

**The Urgence of Establishing the Character of Independent Students with Achievements An-Nur Foundation, Sumberurip Village Pronojiwo Lumajang**

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**ABSTRACT**

*Education is one of the important factors to support one's future. Madrasas are one of the places of education that currently tend to be an option. This existence is caused by religious values which are more emphasized in madrasas. In madrasa students are expected to be independent and achieve, in accordance with the slogan of the madrasa itself. Independent is meant to be able to know, recognize himself and then be able to develop himself. While the word 'achievement,' has the meaning of an effort from independence and proud performance. However, observations at the An-Nur Foundation found that further guidance was needed to shape the character of Madrasah Ibtidaiyah students who were independent achievers. This research was conducted using the Community Based Research (CBR) method, which is a research conducted with the community in solving the problems they are experiencing. The emergence of CBR begins with the development of relationships between researchers and community organizations that jointly carry out research activities using scientific methods and community-based approaches. The results of this study are in the form of a pocketbook entitled *Majmu'at al-Adhkar wa al-Salawat* (A Collection of Remembrance and Salawat) which is a summary of a series of madrasa activities at the An-Nur Foundation. The existence of this pocketbook is expected to be able to assist in carrying out the existing series of activities.*

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## **INTRODUCTION**

Character education has recently become very important in the field of education due to the phenomenon of moral decline that develops and varies in society and government circles. Crime, injustice, corruption, violence against children, and human rights violations are indications that Indonesian society is experiencing a crisis of identity and character. The high moral standards, decency, and religiosity that have been perpetuated and ingrained in Indonesian culture for so long seem foreign and are hardly found in the workplace. If the government does not immediately seek corrective measures, both long term and short term, this condition will be much worse (Ainiyah, 2013). The best solution to the problems mentioned above is character development, and schools, as educational institutions, are expected to become settings that can carry out the goals of character education. Optimizing the study of Islamic religious education material (PAI) is one option for implementing character education in schools. Religious education, especially Islamic religious education, plays an important role in the development of students' character. To develop a complete human personality, religious education involves the transformation of information in religious aspects (cognitive aspects), as well as moral standards and values into attitudes (affective aspects) and behaviors (psychomotor aspects) (Ainiyah, 2013).

To this day, education still plays a very important and essential role in determining the character of a country, especially considering that character building among students is the main goal. Underdeveloped characters contribute to the widespread criminality that exists among students. There is an assumption that character education is not implemented optimally because different schools and madrasahs struggle to do so. There are two reasons for this. First, the current educational development approach focuses more on inputs than outputs, which means that the paradigm used by administrators of educational institutions relies too much on the idea that when all educational requirements are met, large outputs will be generated. Second, because education management is increasingly macro-oriented and regulated by the central bureaucracy, many micro factors or schools/madrasahs are not functioning (Nur et al., 2021).

The role of educational institutions in developing students' character has diminished in recent times as a result of a greater emphasis on their role in science education. Note, for example, that two of the six factors are weak points of the education system, namely: first, current education is not oriented to the formation of personality but is more oriented to the cognitive side of students; second, children have never been educated or accustomed to being creative and innovative, and oriented to the desire to know (Chusnah, 2013).

Students are members of the community who try to develop their potential through learning processes that are available at certain paths, levels, and types of education. Students have the following

characteristics: first, both benefits and drawbacks. Second, have a great desire to develop. Third, try to be yourself (acquire the ability). While the criteria for students are: First, students have their own universe and are not adults. Second, there is a period of growth and development for students. Third, students are God's creations with characteristics brought about by the properties of nature and their physical environment. Fourth, students are the two main elements of physical and spiritual life. Fifth, students are real human beings with potential or traits that can be developed dynamically (Harahap, 2016).

The independence referred to here is being able to know, recognize, and develop oneself. In madrasah, teachers often decide what students learn, and this information is then incorporated into the curriculum. Students sometimes have a better understanding of their talents and weaknesses than teachers. The student will then realize when he or she should invest more time and effort in pursuing his goals. Students are also aware of the skills that need to be developed (Yusqi, 2022).

Students will learn more quickly and easily as a result of the rapid flow of information brought about by technological advances. They will be able to gather data and knowledge and conduct trial and error in various methods, sometimes even without teacher guidance. That is, as information technology advances, student learning independence will emerge by itself. Therefore, if some students learn knowledge faster than the teacher, do not be surprised. Don't be surprised if some students learn faster and smarter than the instructor. (Yusqi, 2022).

In order not to be wild, this independence must be maintained. As a result, in these circumstances, the teacher must act as a facilitator and motivator. Students need motivation and confidence to develop independent learning skills. The task of educators and education staff is to increase self-confidence and motivation.

However, self-study does not mean learning at your own pace and in solitude. Teachers and friends are still important for students to talk to and share problems with. Or, learn independently by supporting each other and resolving differences with others. For example, if a student faces a problem, he can ask someone else to help in his clarification before making a decision and taking appropriate action. Teachers should create a set of metrics to measure learning independence. Whether he is able to meet these criteria or not, Pupils are placed in independent categories if possible. If not, an assessment is required (Yusqi, 2022).

Strong competitive skills are required in many professions, both academic and non-academic, to compete on an international scale. Therefore, to create human resources that are able to compete in today's global market, quality education is needed. Schools should be able to help students improve their skills in both academic and extracurricular areas. Students need to be controlled, managed, developed, and empowered to become outputs because they are one of the main components of

education and the main target in efforts to improve the quality of education, which will later contribute to efforts to improve the quality of education and the quality of life of the people of a nation. Therefore, management is needed to improve student achievement in schools (Santoso, 2014).

## **LITERATURE RIVIEW**

The Condition of the An-Nur Sumberurip Islamic Elementary School Lumajang Madrasah Ibtidaiyah is a basic educational institution consisting of Islamic characteristics under the auspices of the Ministry of Religion. Madrasah Ibtidaiyah also prepares the best graduates by forming the next generation who are intelligent and devoted to Allah SWT. To support the creation of this goal, an Islamic educational institution was established called the An-Nur Sumberurip Foundation, which started from TK-MI-MTS -DINIYAH ULA & WUSTHA education, and then, after being approved by the residents, the founder of the An-Nur Foundation, who was named Abah Ainul Yaqin, together with the teachers, began to teach and guide the children who attended MI An-Nur Sumberurip Foundation, and gradually, MI education at the An-Nur Sumberurip Foundation began to develop, and the teachers who taught at the MI An-Nur Sumberurip Foundation started a lot.

Madrasah Ibtidaiyah Sumberurip, named MI Nurul Islam has a vision that reads "the realization of a school that excels in achieving academic excellence that is insightful in knowledge, science, and technology, skilled and has good character." creative and innovative, fostering student activities with Islamic nuances and developing extracurricular activities for sports and Islamic arts.

The condition of the An-Nur Sumberurip Foundation Madrasah Ibtidaiyah is currently adequate, starting from the classrooms and learning atmosphere. Apart from classrooms and learning atmosphere, the school environment also has a great influence on the teaching and learning process because, with a conducive and comfortable environment, it makes students study calmly. In addition to the environment around the school, we must also pay attention to all existing facilities to support student activities while at school. Currently, at the An-Nur Foundation itself, the facilities are inadequate. There is no school library that can support students to learn to read and understand the readings they read. Then apart from that, the staff or teachers who teach there are few and still need more teachers because the limitations of teaching teachers will also hamper the condition of the madrasa, especially if the teacher's time is divided, thus making the classroom atmosphere not conducive.

## **Teaching System**

In a learning process, there must be three important aspects that are interrelated with each other. The three aspects are: the material being taught; the process of teaching the material; and the results of the learning process. Most students prefer practice as well as more interesting lessons, such as quizzes

included in teaching strategies and so on. Unlike lessons that are only glued to existing textbooks and lack attention from the teacher. We also have to be able to make the classroom atmosphere livelier, so that students are more able to accept and understand the lesson well and it is not monotonous. As we have seen and done a little while teaching at Madrasah Ibtidaiyah Nurul Islam An Nur Foundation, Sumberurip Village, Pronojiwo District, Lumajang Regency, we found several teaching systems that have indeed been applied to students.

At the madrasa, before the teaching and learning process begins, the students read Surat Yasin together first, followed by reading short letters and prayers before studying. The teaching system is based on the use of theme books, where students study the material contained in the theme every day. Previously the teacher explained the material to be taught that day, then students were given several types of exercises related to the material. And, that's what we do. Happy teaching at MI. Not to forget, we also intersperse the learning process with a kind of game that is still related to the material so that students don't get bored in class.

### **Post Eruption**

Trauma healing is one of the main needs, especially for disaster victims. With trauma healing therapy, victims are expected to be able to recover. The natural disaster that occurred in Sumberurip Village was the eruption of Mount Semeru, which claimed many victims, even destroyed many houses and caused trauma for the residents of Sumberurip village, especially children. However, it is undeniable that trauma disorders can be persistent and prolonged so that they require further and holistic treatment.

Learning activities at MI Sumberurip Village after the eruption of Mount Merapi, which traumatized students. Even when learning, students are less focused on learning and want to play. Students are more interested in playing than learning. This proves that post-traumatic trauma healing still leaves an impression on students. The form of play therapy used by KKN 52 students from Sunan Ampel State Islamic University Surabaya is singing, training children's concentration combined with school materials. This has to do with the aim of keeping the child's mentality stable.

### **MATERIAL AND METHODS**

Community-Based Research (CBR) is research conducted with the community to solve problems experienced. Relationships are formed between researchers and community organizations who work together to carry out research projects using community-based and scientific methodologies. This is where CBR first appeared. In a different sense, CBR can be described as a partnership between researchers, including professors and students, and society that seeks to create social movements and social change with the aim of achieving social justice. From this perspective, it is clear that CBR

differs from research in general in several ways, one of which is that the CBR strategy involves the community and researchers and has equity as its ultimate goal (Surabaya, 2015, p. 8).

The relationship between this research and the interests of society is the first of the three main features of this research as community-based research. Second, because the community is the main focus of research, the emphasis is on the active participation of various parties in the community. Third, focus on actions that will maximize the impact of change on the environment. In order to facilitate the achievement of social transformation, CBR is a community-based approach that involves the active participation of community members from the planning stage to the distribution of research results (Ansori et al., 2021, p. 394).

To create community empowerment using CBR techniques, it is necessary to pay attention to several key aspects, including:

1. Participatory

This research was carried out together with local organizations. An-Nur Foundation is involved in this study as a community partner, especially in Madrasah Ibtidaiyah. The head of the madrasa, teachers, students, and their parents or guardians are all included in the section of Madrasah Ibtidaiyah.

2. Shared benefit

All members of the An-Nur Foundation can reap the results or benefits from the actions taken, but especially teachers and students of Madrasah Ibtidaiyah.

3. Reciprocity

Research activities are carried out both as research partners and as reciprocal objects. In this situation, the reciprocity is expected to continue for a very long time before the two parties stop interacting.

4. Meeting community defined needs

With the help of this research project, the demands of members of the An-Nur Foundation, especially in Madrasah Ibtidaiyah, regarding the need for character development to produce independent and outstanding students can be fulfilled. To be in line with the madrasa motto of being independent and achieving.

5. Equity

This principle is embodied in the form of mutual agreement on one thing that is equitable and fair: determining common goals, problems that arise in research, the ultimate goal of research, methods and mechanisms of research work, division of labor, research instruments, and data analysis mechanisms.

Based on the above principles, the research of Madrasah Ibtidaiyah at An-Nur Foundation came to the conclusion that students should be encouraged to implement character education and offer appropriate and appropriate school education policy solutions for Madrasah Ibtidaiyah. These tasks can be completed by taking part in various daily activities; collectively developing the tasks to be completed during the mentoring process; and selecting the most important issues according to the requirements of the madrasah ibtidaiyah.

According to Joanna Ochocka (Ochocka, 2021), the general steps carried out in the CBR method include:

1. Laying The Foundation

A brief description of the institutions studied through the inculturation process is presented at this point in an effort to build trust between all parties. By conducting educational activities for three weeks while asking permission from village heads, madrasa heads, and foundation heads, researchers interacted with students and teachers of Madrasah Ibtidaiyah. Grades 1 to 6 students take part in this educational activity. Activities are carried out through an approach to institutions. Researchers conduct stakeholder mapping such as:

- a. Government Apparatus: Village Head and Village Secretary
- b. Partner Group: Madrasah Ibtidaiyah (students and teachers)

2. Research Planning

There are a number of assumptions that might be made at this point in the foundation laying process. This presumption relates to the severity of the problem, the approach taken to address it, finding ways to consider different points of view, and taking into account costs and future plans. Discussions on issues are held with partner groups in an effort to develop independent and outstanding students. According to observations, certain Madrasah Ibtidaiyah students show poor speaking skills, lack focus when receiving instructions, and lack discipline in their learning activities.

3. Gathering and Analysis Information

Data collection, analysis, and selection are being carried out at this stage. Some equipment or instruments that are in accordance with research ethics are required for data collection. Data was collected through observation, interviews, and documentation studies. Data on madrasa work programs, rules and regulations for students, a list of points for violating madrasa rules, various adjustment activities, and other papers relevant to the research focus were collected through documentation studies. Interviews with madrasa principals, teachers, education staff, and a number of students were conducted to study data on the implementation of character education that has been adopted by madrasa management. Observations were made to collect information

that is directly related to the implementation of character education in madrasas by madrasa managers.

4. Acting on Finding

The researcher applies alternative problem solving that has been found by carrying out several activities, including innovating during teaching and learning activities such as applying ice-breakers or games between lessons to help students regain attention, providing parenting to students' parents, and strengthening habits that have been developed. has been there by giving a pocket book *Majmu'at al-Adhkar wa al-Salawa* (A Collection of Remembrance and Salawat).

## **RESULT AND DISCUSSION**

During teaching and learning activities, interactions occur between teachers and students. Teachers act as carriers of information (transfer of knowledge), while students pay attention to lessons so that changes occur in themselves at the level of cognitive, affective, and psychomotor development. To achieve active learning, the role of educators in maximizing the learning process is as facilitators who can help students improve their learning skills. Active learning should be based on a number of different principles. First, put students first; then explore their creativity; and finally, cultivate a stimulating and fun environment. The way information is absorbed also depends on the setting of the school. When learning takes place, students feel at home in an attractive and neat class.

From the observations that have been made by researchers regarding the environmental atmosphere in Madrasah Ibtidaiyah, it is fairly comfortable, but on the other hand, the environmental conditions of each class are still dirty, so learning is not conducive. Based on observations made by researchers, there is still garbage on the floor and under the table, and the floor is full of sand. Then for the non-conducive class conditions, it can be seen from the economic conditions of each student's parents, most of whom have a lower-middle economic background, which makes these students rarely get breakfast, which makes them tired when in class and also makes them weak. The student is easily bored. As a result, to get rid of this boredom, most students disturb their classmates and make noise during the learning process. This can have an impact on the process of absorbing the material conveyed by the teacher to the students.

Learning difficulties can be seen as a condition of learning process activities that are characterized by obstacles, either intentionally or unintentionally felt by educator participants in the learning process. These barriers are psychological, sociological, or physiological in the whole learning process. However, learning difficulties are not only seen in terms of psychological, sociological, or physiological. Learning difficulties can also be seen from the way an educator teaches with the



methods he uses during the learning process, because a student's success in learning depends on the educator's how to implement it in the learning process (Fachri & Azizah, 2020).



**Figure 1.**  
Suasana Belajar Kelas 4

The impact of this can be seen when teaching in the classroom. Many of the students still cannot write well, are not fluent in reading, and are weak in counting. Apart from the noise made by students in class, there are also other factors that cause these students to be unable to write, read, and calculate properly, namely the lack of learning from both parents because of the eruption of Mount Semeru, which resulted in the parents' attention being unable to focus on their children because they are still thinking about all the needs to recover their financial condition. The lack of parental attention to their children makes them escape from social supervision, which ultimately makes them too lazy to study on their own.



**Figure 2.**  
Suasana Belajar Kelas 5

In addition to this, from observations made by researchers, they found that the Madrasah Ibtidaiyah lacked educators; many educators were on leave; some were continuing their education to a higher level. With the lack of educators, the teaching and learning process is not optimal. Not only is there a shortage of educators, but the facilities at the school are still minimal. The lack of school facilities makes students only come, sit, listen, and pray. They then go home. Students can channel their interests and talents through extracurriculars. With the lack of facilities, students find it difficult to channel their interests and talents, which will have an impact on students' maximizing their potential.



**Figure 3.**  
Suasana Belajar Kelas 3



**Figure 4.**  
Suasana Kegiatan Olahraga Kelas 2



**Figure 5.**  
Suasana Variasi Belajar Kelas 1

**SOLUTION**

Based on daily activities at Madrasah Ibtidaiyah (MI) An-Nur Foundation, there are activities that indirectly familiarize students with being independent and achieving. It began with the reading of Yasin's letter, which was led directly by Mr. Zainul Muttaqin (the head of MI) through loudspeakers. Then they continued with the reading of short letters for each class. Then pray and start teaching and learning activities according to the predetermined schedule.



**Figure 6.**  
Foto Bersama Guru MI

Ten minutes before the recess bell rang, the students had already made preparations to perform the dhuha prayer in congregation. While waiting for the other students, there was one person who was scheduled to recite salawat. This dhuha prayer is led directly by the MI teacher. Students only follow a series of dhuha prayers. Then, after the series is complete, the students take a break. Then they continued their teaching and learning activities until before the dhuhur call to prayer. Ten minutes before the call to prayer, they prepare to pray in congregation, and after that, they enter class again to pray and then go home. This activity is carried out every day while they are in the madrasah.

Some of daily activities above are efforts by the madrasa to build independent character in each student. On the other hand, we helped perfect the series of activities by making a pocket book *Majmu'at al-Adhkar wa al-Salawat* (A Collection of Dhikr and Salawat). So far, this series of activities has been running with the guidance of MI teachers. With this book, it is hoped that Madrasah Ibtidaiyah students, especially those at the An-Nur Foundation, can carry out a series of activities without any guidance from MI teachers, so that MI teachers only monitor students who carry out a series of activities daily.

The origin of making this pocket book started from the anxiety of MI teachers who had only used handwritten paper leaflets when carrying out a series of daily activities. so that if exposed to water, used continuously, or forgotten, the paper will be lost or damaged. This is not effective and efficient because it takes more time to repeat the writing. This book is sized according to a shirt pocket, so its use can adjust to the needs of daily activities. This also minimizes damage or loss. This book will not only be held by the teachers, but students will also hold this book.

This pocket book, *Majmu'at al-Adhkar wa al-Salawat*, contains prayers, selected letters such as Yasin and al-Waqi'ah, Asmaul Husna, remembrance readings, various salawat, and also istighostah. These are all forms of support for perfecting daily activities at Madrasah Ibtidaiyah An-Nur Foundation.



Figure 7.  
Foto Bersama Guru MI





**Figure 8.**  
Majmu'at al-Adhkar wa al-Salawat 2

Independent and outstanding character education is an effort made by a teacher intentionally to shape the character, morals, character, and mentality of students so that they do not need the help of others to complete every task or difficulty that confronts them. The independence of the student's character can be used in everyday life, especially in madrasas. So that children get used to and learn to be independent in responding to and completing their tasks without requiring the help of others, especially from their parents, the value of independence can be directly taught and applied in daily activities (Budiyanto, 2014).

The development of independent character and achievement can be based on some ideas. The process of forming independent and outstanding characters can be carried out by the An-Nur Foundation in a program based on the following guiding principles:

1. based on the reality of learning in order to help students develop independent personalities that can be seen in the reality of real-world experiences. With the development of an independent student personality, it can be implemented, used in everyday life, and understood by students. By applying an independent and high-achieving character approach, it is possible to develop a person who is tenacious, tough, and not easily discouraged in dealing with the problems experienced by students.
2. Student-centered curriculum. The collection of educational programs offered to institutions to aid successful and efficient learning is known as a curriculum. The participants will then receive an educational program in the form of study materials for one level of education. Taking into account the needs and talents of students, the curriculum is used to help children develop independent character and achievement.
3. The teacher provides illustrations. The teacher's role is as a dynamizer, facilitator, and servant to enable the development of students' potential and creativity as well as possible. The teacher acts as a role model for students, society, and the environment in the context of the classroom. This example is very important because it shows how what students know and learn can be put into practice before being taught.
4. Teachers are not employees. It is the teacher's responsibility to recognize students' potential and inspire them to realize it both in academic and extracurricular fields.
5. Time and space are the most valuable things that can be given to students so that they can freely express themselves, imagine, explore, and realize their full potential. Students are encouraged to reach their full potential, including investigating moral and life principles to ultimately discover their own "life maturity". As a result, the teacher's job is to support, accompany, and encourage children as they grow to their potential and capacity.

6. Developing Independence and Achievement: The first step in developing independence and achievement is to think and then act independently. This independent mindset serves as the basis for children's ability to endure and forge achievement. That is, it will be a strong force in creating an empowered society when these independent individuals develop perseverance and the construction of achievements that may be achieved by students to complement each other.

Character education must involve all parties at home (family) and school, in addition to the principles of student character development, as an important step in rebuilding national identity. Therefore, rebuilding educational networks and relationships in these three educational environments should be the first step taken. If there is no consistency and synchronization between the two educational contexts, then character building and character education will not succeed.

The success of character education in children at home is also influenced by parenting. Parenting patterns used by parents to raise their children have a big impact on how well the family is able to instill moral principles in them. There are various approaches to parenting for children, such as authoritarian parenting, which has characteristics such as dominant parental power, strong control over their behavior, and punishment for disobedient children. Democratic parenting followed. Parental cooperation includes parent-child cooperation, parental guidance and direction, and flexible parental control. Next, permissive parenting. It has traits including child dominance, a carefree attitude towards parents, and little or no parental control and supervision. Children will learn many things through parental guidance, including morals. That is, the success of children's character education at home depends on the parenting style set by parents for their children (Subianto, 2013).

## **CONCLUSION AND RECOMMENDATION**

Character education is an important issue in the world of education. This is related to the phenomenon of moral decadence that occurs in the midst of society. The series of daily activities at Madrasah Ibtidaiyah (MI) An-Nur Foundation is an effort from the madrasa to build independent character in each student. On the other hand, we contribute to helping perfect the series of activities by making a pocket book of *Majmu'at al-Adhkar wa al-Salawat* (A Collection of Remembrance and Salawat). Independent character education and achievement is an effort that is consciously carried out by a person to shape the character, morals, character, and mentality of an individual so that his life does not depend on the help of others in solving every problem or task he is facing. There are principles that can be used to become programs in the formation of independent and outstanding characters at Madrasah Ibtidaiyah (MI) An-Nur Foundation. In addition, parenting patterns for their children also determine the success of children's character education in the family and environment.

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