

Research Article

The Role of Schools in Shaping Student Character at SMAIT Nur Hidayah Sukoharjo

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ABSTRACT

Character education is an essential aspect of the national education system but often takes a lower priority compared to academic achievement. In Islam, morality aligns with the goals of education, and its formation can be achieved through role modeling and habituation. This study examines school strategies in shaping students' character and the challenges faced, with the hope of providing insights and solutions for its implementation. This research is qualitative, providing a comprehensive overview of the school's role in character formation. Data was collected through interviews. SMAIT Nur Hidayah Sukoharjo implements character education by integrating Islamic values into the curriculum, religious activities, and a school culture that supports the development of noble character. The school's vision and mission align with the goals of character education, aiming to produce a generation that is morally upright, independent, and responsible. Moreover, various flagship programs such as halaqah tarbawiyah, mentoring, worship habituation, and social activities serve as effective means for internalizing character values. It can be concluded that the school has a strong commitment to building students' character through systematic programs and methods. Character education is not only implemented in classroom learning activities but also in extracurricular activities, daily habits, and social interactions between teachers, students, and the school environment.

Keywords: Shaping Student; Character; Integrating Islamic Values; Curriculum

1. INTRODUCTION

Education plays an important role in determining the quality of a nation. The national education system must be able to ensure improved quality and efficiency in education management to face various challenges that arise along with the dynamics of change in the global era. Therefore, education reform is needed that is designed in a systematic, directed, and sustainable manner. As the main factor in building the quality of a country, education requires continuous improvement efforts to ensure continuous quality improvement (Utami, 2019). In Law No. 20 of 2003 article 1 paragraph I of 2003 concerning the national education system, it is stated—Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively build their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Habibullah, 2023).

The world of education is currently facing many problems. One of them is the problem of student character, which is shown by the large number of student delinquency, harassment between fellow students, and the problem of very poor student discipline, which shows that student morale is deteriorating. Due to the increasing flow of globalization, the morale of the current generation of students has declined drastically (Nudin, 2020). Character education is often underestimated by many parties and circles in this day and age (Purnomo, 2014) Excessive focus on academic achievement is also a factor that causes moral education to receive less attention. Many schools focus more on academic and non-academic success without paying attention to student moral development, so that students are more-busy with academic tasks without having enough time for character development (Ardiyansah & Azani, 2022). The stigma that these academic values have actually existed for a long time, this happens because academic values such as class champions, competition champions, and others are more visible and more-proud of by parents than character or morality values.

The exclusion of this character education certainly has a quite fatal impact, namely the occurrence of moral deterioration as mentioned above (Muhammad et al., 2019). Moral deterioration has become rampant in the world of education, so that it has become a blurry portrait in the world of education (Putri et al., 2023). Technological advances are a challenge in

character education. In today's digital era, it is difficult for schools to stem the use of gadgets and social media by students. The influence of cyberspace can have an impact on students' behavior and morals, especially if they access less educational content or get along in an environment that is not in line with the values taught in school (Hernani & Inayati, 2018). This phenomenon can be observed from the increasing spread of indecent content involving students, the rampant physical conflict between students, and the practice of cheating in national exams. In addition, the high cases of drug abuse among students, the involvement of adolescents in criminal acts such as beheadings, as well as the emergence of deviant behavior in adolescent associations, such as the trend of "cabe-cabe" and graduation celebrations with inappropriate clothing, reflect various negative impacts that require serious attention in the formation of the character of the younger generation (Maunah, 2015).

The decline in the morality of the nation's generation, including among the elite, is often a reason for some parties to throw sharp criticism of educational institutions. This criticism can be understood considering that the fundamental goal of education is to form individuals with strong character, with noble morals as one of the main indicators of their success. The practice of national education hopes to produce a generation that has noble morals (Hasibuan et al., 2024). Schools have an important role in shaping the character of students through the education of religious values. The moral deterioration among students today, such as brawls, non-compliance with school rules, and lack of manners, indicate the need for stronger character formation (Primaresty et al., 2023). The inclusion of the term "noble character" in the formulation of national education goals reflects Indonesia's desire to make moral values an integral part of the nation's character and identity. (Sapitri & Maryati, 2022). This goal is expected to be realized through a structured and sustainable national education system. In addition, as a country with a majority Muslim population, Indonesia actively supports the formation of a society based on Islamic values. This is in line with Islamic teachings, where morality is one of the fundamental elements that complement the structure of faith along with creed and sharia.

In Islam, morality is a fundamental aspect that has an important role in daily life. Good morals reflect a strong character and noble personality, not only in line with Islamic teachings, but also in line with the goals of national education as regulated in the National Education System Law. Character education is an integral part of the learning process, because individuals who have high morality are expected to contribute positively to social life. Therefore, the formation of students' character is one of the main focuses in the education system, especially in institutions that make Islamic values the basis in the teaching process. Character formation can be done through various methods, especially in the context of education. In the context of implementation, character education is applied through various methods, such as example, habituation, and the integration of moral values in the curriculum. Exemplary emphasizes the role of teachers and parents as models for students, while habituation aims to instill good values through repetitive practice (Ristiano & Ali, 2018). In Islamic education, this method tends to refer to the practices that have been applied by the Apostles and companions in fostering the personality of their people. Muhammad Qutb in his work described that there are at least eight methods in Islamic education (Qutb, 1984). Of the eight methods, there are two that have a very close correlation with the process of character formation, although basically all the methods described in the book can also contribute to the formation of individual characters.

First, education through example (*uswah hasanah*) requires an educator, be it a teacher, parent, or leader, to play a role model who can be used as an example by students (Ritonga, 2021). In Islam, the Prophet PBUH is the main role model in various aspects of life, as mentioned in the Qur'an (QS. Al-Ahzab: 21). This concept emphasizes that the formation of individual character is more effective through the process of observation and imitation of the figure who is used as an example. Therefore, in the realm of education, educators must reflect noble moral and ethical values, so that they can provide inspiration for students to internalize and emulate positive attitudes and behaviors (Amaruddin et al., 2020). Second, education through habituation (*ta'wid*) emphasizes the importance of a repetitive process in forming character. Good character cannot be formed instantly, but rather requires consistent practice and repetition to become part of daily habits. In an Islamic perspective, good habits (pious deeds) need to be instilled from an early age so that they can be firmly embedded in a person's personality (Aprily, 2020). This principle is in line with the hadith of the Prophet PBUH which states that every child is born in a state of *fitrah*, but the development of his character is greatly influenced by the environment and the education he receives. Therefore, the cultivation of noble values such as honesty, discipline, responsibility, and social concern is a fundamental aspect in character education in order to form individuals with integrity and contribute positively to society. Overall, the method of example and habituation in Islamic education is an effective

approach in shaping the character of students (Rifki et al., 2022). Example provides inspiration and concrete models of good behavior, while habituation ensures that those values are embedded in the individual through repeated experiences. With the combination of these two methods, it is hoped that the formation of a strong character in accordance with Islamic principles can be achieved optimally.

This research generally discusses two main aspects, namely the strategies used by schools in shaping students' characters and the challenges that arise in the process of internalizing these values. Efforts to build character in the school environment can be carried out through various approaches, such as exemplary-based education, habituation, and the integration of moral values in the curriculum. However, in its implementation, there are a number of obstacles that can hinder the effectiveness of this process, including the influence of the external environment, limited resources, and low awareness of the importance of character education among students and educators. Therefore, this study aims to provide a more comprehensive understanding of the effectiveness of strategies implemented by schools in shaping student character and identify solutions to various obstacles that arise in their implementation.

2. RESEARCH METHOD

This study uses a descriptive qualitative approach to explore the role of schools in the process of forming students' character. The data collection techniques used are observation by observing the daily behavior of students and in-depth interviews with the principal. The interview is intended to explore as much information as possible regarding the process of character formation of students and what obstacles are encountered. This research method is designed to provide a comprehensive understanding of the role of schools in shaping student character. By using interview techniques and referring to various previous research journals, this research is expected to contribute in the form of new insights and a deeper understanding of the role of schools in the process of shaping students' characters.

3. RESULTS AND DISCUSSION

Character education is a learning process that encompasses various dimensions of human life, including individual, social, and spiritual aspects. In the context of schooling, character education not only functions as an effort to internalize moral values, but also as a form of responsibility of educational institutions in developing students' personalities holistically. Schools have a strategic role in instilling positive character, considering that educational institutions are the main place after the family in shaping students' attitudes, behaviors, and morals. Schools play an important role in shaping the character of students, especially through various programs that are not only oriented to the delivery of knowledge, but also to moral development and the development of social ethics. The trust given by parents to educational institutions reflects great expectations for the role of schools in forming a generation with strong character and integrity. Therefore, schools have a responsibility in character education by internalizing virtue values as guidelines for students in living their daily lives. Character education in the school environment must be integrated in all aspects of learning, including the academic curriculum, social interaction, and habituation of moral values through various extracurricular activities. With the right guidance, a supportive environment, and active involvement from educators and the school, it is hoped that students can develop into individuals with noble character, responsibility, and able to contribute positively to community life. (Yuliana & Dartim, 2022).

3.1 Strategies for Students' Character Building at SMAIT Nur Hidayah Sukoharjo

The vision and mission of the school are the main foundation in shaping the character and direction of education applied. SMAIT Nur Hidayah understands that character education has an important role in shaping students' personalities, especially in Islamic-based private schools. Character education in this school not only focuses on developing intellectual intelligence, but also instills noble morals based on Islamic values. By integrating an academic curriculum and moral coaching, the school aims to produce students who not only excel academically, but also have a deep understanding of ethics and religious values in daily life. This approach is expected to be able to form individuals with integrity, have a strong spiritual awareness, and be able to live a good social life.

In its efforts to form an Islamic, intelligent, and competitive generation, SMAIT Nur Hidayah sets a vision, namely "The realization of students who are Islamic, intelligent, skilled, cultured, competitive, caring, and environmentally friendly." To achieve this vision, the school has a mission that covers various aspects of education, ranging from internalizing Islamic

values in the content and learning process, fostering directed and sustainable character, to strengthening national insight so that students are ready to become da'i and future leaders. In addition, the school is also committed to preserving the environment through efforts to prevent and overcome environmental damage, as well as providing quality facilities and infrastructure, including safe and comfortable student homes. In the learning aspect, schools apply active, innovative, creative, effective, and fun methods in accordance with the demands of the industrial era 4.0. In addition, SMAIT Nur Hidayah also collaborates with various institutions, both at home and abroad, to improve the quality of education and form a strong Islamic culture of life in the school environment.

The main values contained in the vision and mission of SMAIT Nur Hidayah reflect various fundamental aspects in the formation of students' character. Religiosity is the main value that is emphasized, where spiritual awareness and noble morals are the foundation in every aspect of student life. In addition, intellectuality is also a priority, with the aim of developing a critical, creative, and innovative mindset so that students are able to face global challenges with qualified competencies. Competitiveness is also an important character that is instilled, so that students not only excel academically but also have a healthy competitive spirit. Social care is another main value that is applied, by instilling a sense of empathy, cooperation, and responsibility for the surrounding community. Not only that, environmental awareness is also an integral part of education at SMAIT Nur Hidayah, by instilling concern for nature conservation and commitment to maintaining ecosystem balance. Through this comprehensive approach, the school seeks to produce graduates who not only excel in academics but also have strong character, high integrity, and are able to contribute positively to the community and the surrounding environment.

Schools have an important role in instilling Islamic values in students, not in a narrow sense, but broadly so that they have a comprehensive understanding of Islamic values in their daily lives. There are five main aspects that are the focus of Islamic-based character education in this school. First, the perspective of Allah, where character education in schools instills strong monotheistic values so that students not only understand the concept of faith theoretically, but also be able to apply it in various aspects of life. Students are taught to understand that everything is in the provisions and will of Allah SWT, so that they can face various challenges in life with calm and sincerity. The attitude of tawakal and the belief that only Allah SWT is the only God who has the right to be worshipped is instilled so that students have strong mental and spiritual resilience. Second, the perspective of nature, where schools provide an understanding that nature is a gift from Allah SWT that must be used wisely and preserved. The use of nature is not only limited to resource exploitation, but also as a form of responsibility in maintaining the balance of the ecosystem. By instilling ecological awareness from an early age, students are expected to develop a sense of responsibility for the environment and play an active role in its preservation as a form of servitude to Allah SWT. Third, the way of looking at fellow humans, where schools teach the values of kindness, justice, empathy, and tolerance in interacting with others, regardless of ethnicity, race, class, or religion. These values are implemented in various activities, including cooperation with Catholic schools in Malang that allow students to interact, discuss, and share experiences in an inclusive environment. This initiative aims to enrich insights and instill mutual respect and strengthen relationships between individuals with diverse backgrounds.

Fourth, the way of looking at life, where school helps students understand that every event in life, both happiness and challenge, is part of a test that contains wisdom. Education not only focuses on the academic aspect, but also forms the mental and spiritual resilience of students so that they can face the dynamics of life wisely. By instilling the values of fortitude, patience, and gratitude, the school hopes that students can become resilient and optimistic individuals in the face of various life situations. Fifth, the perspective of the hereafter, which teaches that every human action has consequences that will be accounted for in the hereafter. With this understanding, students are expected to be more careful in their actions and always consider the good and bad of the deeds they do.

To support character education, the school has various programs and activities, such as morning apples every Monday and during ceremonies, where the mandate from the apple coach contains the character values that are to be instilled. In addition, student discipline is also formed through the obligation to be present on time with an attendance system using cards. The principal emphasized that discipline is an important character to be habituated from an early age, because it will help students in the world of lectures and the world of work. The school culture known as the 5S (Smile, Greeting, Greeting, Polite, and Courtesy) is also applied to form a student personality that is friendly and respectful of others. This culture teaches students to always show an attitude of caring, respect for others, and increase confidence in social interactions. The role of teachers in character education is very significant. At SMAIT Nur Hidayah, teachers not only play

the role of teachers but also role models who provide value transfer to students. All teachers' behaviors are the concern of students, so they must set a good example in daily life in the school environment. In addition, teachers also act as controllers by monitoring student behavior through direct supervision and CCTV systems in the classroom and school environment. If bad behavior is found, the teacher will give a reprimand so that the character values that have been taught are maintained.

The success of character education is measured through observations made by all teachers, both classroom teachers and subject teachers. This observation is carried out thoroughly, both when students are conscious and unconsciously being observed. The results of the observation are then discussed in an evaluation meeting to assess the development of students' character. With this approach, the school ensures that character education is not only a theoretical concept, but actually implemented in the daily lives of students.

3.2 Obstacles in the Process of Forming student Character at SMAIT Nur Hidayah Sukoharjo

SMAIT Nur Hidayah faces various challenges in the process of forming students' character. The principal revealed that the main challenges faced include the rapid change of the times, the influence of the diverse social environment, and the identity crisis experienced by the younger generation. The development of technology and the current of globalization also have a major impact on students' mindsets and behaviors, which if not balanced with strong character development, can lead to the degradation of moral and ethical values (Kusuma & Azani, 2024). In addition, the declining enthusiasm in carrying out worship is also a major concern, considering that many students have difficulty maintaining spiritual consistency amid the temptations of the digital world and modern lifestyles. To overcome this challenge, schools implement character education strategies that are adaptive and relevant to the needs of the times, while instilling Islamic values deeply so that students still have a strong moral grip in living life.

The diversity of student backgrounds at SMAIT Nur Hidayah is also a challenge in the character formation process, because each student has a unique personality, coming from different tribes, regions, and family conditions. The school seeks to accommodate these differences by implementing a coaching system that is personalized in nature, where the approach to each student is tailored to their background and needs. However, limited resources are an obstacle in the implementation of this system. Therefore, the school holds an Islamic Study Club (ISC) program in the form of small groups with murobbi as a supervisor. This ISC is also known as Islamic Personal Development (BPI), which is a mandatory program in every school that is a member of the Integrated Islamic School Network (JSIT), including SMAIT Nur Hidayah. BPI is the main forum in the formation of students' character, with a focus on strengthening Islamic values in their daily lives.

The role of teachers in shaping the character of students is very central, not only as educators but also as role models for students (Fahri & Azani, 2023). Every teacher's behavior and attitude is always observed by students, so that example becomes a key factor in character education. However, in carrying out this role, teachers face various obstacles. Internally, teachers must continue to improve their competence so that they not only convey knowledge, but also become facilitators in the formation of moral values. Consistency in the implementation of regulations and discipline is also a challenge in itself. Externally, the rapid development of the times makes the flow of information and technology difficult to control, so teachers need to adapt to these changes. To carry out their duties optimally, teachers need to master five main competencies, namely personality, social, pedagogic, professional, and spiritual. With this competence, teachers not only play the role of teachers, but also as agents of change that shape the character of the younger generation so that they have high integrity and competitiveness.

In dealing with students who show bad or deviant behavior, teachers first give advice as a first step. This advice aims to build students' self-awareness as well as foster moral sensitivity through the process of reflection, so that they can understand the consequences of their actions and improve their attitudes for the better. In addition, schools also implement a punishment system for students who commit serious violations of established norms and rules. SMAIT Nur Hidayah uses a points system, where each violation is judged based on the level of error. However, punishment is not given absolutely, but rather by taking into account the student's situation and condition. This approach aims to ensure that punishment is not only repressive, but also educational, so that students can learn from their mistakes and be encouraged to become better individuals in the future.

If in its implementation the formation of student character does not run as expected, the school always evaluates the programs that have been implemented. This evaluation is carried out to identify the causes of the ineffectiveness of a

program and determine whether the program needs to be continued, improved, or replaced with another alternative that is more suitable for conditions in the field. This approach allows schools to continue to adapt character development methods to evolving needs and challenges, so that they can achieve more optimal results in producing a generation with strong character and noble character.

4. CONCLUSION

Based on the results of research and analysis on character education at SMAIT Nur Hidayah Sukoharjo, it can be concluded that this school has a high commitment to shaping the character of students through systematic and structured programs. Character education is not only applied in the learning process in the classroom, but also through various extracurricular activities, habituation, and social interaction between teachers, students, and the school environment. SMAIT Nur Hidayah Sukoharjo integrates Islamic values in the curriculum, religious activities, and school culture to form noble morals. With a vision and mission that is in line with the goals of character education, this school strives to produce a generation that is moral, independent, and responsible. Excellent programs such as halaqah tarbawiyah, mentoring, worship habits, and various social activities are effective means in internalizing character values in students. The success of character education in schools is supported by various factors, including the active role of teachers as role models, parental involvement in supporting school programs, and an environment conducive to student character development. Teachers not only act as educators in the academic aspect, but also as role models who provide real examples in daily life. Close collaboration between schools and families is a key factor in strengthening students' character values, both in the school environment and in their lives outside of school.

However, in its implementation, there are still several challenges that need to be overcome. One of the main challenges is to ensure that the character values taught are truly embedded in students and implemented in daily life, not just a formality in school activities. In addition, technological developments and the influence of globalization are also challenges in maintaining consistency in the application of character values in the midst of increasingly diverse information and cultural flows. To overcome these challenges, SMAIT Nur Hidayah Sukoharjo needs to continue to evaluate and innovate in the implementation of character education. One strategy that can be applied is to strengthen experiential learning methods, so that students can understand and feel the importance of character values in their lives. In addition, strengthening the role of teachers as mentors and guides, as well as increasing parental involvement in the educational process, can be an effective step in deepening students' understanding and character practice. With the various efforts that have been made and continue to be developed, it is hoped that SMAIT Nur Hidayah Sukoharjo can become a model in the implementation of effective character education. Strong character education will have a long-term impact on students' individual development, both in their academic and social lives, and their future as leaders and members of society with integrity.

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