Teacher Strategy in the Field of Islamic Religious Education Studies in Instill Values Character For Students at Al-Fauziah Private Madrasah Aliyah District. Mambi District. Mamasa

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ABSTRACT

This research aims to identify and analyze the strategies of teachers in the field of Islamic religious education in instilling character values in Al-Fauziah Private Madrasah Aliyah students, Talippuki sub-district. Mambi District. Mamasa. The methodology of this research is descriptive qualitative with data collection techniques of observation, interviews and research instruments to collect information in order to reveal an empirical fact in an objectively scientific manner based on strong scientific logic in accordance with known scientific disciplines. The research results show that the students' character is basically good, but the influence of the external environment and also the lack of attention and support from their parents makes them experience obstacles in their enthusiasm for learning and school. So, to achieve school success, teachers in the learning process create strategies for appropriate learning methods and motivate students to stay in school until completion. In learning, teachers instill character values that are instilled in students, namely the character of self-confidence, the character of discipline in learning, the character of enthusiasm for learning, the character of focus in learning, the character of being active in creativity.

Keywords: *Strategy, Teacher, Values, Character, Students*

INTRODUCTION

Education is an effort or effort by adult humans to mature students so that they become independent and responsible humans both for themselves and everything outside themselves, other people, animals and so on. Efforts to mature contain a very broad meaning, transfer of knowledge and skills, guidance and direction for mastery of knowledge, skills and personality development, moral attitudes and so on. Likewise, students are not only defined as young people who are growing and developing biologically and psychologically, but adult people who are studying certain knowledge and skills in order to enrich their own knowledge and skills are also qualified as students.Education as a conscious effort to develop human personality and abilities, both inside and outside school with different editors, education as an effort to change and transfer cultural values to each individual in a society. The term education contains essential elements. First, there is a conscious, planned and responsible effort or activity carried out by an adult. Second, there are educators, adults who carry out endeavors, efforts or activities. The three activities or efforts referred to are in the form of guidance activities, training guidance, personality formation, cultural transfer, value and social transformation. Fourth, there are students or people who interact and/or receive/are given guidance, direction, training, personality formation, cultural transfer,

increasing knowledge and skills, both young people and those who are growing and developing as well as adult people who still need to increase their abilities and expertise. and skills in certain fields. Fifth, there are goals to be achieved, namely maturity, maturity, increasing abilities and/or skills in certain areas that are needed (Syar'i,, 2005)Al-Fauziah Private Madrasah Aliyah is one of the schools in Talippuki Subdistrict, Mambi District, Mamasa Regency, West Sulawesi Province, which is far from urban areas, so the roads are still dirt and gravel, making teachers experience difficulties when going to school and the internet network is unstable so that in the learning process Teaching does not go according to what the teachers expect, coupled with the students' indifferent nature about the importance of going to school and learning, of course due to many factors from the rural environment and social interactions.There are several main factors that are often the reason why students do not come to school, namely the distance between school and home, most students walk and some students have work such as garden work, building work and as traders to help their parents. As for students who go to school but return home quickly, some students even deliberately leave class to not attend the lessons in progress, of course this violates school rules and there is no respect for teachers. However, students, especially male students, are very enthusiastic about sports activities, even students who rarely go to school come to take part in Porseni activities. From the situation of these students, the teachers experienced difficulties in dealing with the students, especially the efforts of teachers in the field of Islamic Religious Education to instill character values in MAS Mambi students. Based on observations made by researchers, MAS Mambi already has a prayer room,but it is not used due to lack of student enthusiasm, so the prayer room is only used for certain activities, and then there are school facilities such as the library, computer laps, laboratory room, UKS room. Of all the facilities at MAS Mambi, if used as optimally as possible, it will certainly give birth to a progressive, educated generation

METHOD

According to Bhangu, et al (2023) provide a view of qualitative research methods as "Qualitative research methods are widely used in the social sciences and the humanities, but they can also complement quantitative approaches used in clinical research". The type of research used by researchers is descriptive qualitative field research, namely qualitative research which is an in-depth perception of the phenomenon being studied by studying the phenomenon in more detail on a case by case basis, the nature of the problem being studied can vary.Observation data collection techniques, interviews and research instruments to collect information in order to reveal an empirical fact in an objectively scientific manner based on strong scientific logic in accordance with known scientific disciplines.

RESULTS AND DISCUSSION
Strategy

The term strategy can mean the science of planning and directing military operations on a large scale, apart from that it is also known as a skilled ability to handle and plan things. Realizing the need for tactics and strategy in achieving goals, including disseminating information or religious teachings (da'wah), an understanding of tactics and strategy is something that should not be ignored. According to Mahmudin, as quoted by Ricky W. Griffin, strategy is a comprehensive plan for accomplishing an organization's goal (strategy is a comprehensive plan for achieving organizational goals) (Mahmudin, 2018, p 17).

The definition of strategy as a management process, the relationship between institutions and the environment, consisting of strategic planning, capability planning, and change management. Strategy as a way to guide institutions towards the main goal of developing corporate values, managerial capabilities, organizational responsibilities, and administrative systems that link strategic and operational decision making at all hierarchical levels, and across all layers. According to Siti Aminah Chaniago, who quoted from WF Glueck and LR Juach in the book Strategic management and company policy, defines strategy as a

broad and integrated plan that connects the company's strategic advantages with environmental challenges designed to ensure that the main goals of the company can be achieved through implementation. appropriate by the Company organization (Chaniago, 2014).

Teacher

According to the Big Indonesian Dictionary, a teacher is a person whose job (livelihood, profession) is teaching. The word teacher in Arabic is called mu'allim and in English it is known as teacher, which in a simple sense is someone whose job is to teach other people. A teacher is an educator who is admired and imitated, in this case the teacher is a role model for his students. Learning is the process of student interaction with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in each student can occur (Zahwa, 2020, p 18).

Formally, a teacher is a teacher in a public or private school who has abilities based on a formal educational background of at least a bachelor's degree and legal provisions as a teacher based on the teacher and lecturer laws in force in Indonesia. In Indonesia there are four types of teachers, namely as follows:

1. Civil servant teacher

Civil servant teachers are employees with the formation of a teacher position who have fulfilled certain requirements, then are appointed as State Civil Apparatus (ASN) on a permanent basis by civil service development officials to occupy special functional positions in the government, who serve in educational institutions and are given salaries and allowances in accordance with applicable statutory provisions. PNS teachers consist of two categories, namely PNS teachers who are appointed through CASN and PPPK teachers, where both have the same roles and responsibilities, and also get the same salary rights, but there are differences in employment status and guaranteed old-age benefits.

Civil servant teachers receive welfare in the form of certification allowances and non-certification allowances. This is part of the implementation of Teacher and Lecturer Law Number 14 of 2015, which indicates that this allowance is a form of government appreciation for professional teachers who have passed the competency test and have eligible to receive these benefits. The nominal allowance for civil servant teacher certification is equal to the civil servant's basic salary per month, while the non-certification allowance is the provision of additional income to civil servant teachers who do not yet have an educational certificate, but this allowance has further special conditions to obtain it, namely that they must fulfill a minimum number of hours of 24 hours and have recorded in the main education data system, namely Dapodik (Karim, 2023, p 80).

2. Permanent teacher

Permanent teachers are those who have minimum status as prospective civil servants and are assigned to a particular school as their parent agency. As a teacher in a private school, the teacher is declared a permanent teacher if he has permanent special authority to teach at a certain foundation, which has been accredited by the government authorities.

Permanent Teachers are teachers who have received a Decree to teach permanently at formal private schools managed by the foundation. A Permanent Teacher has higher burdens and responsibilities than a Non-Permanent Teacher. Thus, they are required to have better competence. Permanent Teachers are teachers who are appointed with a Permanent Decree from the school, accompanied by certain rights and obligations that are different from Non-Permanent Teachers. The appointment of a teacher as a permanent school teacher is carried out after the teacher concerned has worked/served as a non-permanent teacher for at least 5 years, in accordance with the policies and provisions applicable at the school.

The mechanism for appointing permanent teachers to a foundation is carried out by the foundation, determined by a Foundation Permanent Decree, upon application by the teacher concerned with approval and a statement letter from the principal and/or director, the application is made by an official letter affixed with the signature of the teacher applying and acknowledged by the principal and or director, attached with administrative

requirements documents in accordance with applicable provisions, terms and conditions are

explained separately, applications that meet the requirements will be followed up for processing in accordance with applicable provisions, the decision on appointment is entirely the right of the daily management plenary meeting, the meeting decision is then determined by the chairman General Foundation (Hadi, 2023, p 16).

3. Honorary teacher

Honorary teachers are non-permanent teachers who do not have minimum status as civil servant candidates. In general, they are paid voluntarily, even below the officially determined minimum salary. To the naked eye, they don't look much different from permanent teachers, even wearing civil servant uniforms like permanent teachers.

Honorary Teachers are teachers appointed by the Management, related agencies, or education administering institutions, based on need. Honorary Teachers consist of several categories, namely Permanent Foundation Teachers (GTY) appointed by the foundation, Non-Permanent Teachers (GTT) appointed by the management, or related agencies, and Honda/PTT (Regional Honorary/PTT) Teachers appointed by the Regional Head, the three categories of teachers These are non-PNS employees who work in educational institutions, both those run by the Government in State and Private/Community Schools. The funding or salary guarantee for teachers in the non-PNS category comes from the budget of the BOS/Committee, Society/Foundation for Teachers with GTY/GTT Status, paid by the regional government sourced from the APBD for teachers in the Regional Honorary (Honda)/PTT category. Honorary teachers have the right to receive an honorarium, both monthly and quarterly, receive legal protection and leave based on government regulations contained in labor law. Based on PP Number 48 of 2005 as last amended by PP Number 56 of 2012, an honorary employee is someone who is appointed by a Civil Service Supervisory Officer or other official in the government to carry out certain tasks in a government agency, or whose income is a burden on the APBN or APBD.

Duties and Functions of Teachers

The duties and functions of teachers are a unity that cannot be separated. However, duties and functions are often aligned as roles. According to Law no. 20 of 2003 and Law no. 14 of 2005, the role of teachers is as educators, teachers, mentors, directors, trainers, assessors and evaluators of students (Lamatengg, 2016). Learning is an important and complex human endeavor. It is said to be complex because there are many values and human factors involved in it. It is said to be very important, because learning is an effort to form a good human being. Learning failure can damage a generation of society (Zein, 2016,p 25).

Teachers play a very important role in fostering extrinsic motivation. Providing extrinsic motivation must be adjusted to the student's needs, because if students are given excessive extrinsic motivation then the intrinsic motivation that already exists within the student will disappear. Extrinsic motivation can generate intrinsic motivation, so extrinsic motivation is very necessary in learning. Extrinsic motivation can change to intrinsic motivation if students realize the importance of learning. Extrinsic motivation is also very necessary for students in learning because of the possibility of changes in students' circumstances and also other factors such as the lack of interest in the teaching and learning process for students. Extrinsic and intrinsic motivation must complement and strengthen each other so that individuals can achieve the goals they have set (Manizar, 2015, p140).

Law Number 20 of 2003 concerning national education article 3 paragraph 2 broadly states that the function of national education is to create an intelligent nation with the aim of developing the abilities of students so that they become human beings who believe and become democratic citizens (Ritonga.2020, p 5)

Strategies for Teachers in the Field of Islamic Religious Education Studies in Instilling Character Values

Instilling and strengthening character values in the present is very necessary to overcome the moral crisis, especially in the teenage phase. In this age range, teenagers in the process of searching for their identity have excessive courage, prioritize their peers, want to

be recognized, begin to develop an interest in the opposite sex, and tend to be unrealistic. In the process, teenagers are vulnerable to being involved in various problems such as fighting between friends, neglecting prayers, stealing, low respect for parents and teachers, low values of honesty which leads to cheating habits, rampant bullying, lack of discipline, promiscuity, lack of concern for others, smoking, skipping school, brawls between students and so on not only affect teenagers' personalities, but can also cause unrest in society.

Character values are contained in Permendiknas No. 20 of 2018 which includes religious values, honesty, tolerance, discipline, working hard, creative, independent, democratic, curiosity, national spirit, love of the country, respecting achievements, communicative, love of peace, likes to read, cares about the environment, cares socially , and be responsible. Religious character values are the main values that become the pillars for the formation of other values. This value can be a solution in overcoming the moral crisis among teenagers. Because, teenagers who have had religious values embedded within themselves and formed a religious character will be able to consider the good and bad of the actions they will carry out based on religious values, practice religious teachings on their own initiative, avoid dishonest acts such as cheating and giving cheat sheet, dare to admit mistakes and correct them. Apart from the required role of parents, teachers are also responsible for playing a role in instilling religious character values, especially through Islamic religious education.

Character in Islam is closer to morals, which can be seen in the QS. Luqman verses 2-19 which explains how Luqman instills character in his children with advice such as being grateful to Allah Subhanahu wa Ta'ala, attitudes towards parents, attitudes in society, and others. Even though the meaning of character and morals is almost the same, there is a difference between the two, namely that morals only exist in Islamic teachings which are based on the Koran and Al-Hadith, while character is a general term that can be used by all religions (Rahman, 2021, p 15).

Regarding strategies for instilling character values, as a teacher in the field of Islamic Religious Education, the first thing to do is plan starting with a Pedagogical and Psychological approach.

1. Pedagogy

In article 8 of Republic of Indonesia Law Number 14 of 2005, it includes personality competence, social competence, professional competence obtained through professional education. The four teacher competencies as mentioned above can be described as follows;

a. Pedagogical competence

It is the teacher's ability to manage student learning which at least includes: 1) understanding the insight or foundation of education, 2) understanding of students, 3) curriculum/syllabus development, 4) learning design, 5) implementation of learning and dialogue, 6) use of learning technology, 7) evaluation of learning processes and outcomes, 8) development of students to actualize the various potentials they have.

b. Personality competency

Personality is a competency related to behavior The teacher himself must have noble values so that they shine through in his daily behavior.

c. Social competence

Social competency in government regulation number 19 of 2005 in article 28 paragraph 3 is the ability of educators as part of society to communicate and interact effectively with students.

Pedagogical competence in national education standards, and the explanation of article 28 paragraph 3 point (a) is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. In addition, pedagogical abilities are demonstrated in helping, and guiding, students. From this description it can be interpreted that pedagogical competence is a teacher's ability to carry out his obligations with full responsibility. The better the teacher's pedagogical competence, the better the abilities he will have, this is because the teacher will be able to carry out educational and teaching activities well (Amiruddin, 2021, p 20).

2. Psychology

Psychology means we talk about the human soul and its behavior. The discussion about psychology begins with a study of psychology in terms of its etymology. Etymologically, psychology comes from the words psyche which means soul and logos which means science. Based on the meaning of these words, psychology is literally the science of the soul or the study of the soul.

Basically, the character of Al-fauziah Private Madrasah Aliyah students is generally good but they lack focus on going to school due to limited family economic factors. During the learning process the students were less active because they were not fluent in Indonesian. The limited teaching staff at Al-Fauziah Private Madrasah Aliyah means that there are often vacancies in study hours for students, which makes students bored at school and choose to play volleyball or skip class.

In order for the strategy to instill character values in students to be carried out well, a teacher needs to know each student's different character so that the teacher can shape student character that includes several criteria as follows.contained in Permendiknas No. 20 of 2018 concerning character values which include religious values, honesty, tolerance, discipline, working hard, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievements, communicative, love of peace, like to read, caring for the environment, caring for society, and being responsible.

That teachers at Al-Fauziah Private Madrasah Aliyah use learning method strategies in instilling character values in students. Among the learning methods used are:

1. Learning using the method of discussing lessons that have been learned aims to form a confident character in students.
2. Learning by taking notes and reading more books so that students become accustomed to speaking Indonesian as well as broadening their insight and forming a disciplined character in learning.
3. The learning method starts with games so that there is motivation and forms a character with an enthusiasm for learning.
4. Learning method using an LCD projector in the learning process so that students have the character of being focused in learning.
5. Learning uses the method of practicing the lessons that have been learned so that students understand and can do them so that they have an active character in creating.

The supporting factors are school facilities such as laboratory laps, computer laps, UKS rooms, libraries, prayer rooms. adequate classrooms and assistance from the government so that the Madrasah waives registration fees until the student finishes school.

The inhibiting factor is the lack of support from parents to motivate and encourage students to go to school because the student's family economy is limited so that to meet the family's needs, students must take part in earning a living. Then students are not fluent in Indonesian due to environmental factors.

The inhibiting factor for teachers is the independent curriculum which makes teachers busier with filing and certification training which needs to be paid for so that teachers are overwhelmed and their teaching hours are reduced which has an impact on students.

CONCLUSION

Based on the findings from the researcher's discussion regarding the strategies of teachers in the field of Islamic religious education in instilling character values in students at the private Al-Fauziah Islamic Madrasah as follows:

1. The general picture of the formation of a student's character is basically more influenced by the surrounding environment, including; a. limited family economic factors, b. During the learning process the students were less active because they were not fluent in Indonesian, c. The limited teaching staff at Al-Fauziah Private Madrasah Aliyah means that there are often vacancies in study hours for students, which makes students bored at school and choose to play volleyball or skip class.

2. Strategies to provide motivation and enthusiasm for learning for students, teachers use strategic learning methods including; a. Discussing lessons learned, b. Students are required to read more, c. Give notes to students which will be explained by the teacher and then students will be given assignments, d. Starting learning with games,

   e. Using an LCD Projector in the learning process, f. Students are encouraged to practice the lessons they have learned.
3. The supporting and inhibiting factors in the process of instilling character values in students are adequate school facilities that help the teaching and learning process run well and assistance from the government so that the Madrasah has free fees starting from registration until the student graduates from school.

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