

## Teacher Strategy in Character Formation Through the History of Islamic Culture Subject

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### ABSTRACT

This research aims to understand teachers' strategies in character building through Islamic cultural history subjects at SMA Muhammadiyah 1 Taman Sidoarjo. Researchers in the study used qualitative research. Research uses a constructive paradigm. The data collection techniques in this research include observation, interviews and documentation. In this research, the researcher is the informant, where the presence of the researcher is very important. Data analysis is inductive/qualitative in nature with stages of data reduction, data display and conclusion drawing, and qualitative research results emphasize meaning rather than generalization. The formation of student character is based on all aspects of education. Character education is designed to shape students into individuals who have noble character, have positive characteristics and habits, and behave in accordance with Islamic and national values. The strategy of the Islamic Cultural History (SKI) teacher at SMA Muhammadiyah 1 Taman Sidoarjo in efforts to build student character focuses on morals, morals and ethics in learning materials. Teachers use an approach that involves telling inspiring stories from Islamic history, reflective discussions, on characters in everyday life. Teachers in teaching to instill values such as honesty, hard work and responsibility. Teachers in learning also have several obstacles in their efforts to build student character, such as student background, time constraints, the environment outside of school, diverse student responses.

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### Introduction

Education is one of the media that is still believed to be able to develop the intelligence and personality of human children for the better. Education is continuously built and developed so that the implementation process produces the expected generation. Apart from developing in accordance with the demands of the times, education in Indonesia is also influenced by the sophistication of technology and communication. For this reason, we continue to strive to improve human resources who are intelligent, skilled, independent and have noble character through the education process. Education emphasizes human development, because education itself is a conscious effort to educate humans so that they can grow and develop and have the potential or abilities they should.

Education is one of the factors of social change that is expected to produce the younger generation. Education teaches good character to be used to continue the

nation's leadership relay. Education emphasizes the development of the Indonesian human as a whole who has faith and devotion to God Almighty, has noble, healthy character, is knowledgeable, capable, creative, independent as a democratic and responsible citizen. Therefore, the main target of Islamic education is to grow people who can develop themselves and their communities, which is carried out by providing complete education, in the sense that there is no dichotomy between science and religious knowledge.

The role of the school principal is expected to be able to direct teachers to work optimally and always be adaptive in order to realize national education goals. (Nizar, 2022) An effort to improve the quality of education is the emergence of the idea of the importance of character education in the world of education in Indonesia. Basically all subjects taught are used as a vehicle for building character. All subjects can be used to inspire, inspire and open up opportunities for students to increase self-confidence, persistence, cooperation and other good characteristics. Religious education subjects in educational institutions are given the same portion in instilling character. One of them is the Islamic Cultural History (SKI) subject which is part of the Islamic religious education subject.

History lessons have a big role in character formation, because history lessons have strategic meaning in the formation of a dignified national character and civilization, a sense of nationality and love of the homeland. History lessons tend to contain more stories about the past, but the scope is not as narrow as what is discussed. History lessons contain culture that reflects art, literature, economics, social, cultural, religious and character values.

Muhammadiyah High School is one of the schools with a religious education background, character is important. This is because one of the goals of national education is to make students into figures of character. Each person definitely has their own character, but the existing characters have not been developed optimally. So researchers are interested in finding out what strategies are used by Islamic Cultural History teachers in shaping the character of students at SMA Muhammadiyah 1 Taman Sidoarjo.

## Method

Researchers in the study used qualitative research. Research uses a constructive paradigm. The data collection techniques in this research include observation, interviews and documentation. In this research, the researcher is the informant, where the presence of the researcher is very important. Thus, the researcher was present as a full observer and supervised the research object as well as holding direct interviews with the relevant teachers to obtain data about SKI teachers' strategies in forming character in students. The data collection technique was carried out using triangulation, data analysis was inductive/qualitative with stages of data reduction, data display and conclusion drawing, and qualitative research results emphasized meaning rather than generalization (Creswell, 2016)

## Results And Discussion

Student Character Formation at SMA Muhammadiyah 1 Taman Sidoarjo shows that character is an important goal in the formation and development of student character. Character formation is directed at forming positive traits, habits and characteristics in

students, which will differentiate them and become the basis for moral assessment by society. This was stated firmly by the principal that character at school is the main priority in guiding students. Character development in the school environment has been carried out since the inception of the institution, by applying moral and ethical values both explicitly and implicitly in the teaching and learning process.

The curriculum that is developing in schools today is character-based, where this character is developed and integrated in all aspects of school activities, both inside and outside learning. There are 18 character values which are expected to become the basis for students in behaving and thinking. These values include religiosity, honesty, tolerance, discipline, hard work, creativity, independence, and others. All of this is instilled through daily activities at school, both through formal learning processes and religious and social activities.

The main aim of this character formation is to form students who have an Islamic spirit, are noble, have good morals, and are also nationalists. The principal's active role in creating students who are not only strong religiously but also have a high sense of nationality. This is important, because schools prepare students to become national leaders in the future. Character formation is not only limited to the classroom, but is also applied in various activities outside the classroom and religious activities. The efforts made by the school in forming student character show a strong commitment to developing students into individuals who are not only academically intelligent, but also have high morals and are religious and nationalist in spirit. Even though there are still challenges faced, as acknowledged by the school, efforts to maximize the implementation of character education continue to be made to achieve better results in the future.

The strategy of Islamic Religious Education Teachers in general and specifically Islamic Cultural History Teachers in Efforts to Form Student Character at SMA Muhammadiyah 1 Taman Sidoarjo highlights the importance of character formation to become individuals who have good Muslim personalities. In this process of character formation, every educator must understand that consistent moral guidance and training is very necessary. It is not enough to just teach theory, but it must also direct students to the application of moral values in everyday life.

Strategies to shape student character both in terms of physical and attitude. According to the principal, Islamic Cultural History Lessons (SKI) have an important role in instilling Islamic and moral values in students. History is seen not only as knowledge, but also as a life lesson that shapes students' personalities. The strategies implemented include integrating moral values in each lesson, providing examples from Islamic history, and group discussions that encourage students to practice these values. Apart from that, student activities such as religious discussions, recitations and social service are also designed to strengthen student character in accordance with Islamic teachings.

The school curriculum explicitly includes character formation as one of the main goals. SKI teachers play a key role in this teaching, using a narrative approach that brings Islamic history to life through moral stories, as well as encouraging students to reflect and apply these values in everyday life. The importance of training for teachers was also recognized by the Deputy Principal for Curriculum, who stated that regular training is held to improve teachers' ability to integrate character building into learning.

The results of observations on student character formation, reports from teachers, and feedback from parents are used as tools to evaluate the success of implementing

this character education. The results of interviews with students showed a very positive response to SKI learning. Students feel that SKI lessons are not only interesting but also very relevant to their lives. They begin to apply the values learned, such as honesty, brotherhood, and patience, in their daily interactions.

Teachers use a contextual approach that connects lesson material with students' real lives. This approach is considered effective in guiding students to emulate Islamic historical figures and apply these values in their lives. The main challenge is to ensure that students not only understand these values theoretically, but also put them into practice. Teachers overcome this challenge by providing assignments that require practical application of the values taught.

Character formation has shown significant success. The strategies implemented by teachers in instilling character values in the curriculum, the use of innovative teaching methods, training support for teachers, and active participation of students in applying the values learned, all contribute to achieving educational goals that are in line with the institutional vision. Apart from that, there is still room for improvement, especially in ensuring the consistent application of these values in students' daily lives.

Teachers in character formation also experience several obstacles, such as regarding the process of forming students' character, revealing various obstacles faced by the school and teachers. Teachers play an important role in instilling character and moral values in students. Students come from diverse backgrounds, bringing values and attitudes that sometimes conflict with the values taught in school. This makes it difficult for teachers to instill uniform character values. The principal stated that the dense curriculum and limited time made it difficult for teachers to instill character values in depth. The Deputy Head of Curriculum admitted that this difficulty hinders teachers from giving full attention to character formation, because the focus is often diverted to achieving dense curriculum targets.

An environment outside the school that does not support the process of forming students' character is also a big challenge. Students are more influenced by the external environment compared to the values taught at school. Some students do not respond well to the values taught, often because they do not realize the importance of these values in everyday life or because the subject matter presented feels too theoretical and less interesting. The school seeks to provide additional training and support teachers through regular discussions about the challenges faced in building student character. This aims to improve teachers' abilities to instill character values effectively.

The school encourages parental involvement in the character education process, with the hope of creating a more consistent environment in supporting student character formation both at home and at school. One strategy being considered is adding special lesson time for discussions of character values and integrating character learning into all subjects, not just SKI. This aims to make character values more pervasive in students' daily lives. SKI teachers try to take advantage of key moments in lessons, such as telling inspiring stories from Islamic history, to focus on character values. Teachers encourage discussion and reflection to increase student involvement in understanding and applying these values. Support from the madrasah in the form of training that focuses more on time management and character teaching techniques, as well as the integration of extracurricular activities with the values taught in class, is very important to overcome existing obstacles. Overall, even though there are various

obstacles, the school, especially teachers, are aware of these challenges and are implementing various strategic steps to overcome obstacles in forming student character. Collaboration between teachers, students, parents and school programs is very important in realizing the expected character formation goals.

### Conclusion

Based on research, it can be concluded that student character formation is based on all aspects of education. Character education is designed to shape students into individuals who have noble character, have positive characteristics and habits, and behave in accordance with Islamic and national values. The strategy of the Islamic Cultural History (SKI) teacher at SMA Muhammadiyah 1 Taman Sidoarjo in efforts to build student character focuses on morals, morals and ethics in learning materials. Teachers use an approach that involves telling inspiring stories from Islamic history, reflective discussions, on characters in everyday life. Teachers in teaching instill values such as honesty, hard work and responsibility. Teachers in learning also have several obstacles in their efforts to build student character, such as student backgrounds, time limitations, the environment outside of school, and various student responses.

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