

The Implementation of Education Character in Improving Students' Personal Quality at MTs Ma'arif 7 Purbolinggo

Mashlahah^{1*}, Umar Al Faruq A Hasyim¹, Majdy Kasheem², Adi Wijaya¹

¹*Universitas Ma'arif Lampung, Indonesia*

²*University of Zawia, Libya*

 mashlahah@gmail.com*

ABSTRACT

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This study explores the implementation of character education to enhance students' self-quality at MTs Ma'arif 7 Purbolinggo. Conducted as a qualitative research study, the findings reveal three key aspects. First, Aqidah Akhlak teachers develop learning plans aimed at character building by incorporating media into their instructional designs. The planning process involves preparing strategies for using learning materials and various teaching methods aligned with the set objectives. Second, the application of Aqidah Akhlak instruction in shaping students' character follows established rules and guidelines within the educational framework. This structured approach ensures that character development is systematically integrated into the learning process. Third, the evaluation of Aqidah Akhlak instruction is conducted through various assessment methods, including teacher-assigned tasks, daily tests, mid-term (UTS) scores, and final exams (UAS). The implementation of character education by subject teachers at MTs Ma'arif 7 Purbolinggo has yielded significant results, fostering key aspects of self-quality among students. These aspects include noble character, independence, discipline, and self-confidence. However, while some students exhibit strong self-quality across all four dimensions, others display only partial development in these areas.

Keywords: *Education Character, Personal Quality, Learning Achievement*

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INTRODUCTION

Education character is an effort that tries to regulate someone's behavior to have a good personality (Baharun & Ummah, 2018). This definition contains the meaning, character education, that character education is the strengthening and development of children's behavior as a whole. Character education has become an urgent need due to the degradation of knowledge and moral decline which has seriously affected the Indonesian people in all levels of society, including students (Abidin, 2019). Character education is character education plus, that is, it involves aspects of theoretical knowledge (*cognitive*), feeling (*feeling*), and actions (*action*) (Citra, 2022). Character formation begins with the nature given by God which then forms behavioral identity. In the process itself, natural fitrah, influenced by the environment, plays a significant role in shaping identity and behavior. Schools and communities as part of the environment have a very important role, therefore every school and community must have discipline and habits regarding the character that will be formed. Leaders, parents, and especially educators must provide examples of the character attitudes

that are formed (Hermanto, 2022). In accordance with the word of Allah in Surah Al-Ahzab verse 21:

Indeed, in the Messenger of God, there has been for you a good example for whoever hopes in God and the Last Day, and remembers God often.

Meaning: Indeed, there is in (the person of) Rasulullah SAW a good role model, a good person for you (namely) a person who hopes for (the mercy of) Allah and (the coming of) the Day of Judgment and he mentions Allah a lot. (Q.S Al-Ahzab: 21).

The verse above explains that we as Muhammad's ummah are obliged to use him as a role model and participate in practicing our religion. Likewise, we as people of the Prophet Muhammad must use the Prophet Muhammad as an example of how to behave. Character education is expected to be part of the process of forming the morals of the nation's children, and is also expected to be the main foundation for the success of Indonesia in the future. This nation really needs character education, to improve the morals of this nation. Character education can be done by designing lesson plans that include a focus on strengthening character education, conducting learning that is interactive, fun and motivating students to be more active. The main values that reflect good character are religious, independent, mutual cooperation and integrity.

Character education with moral values is really needed by Muslims, especially the younger generation. A Muslim should be taught from an early age about moral values, so that they will be able to carry out the duties and responsibilities well that they will face in the future, as well as as a reference material for Muslim teenagers in their daily behavior, so that they can achieve safety and happiness in life in this world until the afterlife (Inaku & Nur Iman, 2020). With the implementation of character education, it is hoped that it can improve students' self-quality.

Self-quality is a collection of values, character, attitudes, ways of thinking and habits that a person has. By improving one of the points above, your self-quality will indirectly change (Santoso, 2018). Good self-quality can be born if an individual can absorb, reflect on, and take lessons from every event he experiences, so that in the process the more events or experiences an individual can take, the more information will be used to care for an individual's self-quality. . So that in the end, even though a negative event that befalls an individual does not necessarily make that individual a person who has low self-quality, it can actually motivate him to become better, while a positive event experienced by an individual can become a boomerang for himself, because he cannot take it. the lesson from it is just to be lulled into positive things (Ramadhan et al., 2022).

MTs Ma'arif 7 Purbolinggo is an NU-based private sector in Purbolinggo, East Lampung and is a school that already carries out character education. Researchers interacted with moral aqidah teachers regarding character education at MTs Ma'arif 7 Purbolinggo. MTs Ma'arif 7 Purbolinggo tries to reduce the actions of students who have no character. In accordance with the vision of MTs Ma'arif 7 Purbolinggo, namely as a superior, quality school that is the choice of the East Lampung Islamic community. Character education is developed and integrated into the curriculum and training by the school, and the character values emphasized in the school are religious character values, honest character values, tolerance character values and discipline character values. Habits that are carried out to apply these values include praying before studying, reading short letters before studying, duha prayers in congregation, and habits that lead to a better direction, besides that, activities

outside of school that can shape students' character are continued to be carried out better, such as extracurricular activities, social service, celebration of Islamic and national holidays, visits to historical places or tourist attractions to increase experience, knowledge and family ties.

Even though character education has been implemented, the moral aqidah teacher revealed that in the odd semester of the school year there were still many MTs Ma'arif 7 Purbolinggo students whose behavior was deviant. Such as not dressing neatly, not doing homework, fighting, not praying together, not picketing and coming late. When carrying out pre-research at MTs Ma'arif 7 Purbolinggo, the researcher also observed the implementation of character education carried out by teachers in the classroom during the teaching and learning process, then from the observations the researcher made there were several students who arrived late and were dressed untidy. Apart from that, there are still some students whose self-quality is still low, this is shown by low student learning achievement, students' morals are not good, there are students who lack self-confidence and independence, and there are still students who do not comply with existing school regulations. .

This research is strengthened by several relevant previous studies, including: *First*, research conducted by Asror et al., (2024) with the title, "Character Education Management in Developing Student Morals at MTs Ma'arif 20 Kalirejo Central Lampung", This research discusses the Management of Character Education at MTs Ma'arif 20 Kalirejo Central Lampung . There are several strategies to advance the concept of character education management, including example, learning, empowerment, acculturation, training, and assessment. *Second*, research conducted by Romdoniyah et al., (2024) with the title "Implementation of Character Education Planning Based on Management of Islamic Values in the Moral Development of MTs Students. Asy-Syuhada", The results of this research show that the implementation of character education at MTs. Asy-Syuhada has been carried out well. However, according to the author, in implementing the plan it is necessary to involve collaboration with the students' parents and the local community so that the character education that has been taught at school can be realized by students in their lives at home. *Third*, research conducted by Ardiyanti & Khairiah, (2021) with the title "The Essence of Character Education in Improving Self-Quality in Early Childhood", the results of this research show that in forming character education and improving self-quality, the first thing that needs to be considered is knowing the stage of development of children, secondly the need for holistic-integrative strategies and habits. which is sustainable so that the good values given are expected to be embedded in the child. It is important that this research was carried out to improve students' self-quality, so the researcher raised the title "Implementation of Character Education in Improving Students' Self-Quality at MTs Ma'arif 7 Purbolinggo".

METHOD

Research methods are scientific methods for obtaining data for certain purposes or needs (Sugiyono, 2019). Basically it is used in conducting research, namely so that the research results and answers can be trusted and accounted for scientifically, accurately. In accordance with the research objectives, namely discovery, proof and development. In this research, researchers used qualitative research methods. Sugiyono, (2015) explains qualitative research using a natural paradigm. This means that this research assumes that empirical realities occur in a socio-cultural context that is interconnected with one another. Research subjects are informants, which means people in the research setting who are used to provide information about the situation and conditions of the research setting (Pratiwi, 2019).

Researchers in this study used techniques *purposive sampling*. *Purposive sampling* namely the technique of sampling data sources with certain considerations, for example the person is considered to know best about what we expect (Chan et al., 2020). The subjects in this research are *First*, The parties who play a role in shaping student character include the school principal and teachers of moral beliefs. *Second*, The research subjects to determine personal qualities were students in class VII.A MTs Ma'arif 7 Purbolinggo. The location of this research was carried out at MTs Ma'arif 7 Purbolinggo by conducting research on December 12 2024.

RESULTS AND DISCUSSION

The foundation of this MTs is the background to the fundamental importance of Islamic education in the Purbolinggo community in particular and in Indonesia in general. Which is in accordance with the National program contained in the MPR Decree on National Education. And we want to create an Islamic society that wants to live and practice its teachings which are based on Ahlusunnah Waljama'ah. The large number of SD/MI graduates who are likely to be accommodated at this MTs, this can also be seen from the small number of MTs schools. In Purbolinggo.

This madrasa is called MTs.Ma'arif NU 7 which is located in Taman Fajar village, Purbolinggo subdistrict, East Lampung Regency, Lampung Province. This Madrasah was founded on July 13 1983. Registered with the Regional Office of the Ministry of Religion on July 23 1987. Madrasah status is accredited B.

The head of the MTs.Ma'arif NU 7 madrasah is H. Adam Kamal, S.Pd.I. and the deputy head of the Madrasah named H. Syamsul Huda, S.Ag., MM. The total number of educational staff is 33 people. The number of male students is 166 students and the number of female students is 164 students, so the total number of students is 330 students.

In coaching, we instill the teachings of Akhlakul Karimah, that supervision or control is carried out because of the condition of the MTs. Ma'arif NU 7 experienced ups and downs, in the sense that psychologically he was still easily influenced by things he had just seen, whether from the mass media, his playmates, even the condition of students who easily experienced a shift in morals, they were easier to accept what the environment gave them without being able to provide clarity or filtering in doing and acting.

Character education is an effort to educate children so they can make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment (Afridinata et al., 2018). Character education is a necessity that must be implemented considering the increasingly widespread condition of our nation's disintegration, making it necessary to take preventive steps immediately from an early age, especially in the school environment (Zulhijrah, 2019).

Understanding Character Education

Linguistically *character* comes from Greek, namely *charassein*, which mean *To engrave* (drawing, painting), like someone who paints or carves stone. Based on this understanding, *Character* interpreted as a sign or characteristic especially for someone. This gives rise to the view that character is an individual pattern of behavior regarding a person's moral condition. (Wijaya, 2023)

Character can be interpreted as the same as morals and manners, so that national character is identical to national morals or manners. A nation with character is a nation that

has morals and good manners, whereas a nation without character is a nation that has no or lacks morals or does not have standards of good norms and behavior (Syafi'i, 2019). Character education according to the Language Center of the Ministry of National Education is innate, heart, soul and personality, manners, behavior, personality, nature, character, temperament, character (Rachmadyanti, 2019).

Therefore, character education must be instilled from a young age and through a process that is adapted to the child's developmental stages. This shows that the formation of children's character requires patience and perseverance from educators which must be supported by a balance between parental education at home and education at school. Because most parents always surrender completely to the educational process at school and demand faster changes in their children for the better without paying attention to the process that must be passed in stages (Jannah, 2020).

So it can be concluded that character education is a process of providing values that aims to develop students' abilities to make good and bad decisions, maintain good things, and realize goodness in everyday life wholeheartedly. As recommended by the government, in this case the Ministry of Education and Culture regarding the Management of Character Education. The government expects the school environment to be the most important part of character education. It is hoped that the learning process can be carried out as well as possible to be at the forefront of character education.

Character Education Values

The values developed in character education are formulated as 18 character values (Safitri, 2020), namely:

- 1) Religious, namely attitudes and behavior that are obedient in implementing the teachings of the religion one adheres to, tolerant towards the implementation of worship of other religions, and living in harmony with followers of other religions.
- 2) Honesty, namely behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work.
- 3) Tolerance, namely attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of other people who are different from themselves
- 4) Discipline, namely actions that show orderly behavior and compliance with various rules and regulations.
- 5) Hard work, namely behavior that shows serious effort in overcoming various obstacles to learning and assignments, as well as completing assignments as well as possible.
- 6) Creative, namely thinking and doing something to produce a new method or result from something that is already owned
- 7) Independent, namely attitudes and behavior that do not easily depend on others to complete tasks.
- 8) Democratic, namely a way of thinking, behaving and acting that values the rights and obligations of oneself and others equally.
- 9) Curiosity, namely attitudes and actions that always seek to know more deeply and widely about something that is learned, seen and heard.
- 10) National spirit, namely a way of thinking, acting and insight that places the interests of the nation and state above self and group interests.

- 11) Love for one's country, namely a way of thinking, behaving and acting that shows loyalty, concern and high appreciation for the language, physical, social, cultural, economic and political environment of the nation.
- 12) Appreciating achievement, namely attitudes and actions that encourage oneself to produce something useful for society, and recognizing and respecting the success of others.
- 13) Friendly/communicative, namely actions that show a pleasure in talking, socializing and working with other people.
- 14) Love of peace, namely attitudes, words and actions that cause other people to feel happy and safe in their presence.
- 15) Likes to read, namely the habit of making time to read various literature that brings benefits to oneself
- 16) Caring for the environment, namely attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred
- 17) Social care, namely attitudes and actions that always want to provide assistance to other people and communities in need
- 18) Responsibility, namely a person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country and God Almighty.

Implementation of Character Education

Students as the nation's next generation are of course expected to be able to continue the cultural legacy that characterizes the character of the Indonesian nation. Indonesian society is known for its diversity but still respects each other with a spirit of mutual cooperation. Caring for national character must of course always be done by modeling characterful behavior in our respective environments (Nurleli, 2020: 1). Implementation of class-based character education has stages. Here are the steps:

1) Planning Stage

Steps to implementing character education through the planning stage can be implemented by:

- a) Carry out KD analysis through identifying the values contained in the learning material
- b) Design a lesson plan that includes a focus on strengthening character education by choosing relevant learning and class management methods
- c) Carry out learning according to the scenario in the RPP
- d) Carrying out authentic assessments of the learning carried out
- e) Reflect and evaluate the entire learning process.

2) Implementation of Learning

In implementing learning there are three stages, namely the core introduction and closing. The following is an explanation of the implementation of learning:

a) Introduction

Based on the existing process standards, the teacher's core activities prepare students psychologically and physically to take part in the lesson. The teacher also asks questions that link previous learning to the material to be presented. In this

learning activity, teachers are encouraged to introduce the character values of what is done which are already in the process standards.

b) Core activities

This activity is the stage of delivering the lesson. The task implementation stage for a teacher is to channel knowledge so that the goals to be achieved can be achieved. This activity should be carried out by the teacher in a way that is interactive, fun, motivating so that students are more active. In this activity, teachers must instill character education as optimally as possible to help achieve the goals they want to achieve.

c) Cover

In the closing activity, it is recommended that teachers:

- (1) Together with students to create a summary or conclusion of the lesson
- (2) Carry out an assessment or reflection on the activities carried out
- (3) Provide feedback on the learning process
- (4) Plan follow-up activities in the form of remedial, enrichment questions, counseling services or individual assignments

3) Learning Evaluation

Evaluation is a very important part of the educational process. Evaluation is an assessment of the level of success of students in achieving the goals that have been formulated in a lesson (Syah, 2018: 139). Character education assessment places more emphasis on students' affective and psychomotor achievements. In order for teacher assessment results to be objective, teachers must understand the assessment principles that have been established by assessment experts.

Understanding Personal Quality

Self-quality is a collection of values, character, attitudes, ways of thinking and habits that a person has. By improving one of the points above, your self-quality will indirectly change (Santoso, 2018). In general, quality can be said to be something related to achieving an ideal human life and in accordance with what is desired. In an individual perspective, quality is related to goals, expectations, standards, and other things that are of concern to the individual. With self-quality, each person is expected to grow and develop optimally so that in carrying out their functions, both as a complete human being, themselves, optimizing their internal potential and the surrounding environment can run well (Kartianti & Asgar, 2021).

Good self-quality can be born if an individual can absorb, reflect on, and take lessons from every event he experiences, so that in the process the more events or experiences an individual can take, the more information will be used to care for an individual's self-quality. . So that in the end, even though a negative event that befalls an individual does not necessarily make that individual a person who has low self-quality, it can actually motivate him to become better, while a positive event experienced by an individual can become a boomerang for himself, because he cannot take it. the lesson from it is just to be lulled into positive things (Ramadhan et al., 2022).

Based on the information above, Basically self-quality includes attitudes, abilities and skills possessed by a person. By continuing to improve one's quality, one can support one's career to a better level.

How to Improve Your Self Quality

The following are ways to improve your self-quality, (Santoso, 2018), namely:

- 1) Building Self-Awareness. Self-awareness is the first step in the self-development process. This self-awareness is more related to knowing oneself and one's own existence. Self-awareness is developed in line with one's talents and potential.
- 2) Setting Yourself Direction. Determining one's direction is setting one's heart on the direction in life that one will aim for and achieve. This direction becomes a blueprint for the entire journey that will be taken.
- 3) Focusing on Self Goals. Focusing on the goal means that the steps taken do not go in circles or deviate from what has been set. Focusing on what is determined can make it easier to make decisions in facing difficulties and solving problems.
- 4) Exploring Self-Motivation. Another goal and benefit of self-development is to sharpen the mind to always be creative and innovative in any condition.
- 5) Strengthening Personal Resilience. Self-development cannot prevent bad things and unwanted things from coming, because this has become a natural law.
- 6) Building Relationship Capabilities. Relationships as we know, are like a double-edged sword. On the one hand, relationships with other people can help in a better direction, but on the other hand, they can drag someone towards failure.

Personal Quality Indicators

The indicators of self-quality in this research (Mahmudah, 2020) are:

- 1) Performance
Achievements achieved by students can be in the form of academic ability test results, for example general tests. There can also be achievements in other fields, such as achievements in a sport, art or certain skills and additional things.
- 2) Morality
Morals in this case relate to polite and courteous behavior and conduct in the school environment and surrounding areas. Good morals, namely good actions (behavior/characteristics) that are deeply embedded in a person's soul, thus making his personality good too.
- 3) Be confident
Self-confidence is belief in one's own abilities in the environment and situations that will be faced. Having self-confidence is very important for someone, because with this they will be able to take appropriate and appropriate action towards a problem they are facing.
- 4) Independence
Independence in handling their tasks and problems in terms of their time and appearance. Independence is the ability to control and manage everything (thoughts, feelings and actions/actions) well and precisely.
- 5) Discipline
Discipline to be able to control ourselves in all matters (rules and regulations) where we are. Therefore, it is important to instill discipline in students, to help them use their time appropriately and effectively.

Description of Research Results

In this chapter the author will describe the results of research carried out at MTs Ma'arif 7 Purbolinggo. The results of this research are based on information from the

principal, teachers and students of MTs Ma'arif 7 Purbolinggo. The results of this research are as follows:

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The results of research related to the implementation of character education in improving the self-quality of students at MTs Ma'arif 7 Purbolinggo are as follows:

1) Planning

In accordance with the results of the researcher's research, there are several things that need to be taken into account when planning Aqidah Akhlak learning in character education, including: 1) designing learning plans based on the curriculum, namely guided by the syllabus and RPP, 2) in planning Aqidah Akhlak learning, you must pay attention to choosing an adapted form of learning. with the conditions, characteristics and abilities of students, so that learning takes place according to the expected goals.

Aqidah Akhlak learning planning made by the teacher is the preparation of plans for the use of learning media and forms of learning that are based on objectives. Where the aim of learning is not only to increase the knowledge of the students themselves, but also to change their behavior to become better individuals. That learning is a relatively permanent change in behavior that occurs as a result of experience (Mansur, 2019). For this reason, the plans prepared by the teacher are adapted to the conditions, characteristics and abilities of the students, but are still guided by the learning curriculum, namely based on the syllabus and lesson plans.

By carrying out plans prepared by the teacher, the learning process will run according to the expected goals, namely students are able to master the material and they can apply the material presented in the students' daily lives so that good character is formed. Planning cannot be separated from the media, strategies and classroom atmosphere conditioning carried out by the teacher during the learning process. The teacher's role here is as a facilitator and motivator for the students themselves. For this reason, the role of the teacher is very influential in forming the character of students. For this reason, teachers must be able to make quality and interesting learning plans as possible, so that students are motivated to improve their learning better.

2) Implementation

The application of Aqidah Akhlak learning refers to the rules and regulations that have been established in every activity or learning process in an educational institution, including the learning process by referring to the curriculum and syllabus for each subject matter that has been determined by the government. So the school just needs to process it, create a program or learning plan. This is aimed at forming the character of students, not only deepening them from an intellectual perspective, but also the character or personality of students. For this reason, in its application teachers must be able to provide meaningful learning during the learning process. Teachers use various kinds of learning resources by linking them to the material being studied. Apart from that, students' activeness in the learning process also needs to be taken into account because this can be used as a teacher's measure of the extent to which students are able to understand the Aqidah Akhlak material.

This conceptual learning has several implications. First, efforts need to be made so that the learning process takes place interactively between students and the planned

learning resources. Second, for students, internal interaction can take place in learning which involves all the potential they have with learning resources. The learning resources themselves are quite diverse; (1) the values in the subjects being taught; (2) teachers who function as facilitators; (3) printed and non-printed teaching materials; (4) media and tools used for learning; (5) learning methods and techniques developed; (6) environmental conditions (social, cultural, spiritual and natural) that result in changes in student behavior towards a more mature one (Magdalena et al., 2020). In this learning process, it also refers to the opinion of Marzuki, (2019) that character is identical to morals, so that character is universal human behavioral values which cover all human activities, both in relation to God, with oneself, with fellow humans, as well as with the environment, which is manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, etiquette, culture and customs. It has been explained that in character education there are values contained in it and these must really be instilled in every student at school.

3) Evaluation

The aim of implementing evaluation is in delivering Aqidah Akhlak learning in forming the character of students. Based on observations of the results of the evaluation of the implementation of Aqidah Akhlak learning carried out by teachers, it can improve student learning achievement and changes in students' personal character. This can be seen from the average scores of students from each class in the two research locations based on documentation studies, observations and interviews conducted by researchers, namely at MTs Ma'arif 7 Purbolinggo. This learning evaluation cannot be separated from the character values instilled in students at school which are closely related to Aqidah Akhlak learning. The formation of a complete personality in students is implemented in students' lives. Apart from that, environmental factors greatly influence the formation of students' character. The assessment carried out by the teacher is not only a written assessment of students' assignments, but also an attitude assessment, namely through a control book that teachers use to determine students' behavior at school and at home.

Based on the research results, the Aqidah Akhlak learning achievement of students at the research location increased after the implementation of Aqidah Akhlak learning in character building of students by each Aqidah Akhlak subject teacher. The average score for the Aqidah Morals subject is above the Minimum Completeness Criteria (KKM) for the Aqidah Morals subject class VII.A. This shows that the implementation of Aqidah Akhlak learning carried out by subject teachers from each research location is producing results. Thus, the implementation of Aqidah Akhlak learning can be used as an effort to shape the character of students which has been planned effectively and efficiently.

Forms of Student Self-Quality at MTs Ma'arif 7 Purbolinggo

In collecting data that the author obtained from the moral aqidah teacher at MTs Ma'arif 7 Purbolinggo regarding the forms of self-quality of class VII.A students at MTs Ma'arif 7 Purbolinggo, he said that: "The self-quality that is formed in class VII.A MTs Ma'arif 7 Purbolinggo, namely in terms of achievement, morals so that they can engage in good manners in the school environment and outside of school, grow their self-confidence, independence in handling their tasks and problems and discipline in terms of time and their appearance." Meanwhile, according to Murdoko, (2019) in his book entitled "Personal Quality Management" that the journey and efforts of each individual to realize complete personal qualities are lifelong. This has the implication that bringing about change in a person

is not easy. In this case, Widiyo Hari Murdoko offers four pillars that need to be used as a foundation for realizing personal quality management, namely: self-awareness, self-regulation, self-habitation and self-evaluation.

So, the data that the author obtained from interviews with the moral aqidah teacher at MTs Ma'arif 7 Purbolinggo, and the theory explained by Murdoko, (2019) have the same discussion. If the moral aqidah teacher says that the quality of self that is formed in class VII.A MTs Ma'arif 7 Purbolinggo is in terms of achievement, the achievements achieved by students can be in the form of academic ability test results, for example general examinations. There can also be achievements in other fields, such as achievements in a sport, art or skill and certain additional things. And another form of self-quality is regarding morals. Morals in this case relate to polite and courteous behavior and conduct in the school environment and surrounding areas. Furthermore, another form of self-quality is in the form of growing students' self-confidence, by holding a sermon (speech) in front of all their friends, this activity is held every Monday. As well as other forms of self-quality in the form of independence in handling their tasks and problems and discipline in terms of their time and appearance.

Meanwhile, according to Murdoko, (2019), a person's personal quality is measured not by what he says, but by what he does. Of the four pillars of Personal Quality Management, to be able to change a person must first be aware of themselves, both their strengths and weaknesses. With full self-awareness, a person needs to regulate themselves to be able to achieve their hopes or goals in life. Careful planning and implementing plans appropriately with the potential they have will make it easier for someone to achieve their life goals. No less important is the ability to adapt to the environment, it will make it easier for us to carry ourselves, and emotional control is very important in socializing. In short, self-regulation requires the ability to manage time and emotions effectively, and determine priorities. That failure that occurs when trying to change oneself and the environment is not the end of everything. Apart from that, we need to realize that whether a person is successful or not is largely determined by oneself.

That every life goes on through changes from time to time. For this reason, so that someone is "not tormented" by the various changes that exist, efforts must be made to develop the will to change within ourselves. Without all of that, life would be stagnant and monotonous. Perception-attitude-action- and habits are a common cycle of a phenomenon in a person's efforts to manage change (Murdoko, 2019: 68).

In the self-evaluation stage, each individual must be aware that we are not perfect people. Therefore, we must be ready for criticism and be willing to improve ourselves to achieve a quality personality. Not everyone is ready for criticism, therefore, an open and open attitude is the key to being able to live for self-development. Apart from the theory presented by Mahmudah, (2020) above, the author found that the forms of self-quality at MTs Ma'arif 7 Purbolinggo are as follows:

- 1) Achievements, achievements achieved by students can be in the form of the results of academic ability tests, for example general tests on moral belief subjects. There can also be achievements in other fields, such as achievements in a sport, art or certain skills and additional things.
- 2) Morals, morals in this case relate to polite and courteous behavior and conduct in the school environment and surrounding areas. Good morals, namely good actions

(behavior/characteristics) that are deeply embedded in a person's soul, thus making his personality good too.

- 3) Self-confidence is belief in one's own abilities in the environment and situations that will be faced. Having self-confidence is very important for someone, because with this they will be able to take appropriate and appropriate action towards a problem they are facing. grow students' self-confidence, by holding a sermon (speech) in front of all their friends, this activity is held every Monday.
- 4) Independence in handling their tasks and problems in terms of their time and appearance. Independence is the ability to control and manage everything (thoughts, feelings and actions/actions) well and precisely. To be independent, a person needs opportunities for support and encouragement from his family, school and also the surrounding environment, so that he can achieve that independence for himself. With this independence, it is hoped that he will be more responsible for himself.
- 5) Discipline to be able to control ourselves in all matters (rules and regulations) where we are. Therefore, it is important to instill discipline in students, to help them use their time appropriately and effectively.

Figure 1 Interview with the school principal



Figure 2 Interview with the teacher



Figure 3 Interview with the students



CONCLUSION

Based on the results of the research it was concluded that *First*, The Aqidah Akhlak teacher's learning planning as an effort to build character is by designing a learning plan involving media. The planning design for delivering Aqidah Akhlak learning made by the teacher is the preparation of plans for the use of learning media and forms of learning that are based on objectives. *Second*, The application of Aqidah Akhlak teacher learning in efforts to shape the character of students has been carried out referring to the rules and regulations that have been planned and established in every activity or learning process in an educational institution. *Third*, Evaluation of the Aqidah Akhlak teacher's learning takes the form of assignment tests from the teacher, daily tests, UTS scores and students' UAS tests. The delivery of Aqidah Akhlak learning in the formation of students' character implemented by subject teachers from each research location produced results. The forms of self-quality at MTs Ma'arif 7 Purbolinggo are noble character, independence, discipline and self-confidence. However, of these four forms of self-quality, only some students have good self-quality, while other students only have a few of these forms of self-quality.

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