamic education

Edi Julianto[1*], Jaenullah[1], Choirudin[1], Subandi[1], and Agus Setiawan[1]

[1]Universitas Ma'arif Lampung, Indonesia
[*]Corresponding author: rikaedi99@gmail.com

ABSTRACT Poor character education given to students can cause action crime in the environment education: moral behaviour, polite manners and religion of Darul Ulum Junior High School Sekampung East Lampung students. The approach used in this research is the quantitative approach. Namely, a natural approach objective encompassing data collection, quantitative data analysis, and testing statistics is needed. Based on opinion above, this research uses a quantitative approach in data collection, analysis, and statistical tests to know the influence of school cultures and PAI learning character students. The variables of this research are as follows: School culture (X1) and PAI learning (X2) are the independent variables of this research. Collected data during the research, then processed and analyzed using formula statistics. The formula that researchers will use is a multiple linear regression formula. The results of data analysis show that school cultures, learning Islamic Religious Education and the character of Darul Ulum Junior High School students Sekampung East Lampung then can conclusion as follows: Yes The influence of the PAI learning process on the character of students at Darul Ulum Junior High School in Sekampung, East Lampung. There is no influence of school culture on the character of students at Darul Ulum Junior High School Sekampung East Lampung. There is influence in a way together between school cultures and PAI learning towards character students at Darul Ulum Junior High School, Sekampung, East Lampung.

1. INTRODUCTION

Poor character education given to students can cause action crime in the environment education. This is because the government does not act firmly on this problem. Moral behaviour, polite manners, and religion of students at Darul Ulum Junior High School Sekampung East Lampung have not changed even Now. Source power the human will damaged, and the country and its people will be destroyed if this continues.

An alternative method for reducing crime is Character Education through Islamic Religious Education (PAI), which is mandatory to optimize method learning at school (Puspitasari & Yusuf, 2022). Religious education is a very strategic approach For building character among students so that it can produce religious and moral students.

Schools usually arrange education to provide the best student education (**?**). Study teaching is a series of mutual activities related to teaching. More than just the teacher conveys the message to students (Jaelani et al, 2020). Activity learning is challenging, and a teacher or educator needs professional abilities to direct students to learn well (**?**).

Islamic religious education in schools in general is not just the process of deploying Islamic teachings; it is also purposeful for increasing faith, understanding, and practice students to Islamic teachings so they become Muslims who are devoted to Allah SWT and have good morals glorious in life personal, community, nation, and state (Hamim et al, 2022).

Learning about the Islamic religion allows students to internalize religious values and form character, pushing them to choose more values and do their best (Azzahra & Prasetiyo, 2022). Learning Islamic Religious Education is spreading Islamic teachings to students and functioning subjects as a base for building character. Students who participate in Islamic religious education are expected to have good qualities in appearance, speech, and relationships in life daily. Therefore, that education character must become part of every aspect of life, even in institutions of education. Building character must become part of every aspect of life in school.

Understanding school culture can help overcome lots of problems. According to students, every school has patterns of different interactions. Therefore , by understanding the characteristics of school culture, an effort to increase school quality can be achieved. Students will improve if the school has a good culture (Fauziah, 2021; Firmansyah, 2021; Fitry, 2021).

One of the mark education characters found at school. The place of this research is where students greet the teacher when they enter the gated school in the morning. The teacher encourages students to pray before and after

TABLE 1. Distribution of Frequency Post-test Score (N=30)

		School culture	PAI Learning	Student Character
N	Valid	50	50	50
	Missing	0	0	0
Mean		61.26	56.38	59.86
Median		63.00	57.00	58.00
Std. Dev		12,180	9,001	10,614
Minimum		42	39	40
Maximum		86	76	81
Percentiles	25	49.00	50.00	52.75
	50	63.00	57.00	58.00
	75	69.00	64.00	69.00

class for smooth and informative lessons. They also implement every 3S moment. Culture smile, greet, and say hello consistently implemented at Darul Ulum Junior High School and all students. This is done to build the character quality of students. Students greet every teacher moment. Students and teachers always obey the rules. Students always wear neat clothing, including black belts, shoes, and socks. The guidance counsellor will give sanctions for arriving students late.

2. METHOD

2.1 Research Design

The approach used in this research is quantitative. Namely, a nature approach objective, encompassing data collection and quantitative data analysis and using testing statistics (Sugiyono, 2017) to influence school cultures and PAI learning towards character students.

This research included all students of Darul Ulum Junior High School, Sekampung District, East Lampung, consisting of 201 students and took 50 students by random sampling. Data about school culture, PAI learning and character was collected from students. Then, the quantitative analysis uses multiple linear regression.

3. RESULT AND DISCUSSION

3.1 t-Test (Partial Test)

T-test results on variable school culture or X 1 obtained Sig probability is 0.000. Sig value < 0.05 (0.000 < 0.05), then his decision significant meaning in a way Partial school culture influential significant to character student. On variables PAI or X2, the learning obtained Sig probability is 0.931. Sig value > 0.05 (0.931 > 0.05) is significant because partial PAI learning does not influence or be significant in characterizing students.

3.2 Stimulus Test (F Test)

This F test is carried out to know the influence of variable free to variable bound in a way simultaneous or whole.

Table 4. Regression Test Multiple From table Anova in the appendix Regression Test of School Culture (X1) and PAI learning (X2), towards student character (Y) is obtained mark probability (Sig) of 0.000. Because the Sig value < 0.05

(0.000 < 0.05) is significant, school culture and PAI learning together or simultaneously influence significant character students at Darul Ulum Junior High School Sekampung East Lampung.

Based on The Determination Test table above, the mark coefficient determination (R2) is 0.421 or 42.1%. The size mark coefficient determination shows that the independent variable consisting of school culture (X1) and PAI learning (X2) capable explaining variable dependent, namely character students (Y), was 42.1%, whereas the rest explained by variables other. Equation model regression is Y = 25.706 + 0.578 X1 + 0.022 X2.

4. DISCUSSION

This research was carried out at Darul Ulum Junior High School Sekampung East Lampung with a total population of 201 who became The sample is 50 students. The retrieval technique used in this research is random sampling to determine a sample with specific considerations.

The results hypothesize that school culture is influential and significant in characterizing students. This shows that the implementation of education characters at Darul Ulum Junior High School Sekampung East Lampung is done for all students so that It is hoped that students can have good character according to societal norms. Instilling activities mark education characters at Darul Ulum Junior High School Sekampung East Lampung, including times students enter the gated school in the morning, students' day must greet existing teachers standing near the gated school.

Before and after lessons, the teacher leads students to pray for lessons to become fluent and knowledgeable, which is beneficial for the students. The teachers embed deep spiritual values in every learning and consistently apply the 3 S's (smile, greet and say hello). Smile and greet are consistently implemented at Darul Ulum Junior High School Sekampung East Lampung and throughout the inhabitant school.

Students consistently give regard when meeting Sir / Madam, who are good teachers; that is what is known or not. Students and teachers always obey the rules, parking vehicles in a place with neat. Students always get dressed neatly with attributes complete, wearing belts, black shoes, and socks. Students who are late will get a penalty from the guidance and counselling teacher.

School culture developed by Darul Ulum Junior High School Sekampung East Lampung includes eight cultures, namely culture Honestly, culture each other beliefs, culture Work Same, culture reading, culture disciplined and efficient, culture clean, culture achievement, culture give reward and reprimand. Culture has already been implemented at Darul Ulum Junior High School Sekampung East Lampung. We will not yet scale priorities carried out by the party school for more focus on development culture. Building education characters at Darul Ulum Junior High School Sekampung East Lampung focuses more on curriculum as guidelines for building character students, so school culture values are still not applied enough in the environment school.

The influence of school culture and PAI learning on student character is very significant. School culture includes the values, norms, traditions, and attitudes adopted and practiced by the school community. Culture at Darul Ulum

FIGURE 1. Student Activities Entering the School Gate and Greeting the Teacher

FIGURE 2. 3S culture (smile, greet and say hello)

Junior High School Sekampung, East Lampung Regency can shape students' moral and ethical values through teaching, as in the example of PAI learning by implementing religious practices (PPI), students carry out these assessments where students are accompanied by parents so that values are implemented. The value of worship taught is not only a culture at school but also a concern and benchmark for worship practices carried out at home with parental supervision.

The character of students at the research school is determined by activities inside and outside the classroom. Instilling character with school culture, such as coming to class on time and reading books, helps students become better at learning. Students will become disciplined and love reading as a result of this activity. Outside class activities begin with reading prayers and short letters when the lesson begins. Performing midday prayers and midday congregational prayers can help you become more religious.

Culture about the building of character students refers to a group of values, norms, attitudes, and behaviours practiced by students in the environment at Darul Ulum Junior High School Sekampung East Lampung. This includes various aspects, including discipline, honesty, responsibility, work equality, empathy, creativity, initiative, perseverance, etc. Here are some forming elements of cultural character students:

Discipline: Students in the environment are expected to show discipline in following the rules and procedures set by the school, which is good. They are related to attendance, class rules, or behaviour in the school environment.

Honesty: Culture character strong student covers the importance of honesty in all aspects of school, starting from work House without cheating until communicating honestly with staff, friends, and peers.

Responsibilities: Students are expected to develop an insufficient attitude to answer tasks, as well as to the environment, schools, and community schools. This includes guarding cleanliness in school care facilities and finishing tasks on time.

Cooperation: Culturally characterized students also include the importance of working together and collaborating with other students to finish academic tasks, projects, groups, or extracurricular activities. Work also helps fertilize social skills and abilities to work in a team.

Empathy: Students are expected to develop empathy with friends, peers, and members of the staff school. This includes understanding and responding to other people's feelings and experiences with mercy, compassion, and understanding.

Creativity: Cultural character Healthy students also encourage and appreciate creativity in solving problems, expressing themselves, and learning. Students are pushed To think outside the box, create a new solution, and express their ideas uniquely and innovatively.

Initiative: Students pushed to take the initiative in learning and activities in school. They are expected to actively look for opportunities, resolve tasks without being reminded, and contribute positively to improving the school environment.

Perseverance: Culture character students also emphasized perseverance's importance in facing challenges and obstacles. Students are taught to survive and work hard despite facing difficulty or failure.

Various efforts were made by Darul Ulum Junior High School Sekampung East Lampung to overcome the declining attitude of the desired character, then done in a frame for overcoming the matter by strengthening the educational character.

Understanding the culture attended by Darul Ulum Junior High School Sekampung East Lampung, the knowledge and experiences of miscellaneous problem schools can be reflected in miscellaneous problem schools. Every school is unique based on the pattern interaction component of the school internally and externally. Because of that, with an understanding of characteristic features, cultural schools

FIGURE 3. Practice of Worship in Islamic Education Learning accompanied by parents of students to create a culture both at school and at home

FIGURE 4. Dhuhur and Dhuha prayer together activities

can attempt action to repair quality. If the culture is good , the student's character will be good too.

Influencing school culture on character students is very significant. School culture covers values, norms, traditions, and attitudes adopted and practiced by a community school (Arimbi & Minsih, 2022; Firmansyah, 2021). Culture at Darul Ulum Junior High School Sekampung East Lampung can form moral and ethical values for students through teaching, examples from staff and teachers, and school norms. For example, schools that encourage honesty, work the same and bear their answer will help build character-appropriate students with values (Hantoro, 2021).

Environment Darul Ulum Junior High School Sekampung East Lampung is a place where students Study about interaction social, cooperative, and empathetic. Culture at Darul Ulum Junior High School Sekampung East Lampung is promoting its award for diversity, inclusion, and tolerance, which will help students develop open, respectful character differences and can work the same in diverse environments.

5. CONCLUSION

Based on the outlined analysis, the following conclusion can be drawn: 1) the PAI learning process influences student character at Darul Ulum Junior High School Sekampung East Lampung. 2) School culture does not influence students' character in Darul Ulum Junior High School, Sekampung, East Lampung. 3) There is an influence in a way between school cultures and PAI learning towards character students in Darul Ulum Junior High School, Sekampung, East Lampung.

References

Arimbi, NAW, & Minsih, M. (2022). School Culture in the Building of Religious Character in Elementary School Students. *Journal of Obsession: Journal of Children's Education.* https://mail.obsesi.or.id/index.php/obsesi/article/view/3042

Azzahra, T., & Prasetiyo, WH (2022). Integration of Pancasila and Citizenship Education Learning with Islamic School Culture for Student Character. *Journal of Public Morals.* https://ejournal.unikama.ac.id/index.php/JMK/article/view/7319

Djamarah, SB, & Zain, A. (2016). *Teaching and Learning Strategies.* Rineka Cipta.

Fauziah, SP (2021). Strengthening character education through school culture. *Tadbir Muwahhid.* http://repository.unida.ac.id/id/eprint/3190

Firmansyah, F. (2021). Joint Classes in Realizing Moderated Values of Islamic Education Through Multicultural School Culture. *Turatsuna: Journal of Islam and Education.* http://jim.unisma.ac.id/index.php/TRSN/article/view/12834

Fitry, SA (2021). Principal Leadership in Developing Islamic Culture in Junior High Schools. *Ta'dib.* https://journal.iaintakengon.ac.id/index.php/tdb/article/view/38

Hamim, AH, Muhidin, M., & Ruswandi, U. (2022). Definition, Foundation, Goals and Position of PAI in the National Education System. *Dirosah Islamiyah Journal,* 4(2). https://doi.org/10.47467/jdi.v4i2.899

Hantoro, RR (2021). School Culture and Moral Development of Al-Kautsar Tanjungpinang Middle School Students. *TANJAK: Journal of Education and Teaching.* http://ej

ournal.stainkepri.ac.id/index.php/tanjak/article/view/238

Jaelani, A., Fauzi, H., Aisah, H., & Zaqiyah, QY (2020). Use of Online Media in the PAI Teaching and Learning Activity Process During the Covid-19 Pandemic (Literature Study and Online Observation). *Journal of IKA PGSD (PGSD Alumni Association)* UNARS, 8(1). https://doi.org/10.36841/pgsdunars.v8i1.579

Jauhari, MN (2022). The Role of Islamic Religious Education in Shaping the Character of Religious Students. *Paradigma Journal*, 14(01). https://doi.org/10.53961/paradigma.v15i01.1

Puspitasari, N., R, LR, & Yusuf, R. (2022). The Role of Islamic Religious Education in the Building of Students' Religious Character. *Atta'dib Journal of Islamic Religious Education*, 3(1). https://doi.org/10.30863/attadib.v3i1.2565

Sugiyono. (2017). *Quantitative, Qualitative, and R&D Research Methods*. CV. Alphabet.

Zalsabella, D., C, E.U., & Kamal, M. (2023). The Importance of Islamic Religious Education in Improving Children's Character and Moral Values during the Pandemic. *Journal of Islamic Education*, 9(1). https://doi.org/10.18860/jie.v9i1.22808