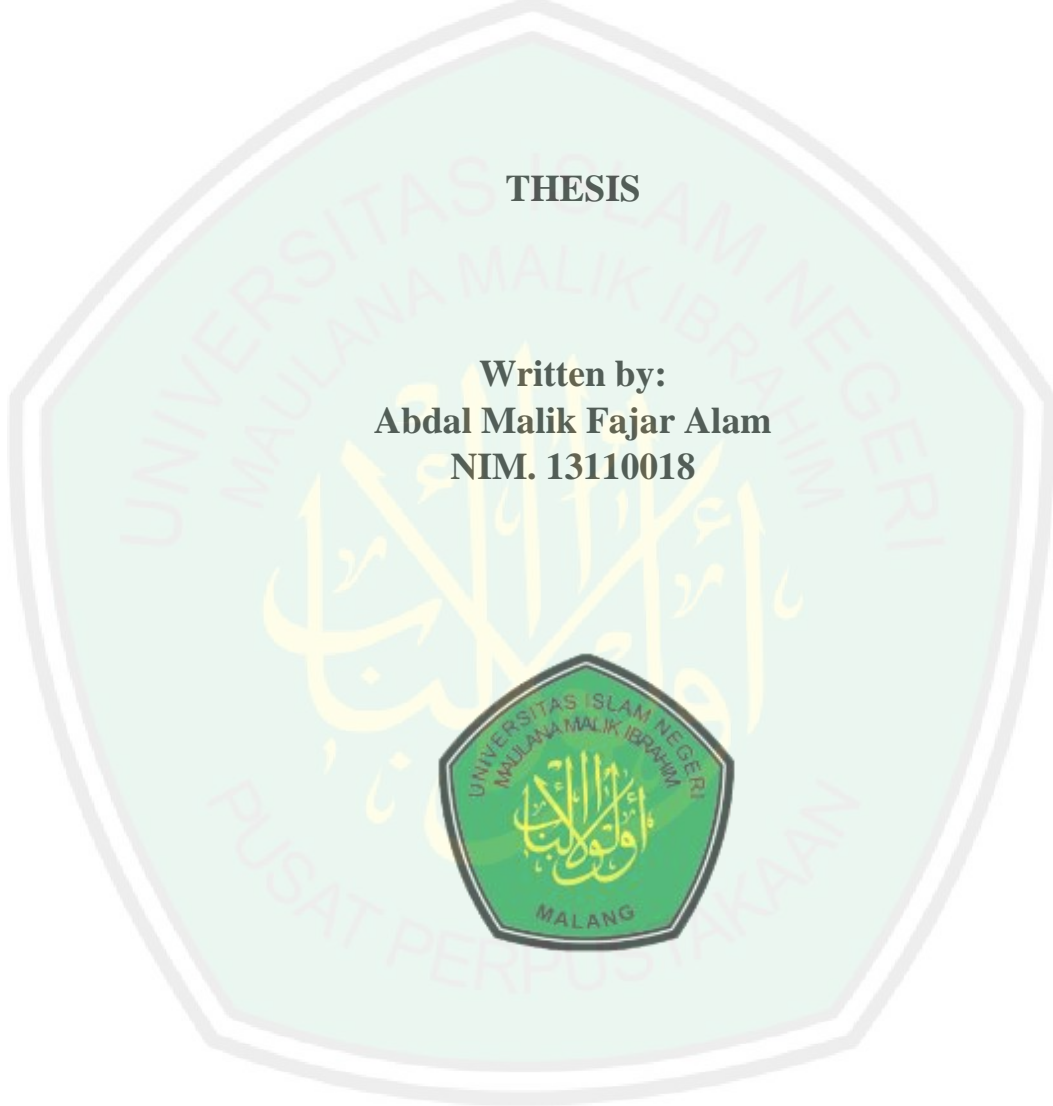# THE IMPLEMENTATION OF FULL DAY SCHOOL TOWARDS BUILDING RELIGIOUS CHARACTER IN SEKOLAH DASAR ISLAM TERPADU (SDIT) AL ANWAR MOJOKERTO

THESIS

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ISLAMIC EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM

STATE ISLAMIC UNIVERSITY MALANG

JANUARY, 2018

THE IMPLEMENTATION OF FULL DAY SCHOOL TOWARDS BUILDING RELIGIOUS CHARACTER IN SEKOLAH DASAR ISLAM TERPADU (SDIT)AL ANWAR MOJOKERTO

THESIS

Presented to Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan Islam* (S.Pd)

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STATE ISLAMIC UNIVERSITY MALANG
JANUARY, 2018

APPROVAL SHEET

THE IMPLEMENTATION OF FULL DAY SCHOOL
TOWARDS BUILDING RELIGIUOS CHARACTER IN SEKOLAH DASAR ISLAM TERPADU (SDIT) AL ANWAR MOJOKERTO

THESIS

BY:
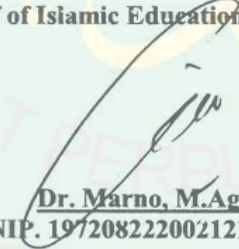
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THESIS

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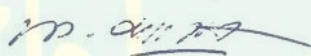Dr. Muhammad Amin Nur, MA.   :
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Dean of Tarbiyah and Teaching Sciences Faculty
In
         Malang

Assalamu'alaikum Wr. Wb.

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Is considered **acceptable** to be defended after being intensively read and regulary consulted in the area of research content, language, writing composition.

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CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis is originally written by Abdal Malik Fajar Alam, student of Islamic Education Department (PAI) as the requirement for degree of Sarjana Pendidikan Islam (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, October 30th, 2017
Author,

Abdal Malik Fajar Alam
NIM. 13110018

DEDICATION

With Blessing of Allah SWT and His Mercies

This Thesis Especially Dedicated to:

My beloved Parents, Mr. Choiruman and Mrs. Partining

My Sister Zayda Rakhmatika

Who Support me with their great efforts

All of Teachers who sincerely educated me, thank for the priceless knowledge

My Beloved Family of ICP PAI Class I English 2013

My Beloved Family of SENAT MAHASISWA UNIVERSITAS

My Beloved Family of Pergerakan Mahasiswa Islam Indonesia

My Beloved Family of Rumah Singgah Merjosari

My Beloved Family of PKL MTSN Sumberejo

All of Students, staff and Teachers of SDIT Al Anwar Mojokerto

And

All of the Parties who supoort in this Thesis finishing process

Thank you for your time for supporting and helping me

During the process.

MOTTO

<div dir="rtl">

قُلْ إِنَّ صَلَاتِى وَنُسُكِى وَمَحْيَايَ وَمَمَاتِى لِلَّهِ رَبِّ ٱلْعَٰلَمِينَ ١٦٢

</div>

162. Say. Surely my prayer and my sacrifice and my life and my death are (all) for

Allah, the Lord of the worlds; (Al An'am : 162)

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

Praise and great gratitude submitted to Almighty God, Allah SWT who always gives His gracious mercy and tremendous blessing that has helped the writer finished this thesis, entitled: "The Impementation Of Full Day School Towards Building Religious Character In Sdit Al Anwar Mojokerto" on time. Shalawat and Salam always presented to our prophet Muhammad SAW, tha las messenger of Allah who has save the human's life from the destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the task of academic reqirement as the last task for getting bachelor or under graduate degree.

In this opportunity, the writer give thanks so much and appreciation for the respectables:

1. Prof. Dr. H. Abdul Haris, M.Ag as Rector of Maulana Malik Ibrahim State Islamic University Malang, who has given me a chance, so that this thesis well finished.

2. Dr. H. Agus Maimun, M.Pd as Dean of Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang.

3. Dr. Marno, M.Ag as Chief of Islamic Education Department.

4. *Dr*. H. M. *Zainuddin*, MA as advisor who always give me gidance and a lot of suggestion in order to complete the arrangement this thesis.

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6. All of teacher, staff, and student of SDIT Al Anwar Mojokerto who help me in process of arrangement and observation this report.

7. All of my friends who have supported, helped, and experinces that came from you all is unforgotable.

8. All of the parties who has helped me, both directly and indirectlty. I hope Allah SWT give His blessing among you all.

Malang, Oct 30th, 2017

Author

TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, year 1987 and number 0543 b/U/1987. Those are:

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vocal (a) long	=	â
Vocal (i) long	=	î
Vocal (u) long	=	û

C. Diphthong Vocal

أَوْ	=	aw
أَيْ	=	ay
أُوْ	=	û
إِيْ	=	î

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ABSTRACT

Education should build on the young generation to have the characters that still not able to realized, it was because some problems, such as lack of understanding religion, one of the concepts that are ostensibly solving It is a religious building character with full day school. Integrated Islamic Elementary School (SDIT) Al Anwar is school or institution that started earlier is built, has implemented a system fullday school.

The research is aimed at: (1) To know the proccess of implemetation full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar), (2) To explore the religious of method is applied to full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar), (3) To explain the result of the contribution of full day school towards building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar).

This research used a qualitative research approach. This research uses descriptive research design in which data collection is drawn from observation, interviews, and documentation of data corresponding to the research.

The research findings reveal that, (1) Procces of implemetation full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) is : (a) Designing and formulating the character. (b) Setting up the resources and environment that can support character building programs. (c) Asking commitments together (the principal, teachers, employees and caregivers). (d) Implementing character building continuously and consistently. (2) kind of method is applied to full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) is Habbit Method. (3) the result of full day school in building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) is student bringing the habbit that teacher lesson in school environment such as shalat jamaah, shalat dhuha and etc until home or society

مستخلص البحث

العالم، عبد المالك الفجر، تنفيذ مدرسة اليوم الكامل نحو بناء الشخصية الدينية في المدرسة الإبتدائية الإسلامية المتكاملة الأنوار موجوكيرتو، البحث، قسم التربية الإسلامية، كلية التربية و التعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكمية، مالانج . المشريف: الدكتورالحاج محمد زين الدين

الكلمات الرئسية: مدرسة اليوم الكامل، الشخصية الدينية

التربية يجب أن يبني جيل الشباب الذي عنده الشخصية الجيدة ، بل ذلك الحال لا تزال غير قادرة على وجوده لأن بعض المشاكل، مثل عدم فهم الدين. احدى من الطرائق التي تستطيع أن تحل المشكلة هي بناء الشخصية الدينية في مدرسة اليوم الكامل. المدرسة الإسلامية المتكاملة الأنوار هي المدرسة أو المؤسسة التي بدأت في وقت سابق بنيت،قد نفذت مدرسة اليوم الكامل.

يهدف البحث إلى: (١) ليعرف منهج التنفيذ لمدرسة اليوم الكامل نحو بناء الشخصية الدينية في المدرسة الابتدائية الإسلامية المتكاملة الأنوار (٢) لاستكشاف الطريقة الدينية التي يتم تطبيقها في هذه المدرسة نحو بناء الشخصية الدينية للطلاب المدرسة الابتدائية الإسلامية المتكاملة (٣) ليشرح نتائج دور المدرسة اليوم الكامل نحو بناء الشخصية الدينية في المدرسة الابتدائية الإسلامية المتكاملة الأنوار.

استخدم هذا البحث منهج البحث النوعي. يستخدم هذا البحث تصميم البحث الوصفي الذي يتم فيه جمع البيانات من الملاحظة والمقابلات وتوثيق البيانات المقابلة للبحث.

وقد أظهرت نتائج البحث أن: (١) مناهج التربية لمدرسة اليوم الكامل نحو بناء الشخصية الدينية في المدرسة الابتدائية الإسلامية المتكاملة الأنوار هي: (أ) تصميم وصياغة الشخصية. (ب) إنشاء الموارد والبيئة التي يمكن أن تدعم برامج بناء الشخصية. (ج) طلب الالتزامات معا (مدير المدرسة والمعلمين والموظفين ومقدمي الرعاية) في تنفيذ بناء الشخصية بشكل مستمر ومتسق. (٢) الأسلوب المنهجي الذي يتم تطبيقه على مدرسة اليوم الكامل نحو بناء الشخصية الدينية في المدرسة الابتدائية الإسلامية المتكاملة من الأنوار (سديت الأنوار) هو أسلوب التعويد (٣) نتيجة مدرسة اليوم الكامل في بناء الشخصية الدينية في المدرسة الابتدائية

الإسلامية المتكاملة الأنور هو يحمل الطالب التعويد الذي تعود المعلم في البيئة المدرسية مثل الصلاة جماعة، صلاة الضحى وغيرها إلى منزلهم أو مجتمعهم.

ABSTRAK

Alam, Abdal Malik Fajar. 2017. *The Implementation of Full Day School towards Building Religious character in Sekolah Dasar Islam Terpadu Al Anwar Mojokerto*. Skripsi, Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing, Dr. H. M. Zainuddin, MA

Kata Kunci: *Full Day School dan Karakter Religius*

Pendidikan seharusnya bisa membangun generasi muda yang mempunyai karakter yang baik, namun itu masih belum bisa terwujud, hal itu dikarenakan beberapa masalah, seperti kurangnya pemahaman akan agama, salah satu konsep yang bisa menyelesaikan permasalahan yaitu dengan membangun karakter religius melalui full day school. Sekolah dasar islam terpadu Al anwar merupakan sekolah atau lembaga pendidikan yang mulai awal dibangun, telah menerapkan sistem fullday school.

Tujuan penelitian ini adalah : (1) Untuk mendeskripsikan proses penerapan fullday school dalam pembentukan karakter religius siswa di SDIT Al-anwar. (2) Untuk mendeskirpsikan Metode apa yg di terapkan pada penerapan fullday school dalam pembentukan karakter religius siswa di SDIT Al-anwar. (3) Untuk mendeskripsikan Hasil dari peran fullday school terhadap pembentukan karakter religius siswa di SDIT Al-anwar.

Penelitian ini menggunakan pendekatan penelitian kualitatif. Penelitian ini menggunakan desain penelitian deskriptif dimana dalam pengumpulan data diambil dari observasi, wawancara, dan dokumentasi tentang data-data yang sesuai dengan penelitian.

Hasil Penelitian ini menunjukkan bahwa : (1) proses penerapan fullday school dalam pembentukan karakter religius siswa di SDIT Al-anwar : (a) merancang dan merumuskan karakter. (b) menetapkan sumber daya dan lingkungan yang dapat mendukung program-program pembangunan karakter. (c) meminta komitmen bersama (kepala sekolah, guru, karyawan dan pengasuh). (d) Menerapkan pembentukan karakter secara terus-menerus dan konsisten. (2) Jenis metode yg di terapkan pada penerapan fullday school dalam pembentukan karakter religius siswa di SDIT Al-anwar adalah metode kebiasaan. (3) Hasil dari peran fullday school terhadap pembentukan karakter religius siswa di SDIT Al-anwar adalah siswa membawa kebiasaan yang sudah di ajarkan disekolahan seperti shalat jamaah, shalat dhuha, dan lain lain, sampai di lingkungan rumah dan masyarakat.

CHAPTER 1

INTRODUCTION

A. Background of the Research

Education is a conscious effort to prepare learners through guidance, teaching, or the exercises for his role in the days to come[1]. Ahmad d. Marimba, saying that education is the conscious guidance by the educators on the development of physical and spiritually protege towards the main personality[2]. So education can be defined as efforts to foster human personality according to the value in society and culture. Thus, however simple it is a civilization, it definitely took place the called process of education. Thus, education has been there throughout the human race.

Learners are seen in the activity of learning as an individual and social. Each learner has the distinction of interest, ability, pleasure, experience, and how to learn (learning style). Certain learners may be easier to learn how to hear and read, while the other learners in ways viewed, and other learners who learn by doing (learning by doing). Therefore, learning activities, class organization, subject matter, time study, learning tools, and how the assessment need to be tailored to the characteristics of the learners.

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[1] Oemar Hamalik, *Media Pendidikan,* Cet. Ke-7, (Bandung: Citra Aditya Bakti, 1994), page. 2.
[2] Marimba D Ahmad, *Pengantar Filsafat Pendidikan*, (Bandung: PT Al-Maarif, 1987), page. 19.

Education is basically the process of developing the potential of learners. Therefore, the study should be designed to develop the potential protégés. Teachers should strive to encourage children to express the experiences, thoughts, feelings, explore, and expression, which is the potential of the development effort. On the other hand, learners are different in interests, abilities, experience, fun, and how to learn.

Learners are seen in the activity of learning as an individual and social. Each learner has the distinction of interest (interest), ability (ability), pleasure (preference), experience (experience), and how to learn (learning style). Certain learners may be more easily study by way of hearing and reading, while other students by way of seeing, and other learners who learn by doing (learning by doing). Therefore, learning activities, class organization, subject matter, time study, learning tools, and how the assessment need to be tailored to the characteristics of the learners[3].

Along with the development of the model of education in indonesia, which continuously demanded by the times, then cause a lot of changes are happening, changes were coming in from several angles, like the political, the economy, technology and others. Cannot run out endless news about a product that was created by former Education Minister M Nuh i.e. Curriculum 13, education in indonesia in shock right away from the political side, the latest thing is related to the educational issues that

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[3] E. Mulyasa, *Kepala Sekolah Profesional dalam Konteks Menyukseskan MBS dan KBK,* (Bandung: PT. Remaja Rosdakarya, 2003), page. 125.

happen is to come from the political side, i.e., each passing the Minister of education and culture which was originally ruled by Anies Baswedan and replaced by Muhadjir Effendi, of the changes in the political, education is also affected, among others the existence of several new policies that have been issued by the Ministry of education and culture, one that is applying of the Full day School progam.

And after the birth of a new policy comes a few issues that arise, including many from among the religious communities complain of the new education model issued by the Minister of education has several weaknesses, society was written and argued that one of his weaknesses is the time to teach their children about religious education that in fact his supposed to be taught in the school of the Qur'anic Education (Taman Pendidikan Alquran) at the time of the afternoon became cut off by the activities of full day school, because in the full day schools already took the time in school of Quranic Education.

Because of the importance of religious education in this period, then the religious education should be taught early on in accordance with the word of Allah in Surah al-mujadalah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ – ١١–

Means :

O ye who believe! When ye are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. And when ye are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge. And Allah is well- acquainted with all you do. (Al-Mujadalah : 11)[4].

Science is a wide variety of symptoms that are encountered by humans according to observations and experience ratio. When accompanied with actions of someone to be able to realize the content of the verses of the Holy Quran learned then becomes one of real action that is capable of making a change to the better. Therefore, education will only be successful if humans use intellect and heart to understand certain events or occurrences.

To master a particular science, then one of the concrete steps being undertaken is to enjoy the process of learning. And the process followed in the institutions in formal and non formal and formal. In formal means in the family environment, formal means in the school environment, and non-formal means in the neighborhood community.

To maximize children's free time to make it more useful, then apply one system with the goals of the full day school[5]: form the akhlaq and aqidah in instilling positive values; Returns the man on his nature as a

---

[4] Ahmad Hatta, *TAFSIR QUR'AN PER KATA Di Lengkapi Dengan Asbabun Nuzul & Terjemah,* (Jakarta: Magfirah Pustaka, 2009), page. 543.
[5] Salim Basuki, in *http://www.SMKN1imj.Sch.id/?.* on Access 6 april 2017

khalifah fil ard and as a servant of God; as well as providing a solid foundation in learning in all its aspects.

Curriculum programs[6] full day school designed to reach each part of child development. The concept of development and the innovation system of the lesson is to develop creativity that includes integrity and condition of cognitive, affective, and psychomotor.

The advantages of full day school, this is the first child gets education on the development of public anticipation of science; Second, children are getting an education in Islamic decent and proportionate; third, children get educated personality that is anticipatory to the development of social culture that is characterized by a new flow of information and globalization that requires a value strain; Fourth, the potential child ter distributes through ektrakulikuler activities; and fifth, development of talents, interests, and child intelligence ter anticipation early on through the radar guidance and counseling program.

In addition to the added value above, full day school also has advantages that make parents not worry to the existence of the son of his daughter, among others; negative influence of child activities outside of school can be reduced as time may be minimal education in school longer, well-planned and purposeful; the husband and wife who both have to work will not worry about the quality of education and the personality of the son of his daughter because of her son's children were detained by personnel

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[6] Baharuddin, *Pendidikan & Psikologi Perkembangan* (jogja: Ar-ruzz media, 2009), page 230-231

trained educational personnel and professionals; the presence of a library in a represintatif with a cozy atmosphere and enjoy a great help learning achievements increased the child; Health students awake and guaranteed medical examination because it was held on a regular basis and the students get practical guidance and lessons of worship (daily du'a, Shalat du'a, eat of du'a and other Islamic prayers).

In such a case, occurred in the neighborhood integrated Islamic elementary school of al anwar who was in the area of mojokerto, around school environment an awful lot of parents who have little time for his child because of the busyness in the works so that supervision will be older in the Affairs of educating (General Science/religion) becomes less. And while it's in integrated Islamic elementary school system already uses full day school system a long time ago.

Then how to cope with these problems, therefore the author raised the research title is ***"The Implementation of Full Day School Towards Building Religious character in Sekolah Dasar Islam Terpadu Al Anwar Mojokerto",*** which is expected to be able to resolve problems that arise because of the policies of the full day school.

B. Focus of the Research

Based on the explanation on the background of the above, then the formula of problem in this research are:

1. How is the procces of implemetation full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar)?

2. What kind of method is applied to full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar)?

3. How is the result of full day school in building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar)?

C. Objective of the Research

1. To know the procces of implemetation full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar)

2. To explore the religious of method is applied to full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar)

3. To explain the result of the contribution of full day school towards building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar)

D. Significance of the Research

Based on the objectives of the research above, it is expected to produce useful research both theoretically and practically, among others:

1. For the intitution state islamic university in particular tarbiyah and teacher training faculty is can use as comparator toward building religious character with full day school progam.

2. For integreted islamic elementary school (SDIT) Al anwar is can use as reference or guide to build character in particulary Religious character.

3. For the development science of education is give contribution toward building character of the student in particulary school with full day school system.

4. For the author as useful add insight as prospective teacher in development school with full day school system particulary in build religius character.

E. Previous Research

There are several research in order to write a thesis about Full day school and Religious Character. However, research will examine the writer has point of similarities and differences that will show the originality and novelty of the research. To avoid a repetition of the studies in the same

thing in other research, the researcher will present some previous research for comparison of the research created.

The firts from Mufid, Muhammad. Strategi Pembentukan Karakter Religius Siswa di Mahad Al-Qolam MAN 3 Malang. Thesis, Islamic Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang.

This research will be based in the background by the loss of national character, which was friendly and religius while in the other hand the character is in fact missing and the younger generation is more synonymous with negative character marked by increasing violence among students, bad language, and self-destructive behaviour increased blurring of moral guidelines of his good and bad[7].

The purpose of the research is to find out the strategy of the establishment of the religious character of students in mahad Al-Qolam MAN 3 Malang and religious value of anything that is owned by the students of mahad Al-Qolam.

This research uses qualitative descriptive method. The collection of data using the method of observation, interview and documentation. The results of his research are firstly, the strategies used through 1) learning activities divided into 2 : ta'lim ma'hady

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[7] Muhammad Mufid, *Strategi Pembentukan Karakter Religius Siswa di Mahad Al-Qolam MAN 3 Malang*(UIN Maulana Malik Ibrahim Malang, 2013)

and learning tolerance between religious organizations; 2) madrasa cultural development and madrassa activities centre, example, reward and punismen. Second, students at Ma'had Al-Qolam already ingrained religious values, namely the Shari'a, aqidah, values and morals. Proven with their students about the extent not only on the religious dimension of knowledge but it's been on the dimensions of experience.

Main differences between the earlier research with this research is Strategy formation of religious character does not involve Full Day School system and the similarity is the goal that leads to the formation of the religious character of the students.

The second from Hanif Faizin with title Implementasi Full day School dalam meningkatkan prestasi belajar siswa di man kandangan kabupaten kediri. Thesis, Islamic Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang.

As for the purpose of this thesis is to writing; (1) describes the implementation of full day school in improving learning achievements of students in MAN Kandangan, (2) describes the factors restricting implementation of full day school in improving learning achievements of students in MAN Kandangan, and (3)

Describes the efforts made by MAN Kandangan in improving the learning achievements of students.[8]

This research uses qualitative descriptive method. The collection of data using the method of observation, interview and documentation. The results of this research, including: implementation of full day school in improving learning achievements of students in MAN Kandangan has been running effectively in accordance with a predetermined schedule. Due to the good infrastructure and facilities with sufficient as well as educators who correspond to the disciplines. In addition students are more creative and innovative in his daily activities. So that students do not get bored with the situation and condition of the same study room at the time of the process of teaching and learning in progress then held a policy of moving class. The existence of a policy of moving these classes, then someone more generous teachers applying learning strategies which are more varied with the situation and condition of the learning space.

Main difference this research with the above results is Full Day School system in here use for implemented to improve student learning achievement and the similarity Its same review or discuss about Full Day School system.

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[8] Hanif Faizin, *Implementasi Full day School dalam meningkatkan prestasi belajar siswa di man kandangan kabupaten kediri*, UIN Maulana Malik Ibrahim Malang, 2009)

The third from Muslihah Ul-Haqq, with title "Peranan Full day school dalam meningkatkan prestasi belajar siswa di mts surya buana malang.

This research aims to find out: 1) the implementation of full day school in mts surya buana malang, 2) what factors supporting and restricting the application of the full day school in mts surya buana malang, and 3) how is the role of the full day school in improving learning achievements of students in mts surya buana malang.[9]

This research uses qualitative descriptive method. The collection of data using the method of observation, interview and documentation. The results of the research that has been done in author mts surya buana malang is that the application of the learning system full day school in mts surya buana malang goes well because the pattern is very supportive of his education in improving the learning achievements of students. Views of teaching and learning that takes place, teachers applying learning bervarias methods are varied and different learning settings in an atmosphere of learning, 3 m (menyenangkan, mengasikkan dan mencerdaskan)

The results of this study, namely; to achieve the goal of full day school students reflected achievements by students, either in

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[9] Muslihah Ul-Haq, *Peranan Full day school dalam meningkatkan prestasi belajar siswa di mts surya buana malang*, UIN Maulana Malik Ibrahim Malang, 2014)

academic or non academic field. Thus, the learning system full day school has an important role in improving the learning achievements of students in mts surya buana malang

Main differences with this research is Full Day School system in here use for implemented to improve student learning achievement and for the similarrity is Its same review or discuss about Full Day School system.

Table 1.1 Previous Research

NO	RESEARCHERS	TITLE	DIFFERENT	SIMILARITY	ORIGINALITY
1	Muhammad mufid (2013)	*Strategi Pembentukan Karakter Religius Siswa di Ma'had Al-Qolam MAN 3 Malang.* Skripsi, Islamic Education, FITK UIN Malang	-Strategy formation of religious character does not involve Full Day School system	The goal that leads to the formation of the religious character of the students	Discuss about The Impementation of Full Day School Towards Building Religious character of the student (study case in SDIT Al Anwar Mojokerto)
2	Hanif Faizin (2009)	*Implementasi Full Day School dalam meningkatkan prestasi belajar siswa*	Full Day School system in here use for implemented to improve	Its same review or discuss about Full Day School system	

		di MAN Kandangan Kabupaten Kediri	student learning achievement		
3	Muslihah Ul-Haqq (2009)	*Peranan Full day school dalam meningkatkan prestasi belajar siswa di mts surya buana malang*	Full Day School system in here use for implemented to improve student learning achievement	Its same review or discuss about Full Day School system	

F. Definition of Key Terms

Each operational from related to the main concept of this research is, defined by researcher to avoid misunderstanding term to the reader, as follows:

1. Implementation : Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy.[10]

2. Full Day School : from ethymology is "*Full*" it means (penuh), "Day" it means (Hari). School it means (Sekolah)[11]. And from the ephistemology a learning system that is performed in learning activities carried out by

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[10] English Dictionary App.

[11] Peter Salim, Advanced English-Indonesia Dictonary (Jakarta: Modern English Press, 1988), 340.

combining a full day of intensive learning system to provide additional time.

3. Character Religious : The Definition of Character is literally a mentar or moral quality, power of moral, name, or reputation[12]. And for the religious its means define by the word religion, religion of the adherents is a fundamental doctrine into a life view or guide[13].

4. Elementary School in here use Integrated Islamic Elementary School of Al-Anwar.

G. Composition of Research Finding

In this sub-chapter, lades the main ideas of research discussion in every chapter and will described by simple narration. The aims for arrange research discussion systematically to make the reader understand easier and show up the ways of researcher thinking to researcher's intention can be connected well to the reader. Below the further:

Chapter I   : Consists of background of the research which lades the researcher though about the reason or the beginning concept why problems raise up and the urgent of the problem itself, why the researcher execute this research and formulated those problems to the focus of the research as the advanced sub-chapter, objectives of the research reveal the purpose committed, research benefit, previous research,

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[12] Jamal makmur asmani, *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*, (Yogyakarta : Diva Press, 2013), Page. 28

[13] Haedar Nashir, Pendidikan Karakter Berbasis Agama dan Budaya, (Yogyakarta: Multi Presindo, 2013), page. 22.

the definition of key terms and composition of the research findings. This chapter is the inception of researcher to start the research.

Chapter II   : In this chapter, the researchers conducted a theoretical study that is used as a guide to solve the problem of research (in qualitative research). This literature review material can be from journals, thesis, research papers, textbooks, and others. This study examines theoretically to Full Day School and Religious Character

Chapter III   **:** This chapter describes the research methods used by researchers. Research methods include approaches and types of research, the presence of the researcher, the location of research, data sources, data collection procedures, analysis of truth, checking the validity of the data found in the field, and the stages during the study

Chapter IV   : Data explanation and result of the research, consist of data explanation like research finding and result of the research.

Chapter V   : Discussion consist of answering focus of the research and interpreting research finding.

Chapter VI   : Closing consist of conclusion and suggestion.

CHAPTER II

THEORITICAL PARADIGM

A. **Full Day School**

   1.   Defenition of Full Day School

        The word full day school comes from english language, full means full (penuh), day meaning day (hari) and school means school (sekolah).[14] So a full day school is a school for the entire day or the process of teaching and learning that takes place from the morning until the afternoon with the duration of a break every two hours starting from 06-16.00 WIB, then schools can arrange lessons freely, adapted to the weight of the subjects and coupled with in depth. So the main thing in full day school is setting a schedule for study subjects and teaching and learning activities as well as other activities related to extracurricular and student interest or talent of the participants his protégé. Schools that implement a full day school who have offered various innovations of teaching, the school was also strongly supported by the large number of facilities and infrastructure that facilitates students. Besides the expected objectives in order to get optimal results then needed cooperation from various elements especially the relationship between teachers and students, where a teacher is in charge to guide, direct on

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[14] John M. Echols & Hassan Sadily. *Kamus Inggris-Indonesia.* (Jakarta: Gramedia Pustaka Utama, 1996) hal.259

their students while students are expected to obey the rules that are already set.

Full day school does not mean students can learn continuously in the class starts from morning until afternoon. But a full day school can be done outside of class and their learning process will still contain elements of education which means playing while learning, my playing is my learning and my learning is my playing.[15] Basically everybody not willed the existence of boredom in study. Something being boring is something unpleasant. Therefore for an educator should be trying to customize teaching and learning atmosphere so that saturation does not occur.

Cryan and Other in his research said that with the full day school children or students more learning than on the play, there is a lot of time involved in the room class, productivity of children or students in high learning, they are also closer to the teacher, then the children or students more shows more positive[16]. Behavior Learning is the process of behavior change thanks to the experience and practice. That is, the goal is to change behavior, both regarding knowledge, skills or attitudes, even covering all aspects of organisms or private. View of life the teachers as well as students will demonstrate its coloring with

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[15] Malang Pos, *PONPES Modern dan Mts Surya Buana, Siswa Wajib Bahasa Arab dan Bahasa Inggris,* senin legi, 29 juli 2002

[16] Nurul Badriyah. 2007. *Perbedaan Strees Siswa Full Day School dan Half Day School* (Pada MTs Surya Buana Malang dan MTs Nurul Huda Malang). Fakultas Psikologi. UIN Malang.

regard to the description of the characteristics of the target human craving. In order for that goal is achieved, all the components should be organised so that between fellow components occur.

2. Purpose of Fullday School

The problem happened this time, cause many parents uneasy. If we see the problems more deeply its happened outside school. From such conditions, eventually the practitioner education think hard to formulate a new paradigm in the world of education.

> Minister of education and culture Muhadjir Effendy initiated the school throughout the day (full day school) for primary education (Elementary and Junior high school), both state and private. The purpose is making the child has an activities at school than being alone at home when their parents are still working, with fullday school system students are slowly waking up his character.[17]

According to Muhadjir above the researcher conclude the purpose of fullday school is to provide a solid foundation to develop or improve the potential of the students and to build character of the students with a variety of active and actual innovation by giving an extra time for the student in the school.

3. The Implementation of Fullday School

The implementation of fullday school in several educational institutions lately was inspired by conventional system who has a lot of weakness, because the system more emphasized intellectual aspects

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[17] Yuliawati, *Alasan Menteri Muhadjir Usulkan Fullday School* (http://www.cnnindonesia.com, diakses 17 April 2017 jam 17.48 wib)

than affective or psychomotor.[18] So, the implementation of fullday school system comes for a solution.

School of SDIT Al Anwar started standing in 2005 has already used fullday school system. Students learn in school every day for 9 hours (07:00 – 16.00) included: rest, prayer, praying Duha prayer congregation, lunch, and to pray Ashar together.

B. **Religious Character**

1)   Definition of the Religious Character

The religious basis of the words is the religion that came from foreign languages religion as a form of a noun meaning the religion or belief in the existence of something is not supernatural powers over human beings. While religious derive from religious meaning attached to the religious nature of a person. Religious value as one of the characters described by Suparlan as attitudes and behaviours that comply in carrying out religious teachings embraced, tolerant of other faiths, execution and life get along well with other religions. The religious character of this extremely needed by the students in the face of changing times and moral degradation, in this case students are expected to have and behave with the size of the good and bad that is based on the provisions and ordinances of religion.[19]

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[18] Imam Syafi'i, *Kebijakan Full Day School Dalam Perspektif Local Wisdom* (http://tammimsyafii.blogspot.co.id, diakses 17 April 2017 jam 15.21 wib)

[19] Elearning Pendidikan. 2011. *Membangun Karakter Religius Pada Siswa Sekolah Dasar.* Dalam, (http://www.elearningpendidikan.com) , diakses 9 Desember 2016

Religion in the life of believers is the fundamental tenets that became views or guidelines for living. Outlook on life is "the concept of value owned by a person or a group of people about life." What is the value is something that is valuable in human life, which influences the attitude of his life. View of life (way of life, a worldview) is crucial and essential for humans, as with the views of his life have a compass clear guidelines or live in this world. Man between one another often have a different view of life as a religious view of life for example, so that the religious beliefs of one person is different with other beliefs.

View of life which contain values that are sourced and linked to:[20]

a. Religion, as a basic believe system, sacred, and thoroughly about the nature of life that its Center is the belief of God.

b. Ideology, as the system understand that like to explain and make changes in this life, especially in social-political life.

c. Philosophy, systems thinking radical, speculative, and the parent of knowledge.

The view of human life can be realized or reflected in the goals, attitude to life, living and more concrete convictions more behavior and actions. The view of human life will lead to a corresponding life orientation in living in this world. For example, the muslim's life comes from God most of all, life is not just in the world but also in the

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[20] Muhaimin, dkk, *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah*, (Bandung: Remaja Rosdakarya, 2008), page. 288.

afterlife. The muslim view of life based on the teachings of unity, al-Qur'an and Sunnah '', his example is the Prophet, the duties and functions of his or her life is running a worship and leadership Earth publications is the practice of good deeds, and the purpose of his life is to grab the gifts and the pleasure of Allah.

In living in this world religion has a position and a very important role. Religion can serve as a motivational factor (the catalyst for action is right, good, ethical, and Affairs), and prophetic (being the treatise indicates the direction of the life), criticism (told at which ma '' ruf and prevents it from that great evil), creative (directing the charity or action that generates benefits for yourself and others), intergratif (brings together damaged elements in man and society to be better) , sublimatif (providing the process of purification of the self in life), and liberatif (freeing mankind from the bondage of life variety). Human who do not have a view of life, more sourced religion, its like the blind who walks in the midst of darkness and hustle: don't know from where he came, what in the world, and where the real purpose in life.[21]

Because of such fundamental life and function of religion in people's lives then religion can be used as the value of the Foundation for education, including educational character, thus giving birth to the religious-based education approach model. Character education based on religion is an education that develops based on religious values that

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[21] Nurcholis Madjid, Masyarakat Religius (Jakarta: Dian Rakyat, 2010), page. 46.

shape, attitude, and behavior of the main or the sublime in life. In Islamic studies, character education have in common with the education of morals. The term morals even already entered in English i.e. morals. Akhlaq (Arabic: al-akhlaq) according to Muhammad Ahamad Al-Hufy in "Min al-Nabiy" Morals, "azimah (whims) that strongly about something done over and over again so that it became customary (widespread) that leads to good or evil". Therefore, the presence of introduced the term "noble or good morals" (al-akhlaq karimah) and "bad morals" (al-akhlaq al-syuu).

Teaching about morals in Islam is very important as the teachings on aqeedah (beliefs), worship, and thee " amalah (society). Prophet Muhammad zaman, akhiru s.a. w, even sent to perfect human morals, " innamaa buitstu li-utannima makaarim al-akhlak". Perfecting human aklak means increasing the already good morals are getting better and the bad morals to erode so lost and replaced by the morals of his Majesty. That's the glory of living human beings as creatures of God. How important building morals so that it adheres to the treatise of the Prophet.[22]

2) Kind of Religious Values

Religious grounding in basic education is sourced from religion. The aim of religious education is the cornerstone of the whole process

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[22] Hadedar Nashir, *"Pendidikan Karakter Berbasis Agama dan Budaya",* (Yogyakarta: Multi Presindo, 2013), page. 24.

and result of education can have an essential meaning and benefits. Religious giving and directing human nature meets the needs of the inner, leads to happiness and show the truth. As defined in 2000s " Al-Qur'an surat Al-' Alaq para 1-5

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٢ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ٣ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ٥

(1) Read in the name of your Lord Who created. (2.) He created man from a clot. (3.) Read and your Lord is Most Honorable, (4.) Who taught (to write) with the pen (5.) Taught man what he knew not.

Five verses above ordered to man to do readings for all of God's creation with based on tauhid.

Religious education and character education are two things that are related. Values developed in character education in Indonesia identified comes from four sources, namely, religion, pancasila, culture, and national education goals. Religion becomes a source of individual lives, communities, and Nations which have always been based on religious teachings and beliefs. Politically, the life of a State based on religious values. So the value of character education should be based on the values and rules of the religion. Principle of Pancasila as the life of the nation and the State, the values contained in the pancasila set up political life, law, economy, civic and arts. Whereas culture is

fundamental in giving of meaning in communication between community members. Culture is important because as the source of value in the education of cultural and educational character of the nation. Whereas the purpose of national education according to the LAW. No. 20 year 2003 of the national education system serves to develop and shape the character of a nation's civilization and dignity in the framework of the intellectual life of the nation, the purpose to develop the potential of students in order to become a man faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and responsible.[23]

According Zayyadi, source of the applicable value in people's lives classified into two kinds, namely:

a) Value of Ilahiyah

The value of ilahiyah is a value connected with devinity or *habblum minallah*, which the point of the devinity is religion. Activities embed religious values into the core educational activities. The values of the most basic is:

1) Iman, that is the inner attitude that is full of belief in Allah.

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[23] Zayadi, "Desain Pendidikan Karakter", (Jakarta: Kencana Pramedia Group,2001), page.73

2) Islam, that is next step from iman, then the attitude od defenseless to Him with believe that everything come from Allah contained goodness hikmah and defenseless to Allah.

3) Ihsan, that is consiusness in deeply than Allah always come togethere with us everywhere and anywhere

4) Taqwa, that is attitude to do His orders and running away his prohibitions.

5) Ikhlas, that is good attitude in behavior and deed without reward, its only hope ridhlo from Allah.

6) Tawakkal, that is atttitude with always need and fullhopely to Allah.

7) Syukur, that is attitude with full of grateful and appreciation for ni'mah and karuniah that Allah has given.

8) Sabar, that is inner attitude which growth because consiousnes from begin and purpose of life that is Allah.

b) Value of Insaniyah

Value of insaniyah is value which conneted with human or *hablum minannas* which have content character. The values of the most basic is:[24]

1) Silaturahim, that is relationship with love between all human.

2) Al-Ukhuwah, that is spirit of brotherhood.

3) Al-Musawah, that is viewpoint of harkat and martabat all human is same.

4) Al-Adalah, that is balance of insight.

5) Husnudzan, that is good presupposition to another human.

6) Tawadlu, that is low profile.

7) Al- wafa, that is right promise.

8) Insyirah, that is sincere.

9) Amanah, that is trusted.

10) Iffah or ta'afuf, that is attitude with full of pride, but not arrogant still low profile.

11) Qawamiyah, not wasteful

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[24] 19 Ibid, Hlm.95

12) Al-munfikun, that is attitude faith sociaty that have solidarity to help each other

3) Step of Religious Development

Step of religious development which developed by Moran like M.I Soelaeman said as explain above :

a) Children

The world of religious children its very simple, so can call it "the simply religious", at that time children still can not do anything of life duty as independent, than until most simple, In many ways the child should be trust himself to teacher. The nature of the child it is easy to believe and still are receptive. In the world of which he is not yet clear the structure, the opportunity to go on an adventure in a fantasy world is still open, because he has not been able to get to know clearly the reality of facing. Thus religious education to the child abuse with the method of storytelling.

b) Teens

Adolescence is a time of transition from the child toward adulthood. In addition to biological changes children undergo changes life psychology and life sosio-culture, and more importantly, other world, the world is full of discoveries and experiences that even saw into experimentation. Not infrequently he edge of clarity, doubts sometimes even as it finds itself in a

world that is entirely new and unfamiliar. In such a situation, it is not seldom he must continue to tackle the stride, which sometimes are in line and sometimes contrary to what had been accustomed to do everyday, or even contrary habit or tradition, so she looks stretched out and challenging currents. At this time he started the activity of discovery system of values, sometimes he likes to dabble, experiment how far the enforceability of that value. Because the development of reasoning, experience and education are already allowed to think and weigh, being critical of the problems that it faces, it is rarely cynical attitude he shows a pattern of behavior or values do not agree. At this time the parents and educators in general need to be religious and invited him to enter the world of creating a situation so he's happy to inhabit them. With the guidance of a parent or their education, with the necessary skill level, with the level of ability awareness will be the values of religion, now she is able to adhere to a religion which he confessed.

3) Adult

At this time a person reaches maturity stage of religion, i.e. are able to realize the religion adhered in everyday life on the basis of willingness and seriousness and not with any extensions of the outside. A person who willingly and truly in their religion so that it will accept and perform religious obligations, as well as the task of

his life not as something that is charged from the outside, but rather as an attitude that emerged from within her[25]

4) Model of Character Building

In general the term "model" refers to a conceptual framework that is used as a guide in the conduct of an activity. In another sense, the model also defined as goods or a clone of the real objects, such as the "globe" which is a model of the Earth where we live. In the next term, the term model is used to show the sense of conceptual framework as the first.

Models of character building in this research containing into four models, According to Bruce Joyce and Marsha there are four groups of learning models as follow[26]:

1. Information processing model

Learning theory by Gagne (1988) is called with the information processing learning an attribute theory. This theory is an idea or model of activity in the human brain in processing information. Because of his learning theory above is also known as information processing models by Lefrancois. According to Gagne, learning happens in the process of reception of the information then in the sport so that it generates output in the form of the results of the study.

In information processing, there is the existence of an interaction between conditions internal and external conditions of individuals. Internal

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[25] Abdul Latif,*"Pendidikan Berbasis Nilai Kemasyarakatan", (Bandung: Refika Aditama, 2007.*Page 76

[26] Abdul Madjid, *Strategi Pembelajar an* (Bandung: Rosdakarya, 2016), page. 15-18.

Kondidi i.e. the circumstances in the individual required untyuk achieve the results of learning and cognitive processes that occur within the individual. While the external conditions is the stimulation of the environment that affect individuals in the learning process.

This theory is come from Gagne where in the learning process has received process then processed to be product as result of learning. This model has some stages, are: a. Motivation, b. Understanding, c. Receivingd, d. Saving, e. Re-memorize, f. Generalization, g. Treatment, and h. Feedback.

This model gives pressure to the student in choosing their ability to process their information. There are some learning model in this models, are: 1) Concept attaiment, 2) Inductive thinking, 3) Inquiry training, 4) Advance organizer, 5) Memorization, 6) Developing intellect, 7) Scientific inquiry.[27]

2. Personal model

According to Carl Roger's humans are born with the potential pursuit of perfection/heading. So learning is the human instincts. Meaningful learning materials and in tune with learning objectives will encourage learners participated actively in the learning process, and deems it as a memorable learning.

The use of models of learning in clumps personal is more focused on individual views and tried to promote a productive independence so

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[27] *Ibid.,* page. 15-16.

that people became increasingly self-conscious and responsible for the goal.

This model effort to make possibility that a student can know himself goodly, be responsible with their education, and more creative in reaching better quality life. This model takes concetrate in individual view and make self-hood. So, that the people can reach self conscious and resposible with their purposes.

There are some learning models i this model, are:

a. Non directive teaching

b. Synthetic model

c. Awareness training

d. Classroom meeting.[28]

3. Social interaction model

A model of social interaction on the paradoxical fact of the importance of personal relationships and social relationship, or the relationship of the individual with social ingkungan. In this context, the learning process is in fact held social relationships in terms of learners interact with other learners and interact with his group. The step is a guru in this model is the

a. Teacher argued the issue in the form of social situations to learners.

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[28] *Ibid.,* page. 16-17.

b. Students in the tutoring teacher traces the full range of issues contained in those situations.

c. Learners are given tasks or problems with regard to the situation to be solved, analyzed, and carried out.

d. In solving the learning learners were asked to discuss it.

e. Students make inferences from the results of its discussions.

f. Discuss again the results of the activities.

The social interaction model can be used, among others, using the method sosiodrama or role playing. The involvement of participants in the student conduct learning activities is quite high, especially in the form of participation in the group, participation illustrates the existence of social interaction among fellow learners in the group.

This model has view that learning process is interaction among the student and oriented on the students with developing democratization in the learning process. Although they have different backgrounds.

There are some learning models in this models, are:

a. Group investigation

b. Role playing

c. Jurisprudential inquiry

d. Laboratory training

e. Social sciences research.[29]

4. Behavioral system model

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[29] *Ibid.,* page. 17-18.

This model emphasize in changing behaviour of the students that suitable with their concept. As the part of stimulus response theory, this model emphasize to give the tasks to students in series, continuation and meaningful.

There are four phase of behaviour manipulation, are:

a. Teaching

b. Using media

c. Linier and branching

d. Operant conditioning and operant reinforcement

Implementation of this behavior modification model is improving the accuracy of pronunciation in children. The teacher always attention to study the behaviour of learners. Modification the behaviour of learners with low learning ability of reward and reinforcement.

Clump model system behavior concerned with the creation of the system of learning environment that allows the manipulation of the reinforcement of behaviour effectively. So it formed a pattern of behavior that is desired. This model focuses on behaviour that has been at observations and methods and the given task in order to communicate success.[30]

There are some learning models in this model are:

a. Mastery learning

b. Direct intruction

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[30] *Ibid.,* page. 18.

       c. Learning self control

       d. Training for skill and concept development

Assertive training.[31]

5) Process of Character Building

There are five steps that can be taken in character building,are:

1. Designing and formulating the character. what is character that wants give to students.

2. Setting up the resources and environment that can support character building programs through the integration of subjects with an indicator of the character that will be studied, the characteristic atmosphere of the management class, and mobilize these school environment that corresponds to the character you wish to teach in school.

3. Asking commitments together (the principal, teachers, employees and caregivers) to jointly carry out a program of character building participated and watched him.

4. Implementing character building continuously and consistently.

5. Doing the evaluation of the program already and is running.[32]

[31] *Ibid.,* page. 19.
[32] Hari Suderajat, Process *Character Building* (www.twentyten.wordpress.com, diakses 18 April 2017 jam 19.30 wib)

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Approach and Research Design

Researcher using descriptive research with a qualitative approach to simplify the analysis and understand of the object. The data collected in a qualitative descriptive approach is not the form of numbers, but in the form of words and images.[33] The purpose of the qualitative descriptive approach is to describe a phenomenon, fact or reality.[34] The reason for using the method descriptive research with a qualitative approach is to explore the values of Islamic education that is described in the implementation of Full Day School toward building religious character of student in SDIT Al-anwar Mojokerto.

Meanwhile, the type of research is field research. The field research is the method of qualitative research conducted in a place or location in the field. This type is about the status of research subjects that relate to a specific phase or typical of the whole personality. Where the subject of research is the individual, group, institution or organization or community. The purpose is to provide detailed overview of the background, character, and characteristics of the phenomenon, individuals, groups, institutions or communities.[35]

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[33] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2007) cet. 27, page. 11.

[34] J. R. Raco, *Metode Penelitian Kualitatif: Jenis, Karakteristik dan Keunggulannya* (Jakarta: PT Grasindo, 2010), page. 50.

[35] Masyhuri and M. Zainuddin, *Metodologi Penelitian: Pendekatan Praktis dan Aplikatif* (Bandung: PT Refika Aditama, 2008), page. 35.

B. Attendance of the Researcher

Characteristic of qualitative research is the participation of researcher, because the role of researcher will determine the overall scenario discussed in the research. Bogdan stated that the participation of researcher will take quite a long time between researcher and subject, especially in the form of data in the form of field notes compiled systematically.[36]

In this case, the researcher is an instrument of research conducted by finding out the object of study to gain experience. Then conducted interviews to several people and record everything that happens. Standing researcher as a research instrument is very complicated, because the researcher becomes part of the whole process of research. Researcher is planner, implementer of data collection, analysis, interpreter of the data and report the results of his research.[37]

C. Setting of the Research

The research location is where the research will be carried out to obtain the desired data. This research was conducted in Located in the hamlet of Modopuro village modopuro gang VI No. 5 subdistrict of mojokerto mojosari. The reason of selection research location is SDIT Al-Anwar Mojokerto has an aplied in the implementation of full day school program. On the other hand, SDIT Al-Anwar Mojokerto as an Islamic educational

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[36] Lexy J. Moleong, *Op. Cit.,* page. 164.
[37] Basrowi dan Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2008), page. 173.

institutions to internalize the values of Islamic education in any school program on the agenda. Thus, the researchers found it necessary and relevant to researching, as accordance with the authors take the title.

D. Data and Data Sources

In a qualitative research, the primary data source by Lofland are words and actions. Moreover is additional data such as documents and others. So that the source of qualitative data derived from primary data and secondary data, all of which are divided into words, actions, written data source, photos, and statistics.[38] The primary data source is a source of data that is directly related to the core object. That is the source of the form of words and actions obtained through recording interviews and observations to participate which includes activities observing, listening and asking questions about the implementation of Full Day School toward building religious character of student in SDIT Al-anwar Mojokerto.

In completing the primary data source, researchers used secondary data source that the source of the data obtained from an influential institution with research, books, and so on.[39] Data sources include the official documentation of the schools in the form of school programs, photos, video, scientific books, websites, journals, and other related issues and research relevant to the discussion.

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[38] Lexy J. Moleong, *Op. Cit.* page. 169.
[39] Asep Saepul Hamdi dan E. Bahruddin, *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan* (Yogyakarta: Deepubish, 2014), page. 49-50.

E. Data Collection

The data collection technique is a strategy to obtain materials, information, and the fact that information can be trusted. Thus, to obtain data that might be committed by several techniques, procedures and tools of the real as follows:

1. Observation Method

Observation method is a method of data collection by observation and recording systematically the phenomena under investigation. According to Sutrisno Hadi, observation is a complex process. Researcher actively involved in activities at the research location in a long time, so the direct knowledge of the activities and interactions of people in the research.[40]

Observation methods conducted by researcher to obtain data about the activities and competitions related to full daay school program that is carried out routinely and how the Islamic educational values contained. There are several steps used in obtaining the data through observation, among others:

a. Open Observation

The purpose is describe fully the processes that occur with the use of the object of observation in a comprehensive manner. It begins by examining the important points of each process is in progress.

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[40] Basrowi dan suwandi, *Op. Cit.,* page. 94.

b. Focus Observation

Focused observation include specific enough observations with reference to the formulation of the problem or research themes.

c. Structured Observation

In the structured observation step observers record data in a structured and detailed, namely by observing on several interrelated aspects but still within the scope of the research.

d. Systematic Observation

In this systematic observation carried out more systematically by categorizing the data in a structured way.[41]

2. Interview Method

Interview method that is a conversation with a purpose. The conversation was conducted by two parties, the interviewer who asked questions and the interviewee providing answers to these questions.[42] Importance of interviews by Lincoln and Guba is to construct one's thoughts, events, activities, organizations, feelings, motivations, demands and concerns. Then used to reconstruct the hope in the future by expand the information of the informant.[43] In this case, the researcher conducted interview with several informants, including head of madrasah, waka curriculum, and class teachers

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[41] *Ibid.,* page. 94-99.
[42] Lexy J. Moleong, *Op. Cit.,* page. 186.
[43] Basrowi dan suwandi, Op. *Cit.,* page. 127.

3. Documentation Method

According to Suharsimi Arikunto, documentation derived from the word document which means goods writing. Therefore, in practice researchers have to examine objects in writing, regulatory documents, meeting minutes, diaries and so on.[44] Documentation methods produce important records related problems examined, in order to obtain complete data, valid and not based on estimates. The advantages in using documentation methods are (1) saving labor, time and cost because the documents have been provided, (2) easier to check, (3) researchers took data from previous events, and (4) there is no doubt in a forgotten, but these documents are missing.[45] This method is used to obtain data in the form of archive documents about SDIT Al-Anwar Mojokerto such as history, school profile, geographical situation, organizational structure, state of the teacher, state of learners, facilities, and development programs of school quality.

F. Data Analysis

The essence of data analysis in qualitative research by Miles and Huberman is reducing the data, presenting data, and drawing conclusions, not counting activities. Meanwhile, according to Spradley, data analysis is a

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[44] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), page. 131.
[45] Basrowi dan suwandi, *Op. Cit.,* page. 158-160.

systematic examination of the data that has been collected, namely by identifying the parts of the data that has been collected and the overall data.[46]

Based on Miles and Huberman, the raw material of data analysis is the field notes. Then re-written field notes to neatly and detail for analysis. In outline, Miles and Huberman divide data analysis into several stages, namely:

1. Data Codification

At this stage, researcher gave its first name on the research results, in the form of themes or classification of the results obtained. This is done by rewriting the field notes, interviews, or write down a transcript of the recording. Then the researcher to sort out information that is important and not important by give the signal. Furthermore, researcher focus on important information to be further interpreted by giving a code/sign.

2. Data Presentation

At this stage, researchers present data in the form of categories or groupings. Miles and Huberman recommend to present data using matrices and diagrams, as it is considered more effective than the present data through narration.

3. Conclusion Withdrawal

At this stage, the researcher concluded the interpretation of the data through interviews, observation and documentation. Then the researchers

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[46] Afrizal, *Metode Penelitian Kualitatif; Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif dalam Berbagai Disiplin Ilmu* (Jakarta: Rajawali Pers, 2015), page. 174-175.

re-check the validity of the data at this stage of coding and presentation of data to make sure no errors.[47]

The three stages conducted at any finishes collecting data till research ended. Miles and Huberman presenting it in the following diagram:
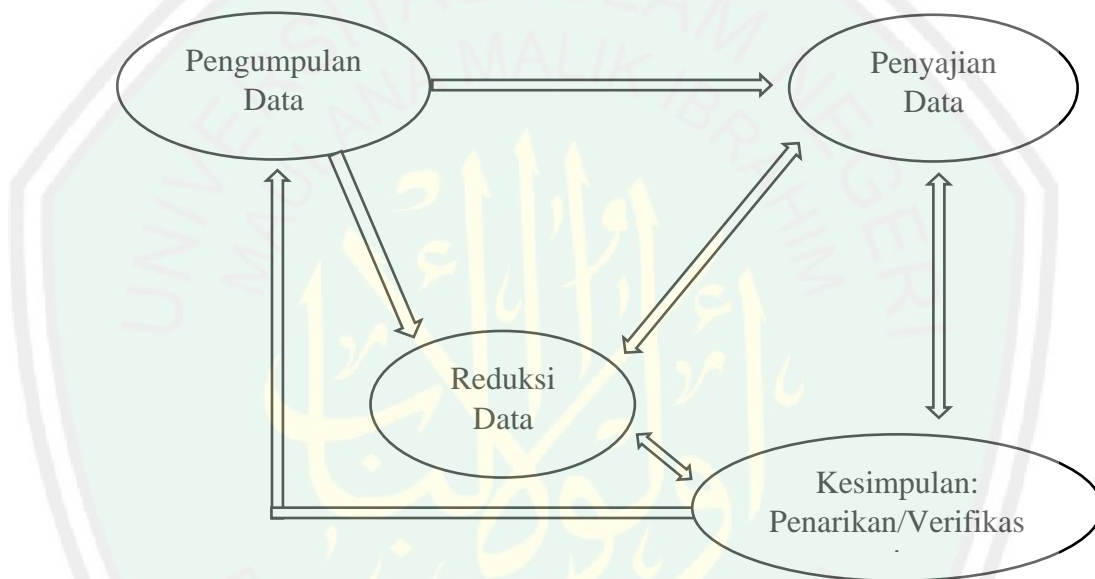
Table 3.1 Relation Between Data Analysis and Data Collection According to

Miles and Huberman

G. Research Procedures

Stages of the research conducted are:

1. Pre-Field Stage

   a. Selecting the field, considering SDIT Al Anwar Modopuro as one of the schools of good quality and have a full day school program is

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[47] *Ibid.*, page. 178-180.

relatively new but has made a school environment that is beautiful, clean, comfortable and conducive accompanied planting educational values of Islam, thus becoming one of the community's interest to enter the school.

b. Has obtained a license to the SDIT Al Anwar Modopuro.

c. Conducted a field sounding out, in the context of adjustment to SDIT Al Anwar Modopuro environment.

2. Field Work Stage

   a. Conducting direct observation to SDIT Al Anwar Modopuro about implementation full day school toward building religious character.

   b. Entering the field, by observing various phenomena of the process of implementing full day school toward building religious character and conduct interviews by some of concerned parties.

   c. Contribute while collecting data.

3. Arranging Research Report Stage

   At this stage the researcher prepare a report based on the overall results of the data obtained.

CHAPTER IV

DATA RESULTS

A. General View of the Research Location

1. General view of SDIT Al Anwar Mojokerto

   a. The Identity and The Geographical Location of SDIT Al Anwar

   The name of the school was being meticulous writer is integrated Islamic elementary school (SDIT : Sekolah Dasar IslamTerpadu) Al Anwar with akta number : 421.2/7541/416-114-04/02004. Located in the hamlet of Modopuro village modopuro gang VI No. 5 subdistrict of mojokerto mojosari with post code 61382 and Call number (0321) 7226235.

   The location of an integrated Islamic primary school al anwar modopuro mojokari mojokerto very far from the highway (center of the crowd) is within the village of the population as well as close to the agricultural land. The distance between the integrated Islamic primary school al anwar modopuro and the highway that connects the city mojokari and mojokerto ± 1.5 km, however, in general the location of the integrated Islamic primary school modopuro mojosari mojokerto is easy to reach, especially with the shuttle facility for students residing outside the modopuro village area (Ngoro, Pungging, wards, etc.).

   The building of an integrated Islamic primary school al anwar modopuro amid the settlement of the population as well as close to

agricultural land, it is intended to facilitate the school in bringing together an elementary school students integrated Islamic al anwar with the community and nature.

b. The History of SDIT Al Anwar Mojokerto

The history and background of the founding of an integrated Islamic primary school al anwar modopuro derived from the desire of the foundation al anwar to establish a religious elementary school and the quality of the school that can educate the younger generation who have a complete Islamic personality, excel in imtaq and iptek. The desire to establish quality schools is due to the condition of basic education in the region that is less qualified, it can be seen from good managers in the organizational structure of duties, responsibilities of procedures and educational process. With this background then in 2004 established an integrated primary school al anwar modopuro on a land area of 2 hectares west of the house waqaf educational foundations an anwar.

Long before the establishment of an integrated Islamic primary school al anwar modopuro approximately four years ie starting in 2010 has been carried out teaching and learning activities at home waqaf in the form of educational park al quran place in elementary school buildings integrated Islamic al anwar modopuro.

But over time, the Qur'an educational park turned into an integrated Islamic elementary school with the construction of a new two-storey building which was officially opened by the chairman of the foundation on 19 July 2004.

2. Vision, Mission, and Objective of SDIT Al Anwar Mojokerto

   a. Vision

      "Educating the young generation has a personality Moslem excel in IMTAQ and IPTEK and cultured environment".

   b. Mission

     1) Growing sublime clean nature of faith

     2) Inculcate sincere worship and Good charity (sholeh)

     3) Develop the intellect, Skill, and Dhikr with optimally

     4) Realize the school environment Adiwiyata beautiful and comfortable learning activities for learners.

     5) Realizing an institution that:

       a) Preserving environmental function

       b) Prevent environmental pollution

       c) Prevent environmental damage

c. Objective

1) Students have a solid Islamic aqidah, praying regularly, love to read Al Quran, pray and tawadlu to parents, love cleanliness and love the environment.

2) Al-Anwar graduates can memorize Al Quran Juz 30 in tartile.

3) Achievements in subject competitions, Sports and art at sub-district level.

4) Can operate paint programs and Microsoft Word.

5) Memorize short-letter and daily prayer translations in Indonesian, Arabic, and English.

6) Able to use English in everyday conversations fluently.

7) Able to use Arabic in everyday conversation.

8) Able to practice basic ways of breed ducks / chickens.

9) Be able to practice the basics of gardening and farming.

10) Be able to practice the basics of culinary and day-to-day fashion.

11) To guide, train, have entrepreneur spirit.

12) Making Al Anwar Islamic and Social Education Institution as a model school that the community loves.

13) Have a high commitment to lifelong learning. Defend religion, country and nation.

14) the realization of a clean school environment, shady, beautiful that gives comfort in learning.

15) Realizing an institution that:

    a) Preserving environmental function

    b) Prevent environmental pollution

    c) Prevent environmental damage

3. Organization Structure of SDIT Al Anwar Mojokerto

Every an organization either formal or non formal institutions certainly have sufficient organizational structure. In which the organizational structure could be made or explain about the placement of people in a group and individual relationships between one another in the form of the obligations, rights, and responsibilities of each in the structure of the Organization in respect of which it has been set.

The school as a formal institution within it there are components such as vocabulary, head, teachers, employees, parents, School Committee,

and his disciples. need a good organizational structure in order to achieve the objectives that have been set.

With the organizational structure and good organization are expected madrasa or school will progress and developments in the structure of the Organization, because everyone will know the tasks, obligations, rights, and responsibilities in the running of the overall vocabulary program.

Determination of the structure of the Organization as well as the duties, obligations, rights, and responsibilities are intended to pattern arranged a cooperation in order to achieve common goals in the institution. As with the other institutions, SDIT Al Anwar Modopuro also has the structure of the organization.

As for the existing organizational structure in SDIT Al Anwar Modopuro, among others:
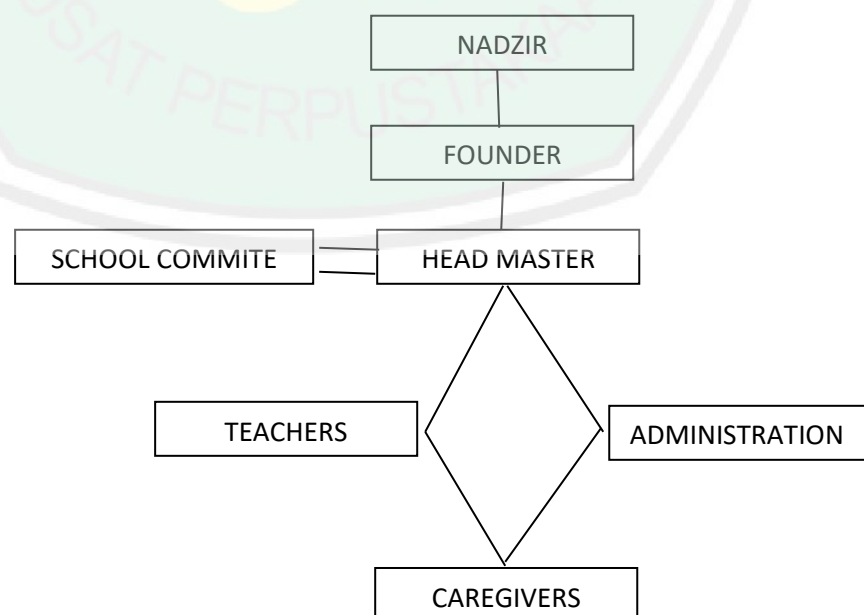
Figure. 4.1 Organizational structure

4. The Condition of Teachers and Employees SDIT Al Anwar Modopuro

In terms of learning, teachers are given free rein to parse or develop the curriculum. Referring to the new curriculum, teachers are now not only the transfer of science but also as a facilitator. Teacher sued for more professional and extra because the institution is one of the containers to the formation of character.

For that teacher is one of the components of the school that must exist in the institution and plays an active role in carrying out the program of the school, especially in improving the quality of learning and the creation of the character of students. As well as to achieve the goal of education is already set.

While the much-needed employees in each institution, because can help implement and launch a process of learning and the advancement of the institution in SDIT Al Anwar Modopuro. Synergies between teachers and employees are expected to make this institution more advanced and developed.

In accordance with the results of research committed researchers, data obtained at the following:

Table 4.2 data of teacher and employees

Teachers	21
Employees	4

5. The Condition of Student SDIT Al Anwar Modopuro

Students at SDIT Al Anwar Modopuro increases both in terms of quantity as well as quality. The use of a system of schools school and modern cottage became the attraction. Where students in the SDIT Al Anwar Modopuro get intensive tutoring well in general science or the science of religion.

The application of the system of schools school is expected to be able to print the character and graduates can continue their secondary. Data regarding the number of students is SDIT Al Anwar Modopuro 2016/2017 school year is 403 student. In accordance with the results of review committed researchers, data obtained at the following:

Table 4.3 data of student

Class	Male	Female	Total
I Abu Bakar	12	12	24
I Ali Bin Abi Thalib	12	11	23
I Usman Bin Affan	12	10	22
II Khodijah Binti Khuwalid	20	10	30
II Fatimah Az Zahra	17	13	30
III Ibnu Sina	16	15	31
III Ibnu Rusyd	16	15	31
IV Harun Ar Rasyid	19	6	25
IV Umar bin Abdul Aziz	18	7	25
IV Hamzah Bin Abdul Mutholib	18	8	26
V Al Fatih	10	12	22
V Cholid Bin Walid	12	12	24
V Shalahudin Al Ayubi	11	13	24
VI Amru Bin Ash	21	12	33
VI Salman Al Farizi	21	12	33
Total	**235**	**168**	**403**

6. Facilities and Infrastructure of SDIT Al Anwar Modopuro

Facilities and infrastructure owned by SDIT Al Anwar Unfortunate in accordance with the results of penilitian committed researchers, data obtained at the following:

a. Teacher table : 15

b. Teacher chair : 25

c. Guest table : 1 set

d. Guest chair   : 1 set

e. Student table   : 403

f. Student chair   : 403

g. Student Long chair   : 10

h. Cupboard   : 10

i. White board   : 13

j. Bookrack   : 5

k. Science tools

l. Art tools

m. Sport tools

n. Farm tools

o. PKK tools

p. Handicraft tools

q. UKS tools

B. Data Presentation

Based on the problem of the research which supported by data from observation, documentation, and interview in the field. The researchers arranged about the finding results. The data from this research:

1. Procces of implemetation full day school in building Religious character of the student in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto

   In this study, researchers examined about how the process of implementation of full day school in towards building religious character in the SDIT Al Anwar and talk about a process, surely researchers find out what background behind the establishment of the SDIT Al Anwar to implement a system of full day school.

   The history and background of the founding of an integrated Islamic primary school al anwar modopuro derived from the desire of the foundation al anwar to establish a religious elementary school and the quality of the school that can educate the younger generation who have a complete Islamic personality, excel in imtaq and iptek. The desire to establish quality schools is due to the condition of basic education in the region that is less qualified, it can be seen from good managers in the organizational structure of duties, responsibilities of procedures and educational process. With this background then in 2004 established an integrated primary school al anwar modopuro on a land

area of 2 hectares west of the house waqaf educational foundations an

anwar.

In this case which, according to information from the headmaster

of SDIT Al Anwar, Mr Wahyu Kurniawan, Sag, M.Si said :

Sekolah inikan awal mula berdirinya itukan para pendiri itu punya keinginan yang di latar belakangi keperhatinan, akan kondisi pendidikan masyarakat belum ada sekolah yang representatif, yang di anggap bisa membentuk karakter pelajarnya.[48]

Picture 4.1 (interview with Mr Wahyu Kurniawan)

So from a thoughtfulness against the condition of public

education's reply is still not eligible to provide education or character

values in children so the founder establish a school that has name *Sekolah*

Dasar Islam Terpadu Al Anwar Modopuro.

In addition, there are several factors why sdit al anwar has use full

day school system, that is like:

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[48] Interview with Mr Wahyu Kurniawan, Sag, M.Si as the headmaster in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Wednesday, September 13th 2017, at 10.25 a.m in SDIT Al Anwar Mojokerto

a. working parents, busy his parents worked, so the children time to interact with the environment outside the school and the family were bigger, this raises its own concerns, given his child becomes uncontrollable and lack of supervision. But there are also some parents who don't work, even though it does not work, does not mean parents supervise or care about child development environment. so that's one reason why SDIT Al Anwar uses uses full day school system, it is also d tighten up by the words of the headmaster Mr Wahyu Kurniawan, Sag, M.Si :

> yang pertama orang tua kebanyakan bekerja, kalau pun tidak bekerja, hanya sedikit dari sekian persen orang tua yang gak bekerja, total orang tua, orang tua yang bekerja tersisa yang tidak bekerja, yang tidak bekerja pun, tanpa bermaksud meng*under estimate*kan beliau beliau, tapi yang sadar dengan pentingnya memiliki lingkungan kondusif terhadap perkembangan siswa, terhadap perkembangan anak belum banyak yang *aware*, so maka para pendiri, kebetulan saya ada didalamnya, amankan lingkungan anak-anak itu, biar aja orang tuanya kerja, gak repot, gak was-was, gak bingung, gak kepikiran engkok anak e nek wes muleh aku nang omah koyok piye , aman orang tua, sekolah juga begitu, bisa membebaskan, teko omah kari pegele, pegele ditampani wong tuane, kari ngelus ngelus, tinggal nanti habis magrib ngaji, mengulang sedikit pelajaran kalau memang perlu sedikit di ulang.[49]

b. Jamaah Dhuhur and Ashar, because in SDIT Al Anwar is the school with the label of islam therefore values of religion

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[49] Interview with Mr Wahyu Kurniawan, Sag, M.Si as the headmaster in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Wednesday, September 13th 2017, at 10.25 a.m in SDIT Al Anwar Mojokerto

should be included in every teaching and learning activities that are in the SDIT Al Anwar, regardless, in prayers worshipers that contains the value of learning very much, as in say Mr. Wahyu Kurniawan, Sag, M.Si :

kebiasaan yang mengiringi segala macam kegiatan yang berkatan dengan sholat jamaah itu luar biasa, disitu tidak hanya ilmu agamanya saja, karakter masuk, mulai dari wudlunya, mulai dari qobliyahnya, mulai berdoa dari bainal adzan wal iqomah, mulai jamaahnya, panjang, jamaah nanti ada nilai - nilai bagaimana imam, bagaimana mendidik karakter siswa di siplin menata shof, panjang, dan itu proses yang penuh tantangan tapi mengasikkan, tantangannya banyak mas, tidak mudah, murid segitu banyaknya, di damping sampai rapi, tertib, kepinginnya, qomat anak - anak sudah berdoa, kepinginnya, tapikan kita punya halangan, punya tantangan, oh ternyata karakter siswa itu, they character is realy uniq, so that need, the teacher to have smart effort, wise effort, usaha usaha yang bijaksana cerdas, ora usah gowo gepuk, riwa riwi muter rono muter rene, panjang, belum nata sandalnya, nata sepatunya, itu yang dimaksud dengan dhuhur dan ashar, belum kultumnya.[50]

According to the results of the observation in do researchers, there are several challenges that occur on this second point, namely, the condition of the pupil is too active at the moment will be on the starting prayer worshipers, so teachers should attempt to placate the students so that it is possible to pray can be formed and prayer can be started.

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[50] Interview with Mr Wahyu Kurniawan, Sag, M.Si as the headmaster in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Wednesday, September 13th 2017, at 10.25 a.m in SDIT Al Anwar Mojokerto

c. Because the school is more emphasis on character education (akhlakul karimah) than on cognitive aspect, which is in the process of education character it takes a lot more. It also was also described by Mr Wahyu Kurniawan, Sag, M.Si as follows:

> karena sekolah ini di design tidak hanya menyasar, membidik aspek koknitif saja , aspek koknitif malah dinomer duakan, the number one is akhlakul karimah, behavior, orang menyebutnya boleh dengan karakter, boleh dengan budi pekerti, what else penyebutannya, insyaAllah similiar, dan untuk tujuan itu kami harus butuh waktu lebih banyak, lebih intens, kalau kami dengan waktu yang terbatas, maka jam kami habis untuk materi dari sistem pendidikan, dari kurikulum yang dipakaikan kepada kami.[51]

Beside, in SDIT Al Anwar, how to build a character with full day school system that has its own characteristics, that is, according to what Mr Wahyu Kurniawan, Sag, M.Si said:

> Full day itukan identik dengan alokasi waktu yang panjang, dengan alokasi waktu yang panjang itu melekat tugas pendidik untuk senantiasa mendampingkan akhlak akhlak budi pekerti itu yang kami maksud dengan full day school kayak kita juga menyebutknya dengan school of life, sekolah kehidupan, di mana karakter religius itu yang from day to day, jadi saya alumni iain, tapi rana akhlak, rana ilmu agama bukan semata mata menjadi hegemoni SAG, tapi semua guru, itu spiritnya full day disitu, jadi school of life, sekolah kehidupan, ya ngepel ya nyapu, jadi agama itu mas, disini tidak dipahami hanya dengan sholat dhuha jamaah, pembiasaan ngaji, jamaah dhuhur, tidak, agama dipahami dengan itu, betul, tapi agama, aspek religiusitas dilihat dari aspek situ saja, NO kalau di sini, tapi siswa ikut, gurunya pegang sapu siswa juga pegang sapu, itu aspek religi itu, gurunya tidak mengkerek duduk manis, macak

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[51] Interview with Mr Wahyu Kurniawan, Sag, M.Si as the headmaster in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Wednesday, September 13th 2017, at 10.25 a.m in SDIT Al Anwar Mojokerto

sebagai orang yang ilmunya tinggi, dia gk mau pegang sapu, gk mau pegang sikat, gk mau pegang lap pel, itu bukan karakter religius menurut al anwar.[52]

2. What kind of method is applied to full day school in building Religious character of the student in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto?

In the system of learning, especially those that occur in the environment of SDIT Al anwar, the school also had its own way to shape the character of the religious students, which, as in by Mrs. Anita Etik Sukowati, S.Pd described as vice principel student section as follows: :

> Yang dilaksanakan di sekolah kami, pembentukan karakter yang dilaksanakan di sekolah kami memang melalui pembiasaan, jadi pembiasaan pembiasaan yang dilakukan sehari hari, itulah yang ditanamkan, melalui misalnya, dari hal kecil saja, pagi hari untuk pembelajaran, pembelajaran di awali kita melaksanakan pembiasaan bersih-bersih, pembiasaan kerapian, menata sandal, pembiasaan untuk sholat dhuha, pembiasaaan sholat dan lain lain yang intinya adalah bagaimana mereka itu dengan pembiasaan yang kita tanamkan akan menjadi budaya dan mereka akan melaksanakan di keseharian mereka dan terbawa sampai dengan rumah.[53]

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[52] Interview with Mr Wahyu Kurniawan, Sag, M.Si as the headmaster in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Wednesday, September 13th 2017, at 10.25 a.m in SDIT Al Anwar Mojokerto

[53] Interview with Mrs. Anita Etik Sukowati, S.Pd as vice principel student section in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Thursday, September 19th 2017, at 09.00 a.m in SDIT Al Anwar Mojokerto

Picture 4.2 (Interview with Mrs. Anita Etik Sukowati, S.Pd as vice principel student section also as caregiver in SDIT Al Anwar

So with the method of habituation then the character of the students can be formed through their daily habits, besides teachers also have a method to build the character of the religious students, as described vice principel student section Mrs. Anita Etik Sukowati, S.Pd as follows:

> Yang pertama tentunya faktor pembiasaan itu yang kedua adalah dengan memberikan teladan, jadinya masing - masing guru yang berada d sdit al anwar ini menjadikan dirinya contoh atau teladan bagi murid2nya dan didalam setiap aktifitas baik itu saat anak anak berada dilingkungan luar sekolah maupun pada saat pembelajaran itu yang di tanamkan adalah karakter - karakter itu termasuk didalam pembelajaran yang di inputkan guru melalui rpp guru, nilai nilai karalter apa yang di capai itu di inputkan guru dalam rpp di dalam pelaksanaan pembelajaran.

In this habituation method is also very appropriate according to Mrs. Anita Etik Sukowati, S.Pd as vice principel student section, because in this case the child does not feel himself being in doctrine by his teacher,

because this method directly join the daily activities, it is also corroborated

by him as the following:

> karena melalui pembiasaan itulah anak anak tanpa terasa kita ajak dengan terbiasa tanpa memaksakan ke anak, tanpa doktrin, tapi kita ajak setiap hari, setiap hari seperti itu, tentunya untuk menanamkan pembiasaan itu tidak mudah, ya karena tadi, berasal dari latar belakang keluarga yang berbeda, untuk kita samakan sesuai dengan nilai karakter yang kita capai itu ya pelan pelan dan dibutuhkan kerja keras, dibutuhkan juga kesabaran bapak ibu guru dan kepedulian dari bapak ibu guru yang sangat luarbiasa untuk anak anak didiknya ini insyaallah (peduli, terus menerus, perhatian) itulah yang dibutuhkan.[54]

Certainly there are obstacles at the moment doing conditioning

methods, it was described by Mrs. Anita Etik Sukowati, S.Pd as follows:

> Hambatannya tentu ada, dari misalnya latar belakang dari peserta didik yang beraneka ragam, dari keluarga yang beraneka ragam juga, itu adalah kendala yang paling dominan yang kami rasakan.[55]

According to observations made by researchers there are also

several methods conducted by teachers and each is different, there is using

with the method of telling the story and some of the methods commonly

used in the system of learning.

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[54] Interview with Mrs. Anita Etik Sukowati, S.Pd as vice principel student section in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Thursday, September 19th 2017, at 09.00 a.m in SDIT Al Anwar Mojokerto
[55] Interview with Mrs. Anita Etik Sukowati, S.Pd as vice principel student section in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Thursday, September 19th 2017, at 09.00 a.m in SDIT Al Anwar Mojokerto

Picture 4.3 (Found and Loose box) one of program for children can learn about Responsibility

3. How is the result of full day school in building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto?

Basically, one of the goals of learning that occurs in a system of full day school is the formation of character in doing with the method of conditioning in children's lives the day day which will have an impact on the appearance of the corresponding character in taught by the school.

It is also said by Mrs. Anita Etik Sukowati, S.Pd who as vice principel student section as well as caregivers because his son there, following the information conveyed him when talking about the results of the implementation of full day school in the formation of character religious:

> Kegiatan seperti sholat dirumah alhamdulillah, dirumah pembiasaan yang ada di sekolah itu masuk dan terbawa sampai ke rumah untuk sholat, trus untuk hal kecil, terkait

makan, yang kebiasaan2 itu, ada yang sudah di bawa sampai kerumah. [56]

As well as vice principel student section, Mrs. Anita Etik Sukowati, S.Pd also see direct response dara the other caregivers, whether it be in the day today, Division report cards as well as the time of the evaluation, as in to say she was as follows:

> Dan alhamdulillah respon yang kami lihat pada saat wali murid, pada saat rapat wali murid, alhamdulillah wali murid merasa senang menyekolahkan anak-anaknya disekolah sini, itu yang merupakan indikator bahwasanya salah satu penanaman karakter itu sudah bisa berhasil dan wali murid puas meskipun ada juga yang terus harus kita perbaiki, karena gk mungkin sekolah kita itu stagnan, pasti ada kritik dan saran dari wali murid untuk perbaikan sekolah terus kita berikan.[57]

Picture 4.4 (children give a lesson to keep clean their environment)

Of course, to form the character of the child, not the time it takes for a bit, but a very long time, which is where in that process, the

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[56] Interview with Mrs. Anita Etik Sukowati, S.Pd as vice principel student section in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Thursday, September 19th 2017, at 09.00 a.m in SDIT Al Anwar Mojokerto

[57] Interview with Mrs. Anita Etik Sukowati, S.Pd as vice principel student section in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Thursday, September 19th 2017, at 09.00 a.m in SDIT Al Anwar Mojokerto

formation of the child's character will be built by the activity that is already in the progam in the SDIT Al Anwar as said by Mrs. Anita Etik Sukowati, S.Pd as vice principel student section as follows:

> Progam pembiasaan, masuk pada progam-progam, seperti pada waktu istirahat ada yg sholat dhuha ada yang lain yang secara sudah terprogram, selain itu kami juga komunikasi dengan walimurid, jadi masing masing kelas itu punya paguyuban, untuk apa, untuk mensinergikan, jadinya menginformasikan juga, kegiatan disekolah seperti ini, dirumah juga, mohon nanti bapak ibu walimurid membimbing dan menanamkan juga karakter2 yang sudah dilaksanakan disekolah kita. Jadinya ada kesinambungan, tidak hanya bapak ibuguru saja yg berperan tapi hubungan dg walli murid itu perlu juga kita jaga, dengan grub paguyuban.[58]

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[58] Interview with Mrs. Anita Etik Sukowati, S.Pd as vice principel student section in integrated Islamic elementary school of al anwar (SDIT Al-anwar), on Thursday, September 19th 2017, at 09.00 a.m in SDIT Al Anwar Mojokerto

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CHAPTER V

DISCUSSION

A. Procces of implemetation full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto

As we know that education on this day has a some method or system, because the education is changing from years to years, among others is full day school, that is a new policy from ministry of education and culture Mr Muhadjir Effendi

Full day school is a school for the entire day or the process of teaching and learning that takes place from the morning until the afternoon with the duration of a break every two hours starting from 06-16.00 WIB, then schools can arrange lessons freely, adapted to the weight of the subjects and coupled with in depth. So the main thing in full day school is setting a schedule for study subjects and teaching and learning activities as well as other activities related to extracurricular and student interest or talent of the participants his protégé.

In this case researcher take the place from SDIT Al Anwar because this school has apllied full day school system for several years, also this school is the first school that use this system on Mojokerto sub-districk, then reaseacher has a view of data that explain how procces of implemetation full

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day school toward building Religious character in SDIT Al Anwar, there are five steps that can be taken in character building,are:[59]

1. Designing and formulating the character. what is character that wants give to students. It means that the character want give to student is about religious character, because that school has named of Islam on their school name and the religous character can get from sholat jamaah, its so many value that can be preached to student, start from how they get the wudlu, and how they orgenize their shoes/slippers after that how they orgenized a shof of shalat and many of that, the point is trought the activity religion on that school, student can be aplied on their life conscious or consciusly, because the activity is doing in daily activity.

2. Setting up the resources and environment that can support character building programs through the integration of subjects with an indicator of the character that will be studied, the characteristic atmosphere of the management class, and mobilize these school environment that corresponds to the character you wish to teach in school.

3. Asking commitments together (the principal, teachers, employees and caregivers) to jointly carry out a program of character building participated and watched him. Is been aplied in this school, proof with group discussion in mobile internet or Whatsapp, so the principal, teacher and caregiver can be one of idea or mindset that the character can give to student, the principel and teacher has a duty to make a plan of what the character can give to

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[59] Hari Suderajat, Process *Character Building* (www.twentyten.wordpress.com, acces on 18 Oct 2017 at 19.30 P.M)

student, as a executor, supervison in school and facilitator, in the other hand the caregiver has duty to supervision in their house, so in Whatsapp group all the component can a discuss about how the development of religious character student.

4. Implementing character building continuously and consistently. In that school, to make religious character increase for the children, is needed for long long time, because, that school use habbit method, this method is practice in daily activity,so teacher have to patient about student behavior, because every student has different background.

5. Doing the evaluation of the program already and is running. The evaluation in here means is evaluation in the last year or while caregiver recieve the student raport (school report card) and in that forum teacher and caregiver discussing about student, how they developt, about their problem, and what is new progam can give to student and etc, in the other hand, that forum is discuss about school service,what is the weakness and opportunity, so from that, school can be better and better in programe to make student character.

B. **What kind of method is applied to full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto**

Integrated Islamic elementary school of Al Anwar is school of guide or leader about building character in mojokerto. Is proven to be many parents trusted in this school whereas this school just establish in 2004, because in this school, children have a full of monitoring in full day.

Thera so many method is using by teacher in SDIT Al Anwar, is like Habbit, telling story, problem base learning, and many more, but the point is all the teacher must have one mindset so whatever the method can use to student, the goal is the same, because they have one mindset.

The world of religious children its very simple, so can call it "the simply religious", at that time children still can not do anything of life duty as independent, than until most simple, In many ways the child should be trust himself to teacher. The nature of the child it is easy to believe and still are receptive. In the world of which he is not yet clear the structure, the opportunity to go on an adventure in a fantasy world is still open, because he has not been able to get to know clearly the reality of facing. Thus religious education to the child abuse with the method of storytelling.[60]

One of method commondly by teacher in SDIT Al Anwar is method of Habbit, the method of habbit is using by teacher because that method is

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[60] Abdul Latif,*"Pendidikan Berbasis Nilai Kemasyarakatan", (Bandung: Refika Aditama, 2007.*Page 76

compatibility with full day school system, in method of habbit is needed a long time to see the goal, because the corncern in this method is procces.

In method of habbit is apllied by teacher in daily life in school, like when the teacher teach some value of akhlak, the teacher is using him self as a figur so the student can take the exemple of teacher behavior.

C. **How is the result of full day school in building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto**

Education in schools should be organized systematically so as to give elicit to students who are competitive, ethical, moral, polite and interactive with the community. Education is not only focused on the technical aspects of cognitive, but must be able to touch the ability of soft skills such as spiritual, emotional, , physical, and art. The main thing is to help children develop and master the knowledge they give and the teachers are the ones who play the role.

In addition, children spend most of their time at school, so what they get in school will affect the formation of their character. This is where the role of religious character must be visible because at the elementary school age is the age to form the child's personality, if the child is not taught how to behave properly, this will become a habit that is constantly done and will eventually become a bad personality.

Much of the evidence can be found in the social reality that the person who has a character islami (character) are the more fortunate in his life. A good person their ways is definitely frowned upon by society, the difficulties and her suffering will be helped to solved, though he didn't expect it. Opportunities, confidence, opportunities, came successive to him. According to Abdul majid[61], that the quality of a person's morals are assessed through three indicators. First, the consistency between the said with a dilakikan, in other words the congruency between Word and deed. Second, the consistency of orientation, i.e. the existence of a kesuaian between views in one case with his views in other areas. Third, the consistency of the pattern of a simple life. In Sufism for example mental attitude always maintaining chastity, worship, simple life, willing to make sacrifices for the greater good and always be virtue in fact is a reflection of the morals of his Majesty.

Of the construction has been done by the teacher in the SDIT Al Anwar Modopuro, many changes have been experienced by students of their initial entrance to the present they travels of learning in schools. Both of their behavior against teachers, as well as the process of implementing the prayer in Congregation in all schools. Duha prayer in congregation like before starting the lesson, as well as reading while memorizing the surah surah short.

The most important element in the formation of character is the mind which contained the entire progam that is formed from the experience of his life, and was a pioneer of everything. This progam and then belief system

[61] Abdul Majid, Din Andayani, *Pendidikan Karakter Perspektif Islam,* (Bandung: Rosdakarya, 2011), Page. 60

which can finally establish a mindset that could affect behavior. If the embedded program in accordance with the principles of universal truth, then his behavior goes in harmony with natural law.

CHAPTER VI

CLOSING

B. CONCLUSION

1. Proccess of implemetation full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto

   a. Designing and formulating the character.

   b. Setting up the resources and environment that can support character building programs

   c. Asking commitments together (the principal, teachers, employees and caregivers)

   d. Implementing character building continuously and consistently.

2. What kind of method is applied to full day school toward building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto

   The method use in integrated Islamic elementary school of al anwar is so many, there are like story telling, PAKEM, CTL, habbit method and etc, but in this school the method has very suitable is Habbit method, because the learning concept of habbit method is learn in daily activity, so student as unclounsiusly learn about character in daily activity.

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3. How is the result of full day school in building Religious character in integrated Islamic elementary school of al anwar (SDIT Al-anwar) Mojokerto

Based on the results of research and description of the data can be concluded that the implementation of full day school toward building religious characters in Sekolah Dasar Islam Terpadu Al Anwar has been attempted to maximize the use of the role of full day school as a form of religious character has been categorized well. By taking time to pray together in orderly and discipline in the musholah, courtesy of speaking between learners, students, and teachers, dressing up aurat, cultivate smiles, greetings, and greetings, pair the work of learners in the form of photos and motto that contains value -the value of religious messages. However, it is expected that participation is not only from implementation but also supporting the role of family and society around students need to be considered. In religious values can also be contained in the form of: the spirit of sacrifice, caring for others, helping each other, the practice of congregational prayer community, love bersedeqah, diligent study and other noble behavior.

C. SUGGESTION

Based on the results of the research on The Impementation of Full Day School Towards Building Religious character in SDIT Al Anwar Mojokerto a researcher has suggestion: The implementation of the

establishment of a religious character to be more enhanced, both in terms of quantity as well as quality. In terms of improving the quantity and stresses that existing programs to the maximum. Whereas in terms of quality by utilizing more maximum media and facilities so that the establishment of a religious character in the execution were carried out and get maximum results.

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APPENDIX

Appendix I

Plan of Interview

No	Fokus penelitian	Indakator	Pertanyaan	Subjek	Teknik pengumpulan data
1	Proses implementasi full day school dalam membentuk karakakter relegius	Perkembangan full day school terhadap karakter religus	1. bagaimana proses berdirinya sekolah ini sampai menerapkan sistem full day school? 2. Mengapa sekolah ini menerapkan sistem full day school ? 3. Bagaimana sistem full day school dalam membentuk karater religious siswa ? 4. Apakah di perlukan dan seberapa penting peran ful day school dalam membentuk karakter religious siswa? 5. Apa saja tantangan sekolah dalam proses penerapan full day school untuk membentuk karakter religious siswa?	1. Kepala sekolah 2. Waka kurikulum	1. Wawancara 2. Observasi 3. dokumentasi
2	Jenis Metode yg di terapkan	Penerapan metode untuk membrntuk	1. bagaimana cara sekolah dalam menerapkan fullday school	1. Kepala sekolah 2. Waka kurikulum	1. wawancara 2. dokumetasi 3. observasi

	oleh full day school untuk membentuk karakter religous	karakter religious siswa	untuk membentuk kaaraktee religious siswa? 2. Bagaimana metode guru untuk membentuk karakter religious siswa? 3. Mengapa penggunaan metode tersebut di perlukan ? 4. Apa saja hambatan yang dialami oleh guru dalam mengimplentasikan metode tersebut?	3. Guru	
3	Hasil dari implementasi full day school dalam membentuk karakter religious	Hasil Perkembangan full day school terhadap karakter religus	1. Bagaimana hasil dari penerapan full day school dalam membentuk karakter religious siswa? 2. Apa kelebihan dari sistem full day school dalam membentuk karakter religious siswa? 3. Apakah ada perbedaan dalam karakter religious kepada para siswa yang sekolah disini dalam sistem full day school ? 4. Aktifitas apa saja yang diterapkan dalam membentuk karakter religious	1. Kepala sekolah 2. Waka kurikulum 3. Guru 4. Wali siswa	1. Wawancara 2. Dokumentasi 3. Observasi

			siswa?		
			5. Tindakan apa yang dilakukan sekolah terhadap pelanggaran siswa dalam membetuk karater religious siswa?		

Appendix II

Letter Permission from Faculty of Tarbiyah and Teacher Training

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 2649/Un.03.1/TL.00.1/8/2017	18 Agustus 2017
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepal SDIT Al Anwar Mojokerto
di
    Mojokerto

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Abdal Malik Fajar Alam
NIM	:	13110018
Jurusan	:	Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik	:	Ganjil - 2017/2018
Judul Skripsi	:	**The Implementation of Full Day School Towards Building Religiuos Character in SDIT Al-Anwar**
Lama Penelitian	:	Agustus 2017 sampai dengan Oktober 2017 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan PAI
2. Arsip

Appendix III
Certificate of Research at SDIT Al Anwar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor : 2649/Un.03.1/TL.00.1/8/2017   18 Agustus 2017
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepal SDIT Al Anwar Mojokerto
di
Mojokerto

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Abdal Malik Fajar Alam
NIM : 13110018
Jurusan : Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik : Ganjil - 2017/2018
Judul Skripsi : **The Implementation of Full Day School Towards Building Religiuos Character in SDIT Al-Anwar**
Lama Penelitian : Agustus 2017 sampai dengan Oktober 2017 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip

Appendix IV
Evidance of Consultation

MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
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EVIDENCE OF CONSULTATION

Name   : Abdal Malik Fajar Alam

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Department   : Islamic Education

Advisor   : Dr. H. M. Zainuddin, MA

Title of Thesis   : The Impementation Of Full Day School Towards Building Religiuos Character In Sdit Al Anwar Mojokerto

No	Date of Consultation	Consultation Material	Signature
1	14 - 9 - 17	Chapter I, II, III	
2	22 - 9 - 17	Revision chapter I, II, III	
3	6 - 10 - 17	Chapter IV	
4	20 - 10 - 17	Revision chapter IV	
5	3 - 11 - 17	Chapter V	
6	17 - 11 - 17	Revision chapter V	
7	1 - 12 - 17	Chapter VI	
8	8 - 12 - 17	Acc	

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Appendix V
Documentation of Interview and Observation

Appendix VI

CURRICULUM VITAE

A.   **Writer Information**

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B.   **Formal Education History**

Year 2001 – 2007   : MI Sunan Ampel

Year 2007 – 2010   : MTsN Bangsal

Year 2010 – 2013   : SMA Darul Ulum 1 Unggulan BPP-Teknologi

Year 2013 – 2017   : Universitas Islam Negeri Maulana Malik Ibrahim Malang

C.   **Non Formal Education History**

Year 2010 – 2013   : PP. Darul Ulum, rejoso, peterongan, jombang

Year 2013 – 2014   : Ma'had Sunan Ampel Al 'Ali Universitas Islam Negeri Maulana Malik Ibrahim Malang

D.   **Pengalaman Organisasi**

Year 2012 – 2013   : Pengurus Organisasi Bahasa SMA Darul Ulum 1

Year 2013 – 2014   : Pengurus HMJ PAI Devisi Bahasa Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang

Year 2013 – 2016	: Pergerakan Mahasiswa Islam Indonesia Rayon Kawah Condrodimuko, Devisi Intelektual
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