

Ethics of learners in educational institutions from the perspective of Indonesian law (Darul Arqam Nur-Ichsan School Sorong)

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Abstract: Education is synonymous with schools (formal institutions), while non-formal institutions are still neglected as one of the sub-systems in the world of education. Meanwhile, one of the non-formal institutions PKBM Darul Arqam Nur-Ichsan School Sorong is a non-formal educational institution that intensely cultivates religious character values. This research aims to describe the cultivation of religious character education values in students by PKBM Darul Arqam Nur-Ichsan School Sorong. This research uses a qualitative approach with a case study research type. The selection of informants was done by purposive sampling. The data obtained was analysed using the Miles and Huberman Interactive Analysis Model with steps namely reducing data, displaying data and drawing conclusions. The results of the study describe the model of cultivating religious character values at PKBM Darul Arqam Nur-Ichsan School Sorong, namely the existence of AIK (Al-Islam Kemuhammadiyah) subjects that provide Muslim personality development, and leaders, teachers and staff become role models / role models at PKBM Darul Arqam Nur-Ichsan School Sorong and the norms and values of PKBM Darul Arqam Nur-Ichsan School Sorong institutions make all PKBM Darul Arqam Nur-Ichsan School Sorong residents strive to carry out God's commands and stay away from His prohibitions. The implications of this research can be utilised for education offices and related educational institutions regarding character cultivation models in non-formal institutions.

Keywords: Planting; Religious character; school

Abstrak: Pendidikan identik dengan sekolah (lembaga formal), sedangkan lembaga non formal masih terabaikan sebagai salah satu sub sistem dalam dunia pendidikan. Sementara itu, salah satu lembaga non-formal PKBM Darul Arqam Nur-Ichsan School Sorong merupakan lembaga Pendidikan non-formal yang intens melakukan penanaman nilai karakter Religius. Penelitian ini bertujuan untuk mendeskripsikan penanaman nilai-nilai pendidikan karakter religius pada peserta didik oleh PKBM Darul Arqam Nur-Ichsan School Sorong. Penelitian ini menggunakan pendekatan kualitatif dengan tipe penelitian studi kasus. Pemilihan informan dilakukan secara purposive sampling. Data yang diperoleh dianalisis dengan menggunakan Model Analisis Interaktif Miles dan Huberman dengan langkah-langkah yaitu mereduksi data, mendisplay data dan penarikan kesimpulan. Hasil penelitian menggambarkan model penanaman nilai-nilai

karakter religius di PKBM Darul Arqam Nur-Ichsan School Sorong, yaitu Adanya mata pelajaran AIK (Al-Islam Kemuhammadiyah) yang memberikan pembinaan kepribadian muslim, dan Pimpinan, pengajar dan staff menjadi role model/ ketauladanan di PKBM Darul Arqam Nur-Ichsan School Sorong serta Norma-norma dan nilai-nilai lembaga PKBM Darul Arqam Nur-Ichsan School Sorong membuat seluruh warga PKBM Darul Arqam Nur-Ichsan School Sorong berupaya menjalankan perintah Allah serta menjauhi larangan-Nya. Implikasi dari penelitian ini dapat dimanfaatkan bagi dinas pendidikan dan lembaga pendidikan terkait mengenai model penanaman karakter pada lembaga nonformal.

Kata kunci: Penanaman; Karakter religious; sekolah

INTRODUCTION

Indonesia is currently promoting character education. The news (2018) describes 4 cases of students committing violence against their teachers at school. In addition, in 2018 there was also a case of a UGM (Gajah Mada University) student getting harassed during KKN (Real Work Lecture) which was widely discussed on social media such as Instagram and YouTube. As well as on online news via Instagram created by the langgam.id account in January 2020, there was a case of harassment against students by lecturers at one of the state universities. Some of the cases above are a form of the poor character of the Indonesian people. The education process cannot be separated from the system. each system has a structure that has a different function. A structured and organized education system will produce good and intelligent graduates/outputs, both intellectually and spiritually intelligent. The good and bad character of a nation lies in the good and bad of the system, role model, education and learning process, whether formal, informal, or non-formal education.¹ On the other hand, education is also considered an effective means of social processes, so education is often used as an agent of social change in society. Character education is implemented by several agents including formal institutions, such as schools. In addition, religious character education is also applied in informal institutions, namely the family. Furthermore, non-formal institutions also play a role in instilling character, namely the community and non-governmental institutions, such as home schools and tutoring.

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¹ Saputro I. W, "Penanaman Pendidikan Karakter Di Lembaga Pendidikan Non-Formal.," *Article 12(1)*, no. (Studi Kasus di Homeschooling Group Khairu Ummah, Bantul) *At-Ta'dib*, (2017): 19-42., <https://doi.org/https://doi.org/10.21111/at-tadib.v12i1.882>.

schools and tutoring.

- (1) Integrated through learning activities;
- (2) Integrated through extracurricular activities; and
- (3) Integrated through acculturation and habituation activities.²

In addition, the reflective practice of character education and the repetitive lecture method combined with learning strategies contribute to increasing students' awareness and response to their rights and obligations as citizens. Meanwhile, the researcher also found several things that reveal the inhibiting factors in the cultivation of religious character values at the Darul Arqam Nur-Ichsan School Sorong Community Learning Activity Center (PKBM), namely the ability of tutors/teachers to make themselves as role models who can be digugu and imitated (Teachers) in the cultivation of religious values which are still relatively lacking, such as the fact that there are still teachers who are not on time.³

Character education is also taught in the family environment as an informal institution. The family is the first and main environment for a child because of its task of laying the foundations of child development before they are in a wider environment.⁴ Education is often identified with formal institutions. However, education carried out by formal institutions still does not show maximum results. Judging from the news aired by online, print, and television media, it shows the destruction of the nation's character in educated people who come from formal institutions. On the other hand, the non-formal environment also plays a role in instilling character values. Due to the limitations of the formal and informal sectors in carrying out educational functions, education is currently developing through non-formal institutions.

The leaders of Yapis Darul Arqam Nur-Ichsan, religious leaders, community leaders, and Formappa (Papua Education Care Community Forum) Sorong Regency who have high concern for the conditions at that time also exchanged ideas to find a form of real charity that could be contributed, so that the idea was born to organize an activity in accordance with the potential they have, namely making a Non-formal Education institution called the Darul Arqam Nur-Ichsan School Sorong Community Learning Activity Center (PKBM).⁵ As technology advances, the need for intelligent people is increasing. So many schools and parents want their children to be smart and excel. But neglecting religious character education, students are required to be smart in all fields so that students choose to cheat. However, formal institutions alone are unable to carry out

² *Ibid*,l. W.

³ *Ibid*,l. W.

⁴ Ilviatun. Navisah, "‘Pendidikan Karakter Dalam Keluarga.’ Universitas Islam Negeri Maulana Malik Ibrahim Malang," *Tesis*, no. Studi kasus orangtua siswa sekolah dasar brawijaya smart school malang (n.d.).

⁵ *Ibid*,l. W, "Penanaman Pendidikan Karakter Di Lembaga Pendidikan Non-Formal."

social control in society. Meanwhile, the non-formal education institution PKBM Darul Arqam Nur-Ichsan School Sorong seeks to exist in the world of education with the characteristics of its religious character education. In religious character education there is a process of instilling norms, ethics and values of religious character carried out through subjects and learning of religious education and civic education, this is certainly familiar to hear because in fact learning religious education and civic education always instills religious values, learning religious education and civic education also aims to instill norms, ethics and values in order to become obedient citizens. Likewise, extracurricular activities at PKBM Darul Arqam Nur-Ichsan School Sorong aim to train student self-development while integrating Islamic cultural values. However, there are not many writings that discuss the cultivation of religious character values carried out by non-formal educational institutions. Therefore, the formulation of the problem in this paper is "How are the models and implications of instilling character values by non-formal education institutions PKBM Darul Arqam Nur-Ichsan School Sorong?"

METHOD

This research uses a qualitative approach with a case study type. This research describes the character cultivation model by non-formal education institution PKBM Darul Arqam Nur-Ichsan School Sorong. The research was conducted from April 2024 to May 2024. The selection of informants was carried out by purposive sampling, which is a way of selecting research informants who already exist and determine their criteria in accordance with the research problem. Data were collected through observation, interviews, documentation studies, and questionnaires. To test the validity of the data, researchers used data triangulation techniques. Data triangulation will be carried out by comparing observation data and interview results. Meanwhile, to test the feasibility of the questionnaire, researchers used the reliability test and validity test. The data analysis technique used in this research is as proposed by Milles and A. Huberman which consists of several stages, namely data reduction, data presentation and conclusion drawing.⁶

DISCUSSION

The character crisis that occurs in Indonesia is a mirror of the failure of existing social structures in carrying out their roles and functions. Restoring the function of the social structure is the answer to creating stability and order in society, so as to avoid the character crisis.⁷ The functionalist approach assumes that society is integrated on the basis of its members' agreement on certain societal values. Functional structuralists hold

⁶ and Matthew B. Miles Huberman, Miles, "Analisis Data Kualitatif." Penerbit Universitas Indonesia," (Jakarta., 1992).

⁷ P. Sidi, "Krisis Karakter Dalam Perspektif Teori Struktural Fungsional.," *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 1 (2) (2014): 72–81., <https://doi.org/https://doi.org/10.21831/jppfa.v2i1.2619>.

the view that education can be used as a bridge to create social order.⁸

Non-formal education institution PKBM Darul Arqam Nur-Ichsan School Sorong is one of the educational institutions under the auspices of the Darul Arqam Nur-Ichsan Islamic Education Foundation (Yapis) which was established in 2019 with the characteristics of religious character education. Yapis Darul Arqam Nur-Ichsan which has been in process for 5 years continues and remains consistent with the Vision "Creating Islamic, nationalist, intelligent, superior, character human resources. With the mission, Forming human resources: Islamic, nationalist, intelligent, superior, character based on religious teachings and Pancasila values "

PKBM Darul Arqam Nur-Ichsan School Sorong was established in 2020 precisely in Majaran Village, Salawati District, Sorong Regency, Southwest Papua Province which until now the number of graduates has reached 135-139 students each year consisting of SD / MI, SMP / MTs, SMA / MA / SMK equality. The graduates per year 62% continue their studies and 38% choose to work, both in private institutions and in government institutions. PKBM Darul Arqam Nur-Ichsan School Sorong as a non-formal educational institution does not only provide academic provision, but guides and fosters students to become a smart, superior and character generation. In addition, moral guidance, motivation and religious education continue to be strengthened and improved and life skills education is provided as an effective, efficient learning material, so that students will be intellectually intelligent, spiritual, and also superior in various ways,

Table 1. Number of Equivalency Education graduates by level of education at PKBM Darul Arqam Nur-Ichsan School Sorong:

Tahun	SD/MI	SMP/MTs	SMA/MA/SMK	Jumlah
2021	23	42	71	136
2022	17	39	81	137
2023	21	44	74	139
2024	19	36	80	135

The cultivation of religious character values by PKBM Darul Arqam Nur-Ichsan School Sorong based on the results of observations, interviews, documentation and surveys conducted, there is a process that is instilled by elements in the non-formal education institution, namely through the learning process of religious education, civic education, life skills education, discussions, and religious activities.

⁸ Binti. Maunah, "Stratifikasi Sosial Dan Perjuangan Kelas Dalam Perspektif Sosiologi Pendidikan.," *State Islamic Institute of Tulungagung*, Vol. 3 (2015).

The cultivation of religious character values has been carefully planned by PKBM Darul Arqam Nur-Ichsan School Sorong. Planning in the cultivation of character values is contained in the vision and mission of the institution which is based on Islamic religious character. Islamic morals are manifestations in daily actions in a world life that will be accounted for in the hereafter.

Planning is also evident in the seriousness of the institution in designing the syllabus. The syllabus contains some general and specific material taught at the non-formal education institution PKBM Darul Arqam Nur-Ichsan School Sorong. For the SD / MI equivalency education level, namely: fields of study Religious Education, Civics, Mathematics, Indonesian Language, Science, Social Studies, English, Physical Education, Skills, and Mulok. For the junior high school / secondary school equivalency education level, namely the fields of study: Religious Education, Civics, Mathematics, Indonesian, Science, Social Studies, English, Physical Education, Skills, and Mulok. For the SMA/MA/SMK level, there is only one program, namely the IPS (Social Science) program which consists of the subjects of Religious Education, PPKn, Mathematics, Indonesian, English, Economics, Geography, Sociology, Physical Education, Crafts, Mulok and Character Education and life skills which are taught once a week.

The planning of character value cultivation is also supported by providing qualified teachers to educate student characters. Character cultivation taught at PKBM Darul Arqam Nur-Ichsan School Sorong is carried out by tutors/senior teachers. Therefore PKBM Darul Arqam Nur-Ichsan School Sorong also equips teachers with character cultivation through several special activities. Then the character cultivation implemented by the institution can be applied by students in activities and interactions with friends and tutors/teachers.

The implementation of character cultivation that continues to take place at the PKBM Darul Arqam Nur-Ichsan School Sorong institution is also integrated in a conducive and continuous manner. There are environments and situations that force students to always worship and do charity. The norms of this Islamic designed institution are slowly adopted by students so that over time it becomes a habit, through:

1. Religious guidance and life skills

Religious guidance and life skills are the main subjects at PKBM Darul Arqam Nur-Ichsan School Sorong which in detail teaches and instills character education values, including: (1) Islamic Personality Development (2) Providing insight and knowledge and (3) Motivating students to behave and have good morals, and be skilled in various fields. The subject matter of discussion in religious guidance and life skills is as follows:

Table 2. Religious guidance program and life skills PKBM Darul Arqam Nur-Ichsan School Sorong

The material	Subject matter
1. Knowing God	Loving Allah, glorifying Allah
2. Getting to know the Apostle	Emulating the attributes of the apostle
3. Knowing the nature of self	Learning the meaning of success for oneself. Students understand themselves to lead a better and more successful life.
4. Recognize the nature of life	
5. Morals	Charity, speech and action as life steps
6. Creativity	Akhlaq towards parents, teachers, friends, fellow Muslims, and promises.
7. Learning Style	Smart, superior, character.
8. Alternative Education after graduation	Writing and reading
9. Information on Majors in Higher Education	Alternative education after Elementary, Junior High, and Senior High School Equivalency Education is in the form of Junior High School, Senior High School / Vocational High School / Madrasah Aliyah. Meanwhile, alternative education after senior high school leads to higher education and employment.
10. Fish farming	
11. Guidance Counseling	(1) Forms of Higher Education: Academy, Polytechnic, College, Institute and University. (2) Types of higher education programs: D-I, D-II, D-III, DIV, S-1, S-2, and S-3. (3) Differences between Public and Private Universities (4) Accreditation of Universities, and (5) Official Universities.
	Spawning, Growing, and Marketing
	Don't be afraid to fail, because failure is delayed success

Based on the data above, religious guidance and life skills are very supportive in instilling religious character values and life skills in students because the material contains virtues, skills, and ethics. Mrs. Nurlailah, S,Pd as the Head/Head of PKBM Darul Arqam Nur-Ichsan School Sorong stated, that: "At PKBM Darul Arqam Nur-Ichsan School Sorong provides insight and knowledge about religious character values.

2. Exemplary

Sociologically, education is an effort to pass on cultural values from older generations to younger generations (Asa, 2019). The exemplary method is an effort to provide examples or role models related to behavior and attitudes from educators to students. Efforts to instill character in the PKBM Darul Arqam Nur-Ichsan School Sorong environment are also carried out by someone who is older as a role model who has achievements and good behavior which certainly reflects a positive attitude for many people, one of which is the teacher. The cultivation of character education through the subjects of religious education, Civics, and life skills is then familiarized and integrated by the teacher. Students are guided by qualified teachers who are graduates from college (Bachelor, Master). The criteria for teaching PKBM Darul Arqam Nur-Ichsan School Sorong based on observations and interviews and documents, can be seen in the following table:

Table 3. Teaching Staff Criteria of PKBM Darul Arqam Nur-Ichsan School Sorong

No	Teaching Staff Criteria
1	Easy to socialize, Loyal and Dedicated, Capable and integrity
2	Skilled, Intellectually intelligent and spiritually intelligent

The above criteria are needed by PKBM Darul Arqam Nur-Ichsan School Sorong to provide cultivation of values and norms for students. Value cultivation is carried out by the method of role modeling, namely giving good examples to students so that they can be imitated and internalized in students. Learners who are accustomed to interacting and socializing with teachers who behave well, allow students to carry out the imitation process, namely the imitation and identification process, namely being similar. Furthermore, to maintain and develop the quality of teachers PKBM Darul Arqam Nur-Ichsan School Sorong also provides facilities for character education for teachers, namely with several activities in the form of study groups, Equivalency Teachers Forum (FPK) at each level, and also sports for teachers and staff.

Teachers of PKBM Darul Arqam Nur-Ichsan School Sorong are required to have character before instilling character in their students. Then the teacher implements these values in his life to set a good example and familiarize students with goodness. This means that teachers of PKBM Darul Arqam Nur-Ichsan School Sorong become role models for students who are also called role models. The socialization process that occurs intensely at PKBM Darul Arqam Nur-Ichsan School Sorong will make students imitate or identify their role models. Exemplary in the form of daily behavior from PKBM Darul Arqam Nur-Ichsan School Sorong teachers that students can imitate include: dressing neatly,

speaking well, reading diligently, praising the goodness and success of others, arriving on time. These things are gradually internalized in students so that they become a habit.

3. Familiarization with institutional norms

The habituation method is an effort made through a repetitive process in the same form in order to foster a permanent character in the child. Habituation carried out by PKBM Darul Arqam Nur-Ichsan School Sorong institutions contains values and norms that are internalized by students into themselves. Values and norms in PKBM Darul Arqam Nur-Ichsan School Sorong that bind help the process of self-evaluation of learners. Based on observations made by researchers, several values and norms that are carried out along with the sanctions are described in the following table:

Table 4. Norms implemented at PKBM Darul Arqam Nur-Ichsan School Sorong

Norma	Pelaksanaan	Sanksi
(1) Smile, greet, greet, polite, courteous, patience, gratitude	1) Habituation in daily interaction	1) 1) Ignored, ostracized
(2) Dress neatly	2) Performed by all teachers/staff and students	2) 2) Prohibited from entering the study room
(3) Entering on time		3) 3) Forbidden to enter the study room
(4) Absenteeism (attendance) 75%		4) 4) Prohibited (students) from taking exams

The survey results show that 97% of teachers agree 3% disagree, 89 students agree, 11% disagree. From the survey results it can be seen that the majority of teachers and students agree that the elements in PKBM Darul Arqam Nur-Ichsan School Sorong help in the process of instilling religious character values.

4. Implications of cultivating religious character values at PKBM Darul Arqam Nur-Ichsan School Sorong

Based on the findings in the field, this research can be practically implied by various parties, where so far non-formal education is still less touched in the world of education in Indonesia. Based on the specific findings of this study, it describes the process, form and results of instilling character education in non-formal institutions. Therefore, the process and form of this character can be a reference for the education office in formulating policies and programs run by other non-formal institutions.

More broadly, the results of this study can also be applied as a design in

standardizing teachers in non-formal and formal institutions. Teachers are required to follow character education learning continuously because character cultivation can only occur by people who have character.

CONCLUSIONS

Based on field research related to the cultivation of religious character education values by non-formal education institutions PKBM Darul Arqam Nur-Ichsan School Sorong can be concluded that the cultivation of religious character values at PKBM Darul Arqam Nur-Ichsan School Sorong is carried out massively by the elements that exist in the institution, including: (a) Religious Education subjects, AIK, PPKn, and life skills education (life skills) which provide guidance for Muslim personalities, provide insight and knowledge to take career paths, and motivate students to behave smart, polite and courteous. (2) Leaders, teachers and staff become role models / role models at PKBM Darul Arqam Nur-Ichsan School Sorong. (3) The norms and values of the PKBM Darul Arqam Nur-Ichsan School Sorong institution make all PKBM Darul Arqam Nur-Ichsan School Sorong citizens strive to carry out God's commands and stay away from His prohibitions. Based on the conclusions of this paper, some suggestions are proposed for educational institutions, namely, 1) It is hoped that every educational institution, whether formal, informal or non-formal, will always instill the values of character education to its students. 2) Schools or educational institutions are advised to develop religious character as a characteristic of the school.

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