

**BUILDING ISLAMIC CHARACTER THROUGH FULLDAY
SCHOOL SYSTEM AT MADRASAH TSANAWIYAH SURYA
BUANA MALANG**

THESIS

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**ISLAMIC EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

2017

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SCHOOL SYSTEM AT MADRASAH TSANAWIYAH SURYA
BUANA MALANG**

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)*

Written by:
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**ISLAMIC EDUCATION DEPARTMENT
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2017

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BUANA MALANG**

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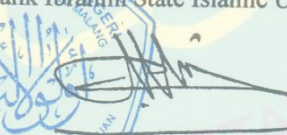
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DEDICATION

With Blessing of Allah SWT and His Mercies

This Thesis Especially Dedicated to:

My beloved Parents, Mr. Syamsudin and Mrs. Sumiyati

My Sister Evi Mastuti

Who Support me with their great efforts

My special Girl Siti Zubaidah Who always accompany and support me

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

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My Beloved Family of PKL MTSN Tambakberas Jombang

All of Students, staff and Teachers of MTs Surya Buana Malang

And

All of the Parties who support in this Thesis finishing process

Thank you for your time for supporting and helping me

During the process.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ
فَإَنْصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

5. so Verily, with the hardship, there is relief,
6. Verily, with the hardship, there is relief (i.e. there is one hardship with two reliefs, so one hardship cannot overcome two reliefs).
7. so when You have finished (from Your occupation), Then stand up for Allâh's Worship (i.e. stand up for prayer).
8. and to Your Lord (Alone) turn (all Your intentions and hopes and) Your invocations.¹

¹ *Al Qur'an dan Terjemahannya* (Bandung: Diponegoro, 2010), page. 596.

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Assalamu'alaikum Wr. Wb.

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CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis is originally written by Masrur Bakhtiar, 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.

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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: “Building Islamic Character through Fullday School System Islamic Education at Madrasah Tsanawiyah Surya Buana Malang” 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 requirement 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:

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Malang, August 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	=	g	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
أَيَّ	=	ay
أُو	=	û
إِي	=	î

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ABSTRACT

Bakhtiar, Masrur. 2017. *Building Islamic Character through Full Day School System at Madrasah Tsanawiyah Surya Buana Malang*. Thesis, Islamic Education Program, Faculty of Education and Teacher Training, Maulana Malik Ibrahim Malang State Islamic University, Malang. Advisor, Dr. H. Nur Ali, M.Pd.

Keywords: *Fullday School and Islamic Character*

Education is seen fail in building character in students, it means there is something wrong with the current educational system. This problem demands a new conception that is responsive and able to solve problems, especially in the formation of the character of students. One of the concepts that are considered to be able to solve this problem is a fullday school combined with Islamic education. MTs Surya Buana is school or institution that started earlier is built, has implemented a system Full Day school.

The research is aimed at: (1) To explain about the models in build Islamic character through Full Day School system at MTs Surya Buana Malang, (2) To explain about the problems in build Islamic character through Full Day School system at MTs Surya Buana Malang, (3) To explain about the solutions for the problems in build Islamic character through Full Day School system at MTs Surya Buana Malang.

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) The Model which used in build Islamic character through Full Day School system at MTs Surya Buana Malang is behavioral system model. (2) The problems encountered in build Islamic character through Full Day School system at MTs Surya Buana Malang consists of (a) The factors of students, (b) The factors of parents and (c) The factors of Teachers (3). Solutions for the problems encountered in build Islamic character through Full Day School system at MTs Surya Buana Malang are (a) Giving care and full attention on the needs of students through individual or group, (b) Making of the book connection between schools and parents of students, and (c) Increasing and upgrading teacher capability in the learning.

ABSTRAK

Bakhtiar, Masrur. 2017. *Pembentukan Karakter Islam Melalui Sistem Fullday School di MTs Surya Buana Malang*. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Dr. H. Nur Ali, M.Pd.

Kata Kunci: *Fullday School dan Karakter Islam*

Pendidikan dipandang gagal dalam membangun karakter siswa, berarti ada yang salah dengan sistem pendidikan saat ini. Masalah ini menuntut adanya konsepsi baru yang tanggap dan sanggup memecahkan masalah, terutama dalam pembentukan karakter siswa. Salah satu konsep yang dianggap bisa memecahkan masalah ini adalah sistem Full Day School yang dipadukan dengan pendidikan agama Islam. MTs Surya Buana Malang merupakan sekolah atau lembaga pendidikan yang mulai awal dibangun, telah menerapkan sistem fullday school.

Tujuan penelitian ini adalah: (1) Untuk menjelaskan model yang digunakan dalam pembentukan karakter Islam melalui sistem Full Day School di MTs Surya Buana Malang, (2) Untuk menjelaskan masalah yang dihadapi dalam pembentukan karakter Islam melalui sistem Full Day School di MTs Surya Buana Malang, (3) Untuk menjelaskan solusi dari masalah yang dihadapi dalam pembentukan karakter Islam melalui sistem Full Day School di MTs Surya Buana Malang

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: (1) Model yang digunakan dalam pembentukan karakter Islam melalui sistem Full Day School di MTs Surya Buana Malang adalah model behaviour sistem. (2) Masalah yang dihadapi dalam pembentukan karakter Islam melalui sistem Full Day School di MTs Surya Buana Malang terdiri atas (a) faktor siswa, (b), faktor orang tua dan (c), faktor guru (3). Solusi dari masalah yang dihadapi dalam pembentukan karakter Islam melalui sistem Full Day School di MTs Surya Buana Malang adalah (a) memberi perhatian dan kepedulian penuh pada kebutuhan siswa melalui individu atau kelompok, (b) Pembuatan buku penghubung antara sekolah dan orang tua siswa, dan (c) meningkatkan dan memperbarui kemampuan guru dalam pembelajaran.

الملخص البحث

بختيار، مسرور. ٢٠١٧. الطابع بناء على نظام مدرسة اليومية من خلال التعليم الديني الإسلامي في المدرسة الثناوية سوريا بوانا مالانج. بحث العلمى، قسم التربية الإسلامية، كلية العلوم التربية وتدریس ، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف: د. الحاج. نور علي، الماجستير.

ويعتبر التعليم فشل في بناء شخصية الطلاب، وهذا يعني أن هناك شيئاً خاطئاً في نظام التعليم الحالي. تتطلب هذه المشكلة تصوراً جديداً استجابة وقادرة على حل المشاكل، وخاصة في تكوين شخصية الطالب. أحد المفاهيم التي تعتبر حل هذه المشكلة هو نظام المدرسة الكاملة جنباً إلى جنب مع التربية الدينية الإسلامية. النظام التجاري المتعدد الأطراف سوريا بوانا مالانج هو المدرسة أو المؤسسة التعليمية التي بدأت بداية البناء، نفذت يوم كامل من المدرسة. والغرض من هذه الدراسة هي: (١). لتحديد النموذج المستخدم لتشكيل الطابع الديني في اليوم نظام كامل من المدرسة من خلال التربية الإسلامية في النظام التجاري المتعدد الأطراف سوريا بوانا مالانج، (٢). لمعرفة المشاكل التي واجهتها في تشكيل الطابع الديني اليوم نظام كامل من المدرسة من خلال التعليم الديني الإسلام في النظام التجاري المتعدد الأطراف سوريا بوانا مالانج، (٣). لإيجاد حل للمشاكل التي واجهتها في تشكيل الطابع الديني للنظام المدرسة من خلال يوم كامل من التعليم الديني الإسلامي في النظام التجاري المتعدد الأطراف سوريا بوانا مالانج.

يستخدم هذا البحث منهج البحث النوعي. يستخدم هذا البحث تصميم البحث الوصفي حيث جمع البيانات مأخوذة من الملاحظات والمقابلات، وتوثيق البيانات وفقاً للدراسة.

أظهرت النتائج: (١). النموذج المستخدم في تشكيل الطابع الديني للنظام المدرسي من خلال يوم كامل من التعليم الديني الإسلامي في النظام التجاري المتعدد الأطراف سوريا بوانا مالانج هو نموذج للسلوك النظام. (٢). والمشاكل التي واجهتها في تشكيل الطابع الديني للنظام المدرسي من خلال يوم كامل من التعليم الديني الإسلامي في النظام التجاري المتعدد الأطراف سوريا بوانا مالانج مقسمة الى (أ). عامل طالب، (ب). وعامل من الآباء و (ج). وعامل معلم (٣). حل المشاكل التي واجهتها في تشكيل الطابع الديني اليوم نظام كامل من المدرسة من خلال التربية الإسلامية في النظام التجاري المتعدد الأطراف سوريا بوانا مالانج هو (أ). توفير الرعاية والاهتمام شغل احتياجات الطلاب من خلال فرد أو جماعة، (ب). إعداد الكتب همزة وصل بين المدرسة وأولياء الأمور الطلاب، و (ج). تحسين وقدرة المعلمين التحديث في التعلم.

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is seen to fail in building character in students, it means there is something wrong with the current educational system. Some mention that educational failure caused by disorientation of education. Education should be able to build a private holistic (whole). where every person can find identity, meaning, morality, values, and norms that apply in the community.

Education should have three aspects to teach of cognitive, affective and psychomotor. Nowadays, that happening now schools and educational institutions are more focused to develop the cognitive aspects only. As a result ranging from early childhood education, child was forced to master the cognitive traffic. Based on the research of Elkind about early childhood, children are too forced to master the cognitive ability will be stressful due to the glaring discrepancy with her age who is supposed to be a lot of play and exploration.²

The assumption that success in schools is determined by the ability of reading and counting. Furthermore to expect academic success of the student or child is measured using the numbers and ranking. Not on the learning process. The students thus making them a hard molded into personal character.

Nowdays teenage problems especially students increasingly unmanageable problems continuously popping up hit a student in the country. Starting from the

² Elkind dalam Musfah, *Pendidikan Holistik: Pendekatan Lintas Perspektif* (Jakarta: Prenada Media, 2011), page. 64.

case of bullies, Brawl, drug use, cheating etc. "The phenomenon of these Nations can be illustrated as a figure of the nation's children are in a split personality".³

According to Kagan's statistical data related to juvenile delinquency. 180.000 students were truant every day because of the fear of violence and bullies. 54% of secondary students cheat when the exam in previous years. More than 1 between 3 students reported that they felt unsafe at school.⁴

Sociocultural changes the reality that hit the entire nation, including the Nations of Indonesia, demanding to the existence of a new conception of responsive and able to solve the problem, the problem of life of mankind through the centers of the most strategic movement in the community. "One of these is the strategic Center of educational movement which has the ideal Foundation and operation of the firm based on values that are certain and anticipatory to the progress of the future life".⁵

Considering the variety of things, the framework of character building finds signifcance. The significance of character building gained moment when the Minister of national education Muhammad Nuh in 2010 stated that character education is becoming a fundamental requirement that should be develop in the world of education in Indonesia.⁶ Actually, education character is not new thing in Indonesia. If seen from the viewpoint of moral education's history or character we can browse from dependencies with citizenship.

At the time of pre independence in Indonesia there is such thing as teaching manners that instilled in students about morals, values, and ethics. After Indonesia entered the era of guided democracy under the leadership of President

³ Agus Zaenul Fitri, *Reiventing Human Character Pendidikan Karakter berbasis Nilai dan etika di Sekolah*, (Jogjakarta: Ar-ruz Media, 2012), page. 10.

⁴ Muchlas Samani dan Hariyanto, *Konsep dan Model Pendidikan Karakter*, (Bandung: Remaja Rosdakarya, 2014), page. 14.

⁵ M. Arifin, *Kapita selekta Pendidikan (Islam dan Umum)* (Jakarta: Bumi Aksara, 1991), page. 24.

⁶ Ngainun Naim, *Character Building Optimalisasi Peran Pendidikan dalam Pengembangan Ilmu dan pembentukan karakter bangsa*, (Jogjakarta: Ar-ruzz Media, 2012), page. 40.

Sukarno in the early 1960s, character education in large quantity and socialized is known for its national and character building. Later during the rule of the new order, the doctrine became P4 (Pedoman Penghayatan dan Pengamalan Pancasila). The efforts of the formation of character through the subjects labeled Pancasila.

Then the character or character building education began to get special attention from the Government which soon implemented to schools as the main program. Through ministry of national education in this case has articulated the vision application of character education in 2010-2014. At the time the Minister Muhamad Nuh, The next Minister Muhadjir Efendy complements the concept of schools where this concept emphasizes the student's character formation through 2013 Curriculum (K13 revised edition).

Relevance to the Islamic education in schools is not just to teach religious education and train the skills of students in terms of belief in Islamic education, but more broadly than that, as Prof. Dr. Omar Mohammad Al-toumi Al-Syaibany said that Islamic education is a process of changing the behavior of the individual in private life, the community and the surrounding nature by way of teaching as a profession and as a human activity.⁷

Islamic education aims to shape the personality of Muslim students in accordance with the teachings of the Islamic religion or the term is now more commonly known as character education. Islamic education in fact more emphasis on preparing for the new generation to be able to take a role and answer the

⁷ Bukhari Umar, *Ilmu Pendidikan Islam*, (Jakarta: Amzah, 2010), page. 27

challenge of life which appeared as well as provide a solution for the wellbeing of human life.

But in fact the implementation of Islamic education in schools is considered less successful or unsuccessful in forming the character of students. There can be seen that the implementation of Islamic religious education is very important in shaping the character of the students so that it becomes a human characteristic and can be run live in accordance with the Islamic Sharia.

The value of the character that can be taught through Islamic education is a religious character. This religious character have been examined earlier in solving how to model the formation of character in juvenile offenders correctional institution 1st Blitar by brother Nanda Cholistiana 2016. The research of the model of the formation of character in juvenile offenders correctional institution 1st Blitar through Islamic studies that is by using the method of behavior of the system.

To realize these goals, the myriad efforts conducted government institutions or private sector by implementing a curriculum where system or pas to realize those goals. One of them is a Full Day school system and optimizes Islamic education learning in schools. School or educational institution that started the beginning of construction, has implemented a fullday school system combined with the insights of Islam i.e. MTs Surya Buana Malang. In this research researcher focus on buildi in Islamic (Religius) Character through Full Day Scholl System at MTs Surya Buana Malang.

Based on first observation at 6, March 2017 in MTs Surya Buana Malang, the researcher finds that MTs Surya Buana Malang have a good image, conducive condition for teaching learning, and varies Islamic activities such prays Dhuha together, CIP(Cerita Inspirasi Pagi) or Morning Inspiring Story etc.⁸ Then in his travels since officially established, many achievements have been gained both local level/city, national and International level. This school become relevant object of research to respond the issues above.

The researcher also hoped that this research can give advice and consideration for all aspects that has relation and interest with education in Full Day School System. From the explanations above with considered to the background of the research. The researcher determined to do research with the title “Building Islamic Character Through Full Day School System At MTs Surya Buana Malang”.

B. Focus of the Research

The focused on this research are based on the background of the research above, there are two in this thesis, are:

1. What are Models in Build Islamic Character through Full Day School System at Madrasah Tsanawiyah Surya Buana Malang?
2. What are the problems in Build Islamic Character Through Full Day School System at Madrasah Tsanawiyah Surya Buana Malang?

⁸ Observation at Madrasah Tsanawiyah Surya Buana Malang, On Monday March 5th, 2017.

3. How are the solutions for the problems in Build Islamic Character through Full Day School System at Madrasah Tsanawiyah Surya Buana Malang?

C. Objectives of the Research

Objectives of this research are conducted with research focus above, because these have core in the research. Objectives are:

1. To explain about the Models in Build Islamic Character through Full Day School System at Madrasah Tsanawiyah Surya Buana Malang
2. To explain about the problems in Build Islamic Character through Full Day School System at Madrasah Tsanawiyah Surya Buana Malang.
3. To explain about the solutions for the problems in Build Islamic Character through Full Day School System at Madrasah Tsanawiyah Surya Buana Malang.

D. Benefits of the Research

This research is expected to contribute to the institution. As for the detail, the usefulness of this study is:

1. For the institution (MTs Surya Buana and other educational institutions).

This research is expected to contribute positively as well as consideration for the institution regarding the Character Building in Fullday School System through Islamic education.

2. For developing of science

Adding new science and enrich similar research results that have been there before and can give you an idea of how the Religious Character Implementation in Fullday School System through Islamic education.

3. For the authors and prospective researchers

Adding a more mature knowledge within the field research of Character Building in Fullday School System through Islamic education and also research is expected to be the candidate's motivation and inspiration for researchers interested in conducting research in the field of education and became the reference materials, especially for those who will examine issues relevant to problems in this research.

E. Previous Research

In this research the researcher was gave some previous research that have relation with this research especially about “Building Islamic Character through Full Day School System at MTs Surya Buana Malang”. In this part the researcher will explain about the previous researches which has similarity with this research.

Yanti Kuspiyah, 2008, *Pelaksanaan Full Day School Dalam Pembentukan Kepribadian Anak Di Madrasah Ibtidaiyah Terpadu (MIT) Bakti Ibu Madiun*, Thesis, State Islamic University Maulana Malik Ibrahim Malang. In this research discuss about the implementation of fullday school to shape the student character in Madrasah Ibtidaiyah Terpadu (MIT) Bakti Ibu Madiun.

This research use descriptive qualitative research method and for collecting the data using observation, interview, and documentation. The result of this research is the implementation of fullday school start from 07.15 AM – 15.30 PM which used model five days active school. at Saturday the student activities concern in extracurricular studies.⁹

Ismadi, 2013, *Pembentukan Karakter Siswa di Madrasah Ibtidaiyah Sultan Agung Depok Sleman Melalui Sistem Fullday School*, Thesis, State Islamic University of Sunan Kalijaga Yogyakarta. In this research discuss about the the implementation of fullday school to shape the student character in Madrasah Ibtidaiyah Sultan Agung Depok Sleman.

This research use descriptive qualitative research method and for collecting the data using observation, interview, and documentation. This research is including into field research. The result of this research is show that the character building is massive, with developing 18 values of the character through some activities teaching learning process, extracurricular, habituation and modeling.¹⁰

Nanda Cholistiana, 2016, *Model of Religious Character Building Through Islamic Education For Children Prisoners in Children Correctional Institution 1st Class Blitar*, Thesis, State Islamic University Maulana Malik Ibrahim Malang.

⁹ Yanti Kuspiyah, *Pelaksanaan Fullday School Dalam Pembentukan Kepribadian Anak Di Madrasah Ibtidaiyah Terpadu (MIT) Bakti Ibu Madiun*, Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2008.

¹⁰ Ismadi, *Pembentukan Karakter Siswa di Madrasah Ibtidaiyah Sultan Agung Depok Sleman Melalui Sistem Fullday School*, Thesis, State Islamic University of Sunan Kalijaga Yogyakarta. 2013.

This research use descriptive qualitative research method and for collecting the data using observation, interview, and documentation. This research is including into field research. The result of this research is show that model whisch used to build religious character for children Prisoners in Children Correctional Institution 1st Class Blitar is behavioral system model where this model consists of approaches (student and teacher centered approach and behavioristic approach), strategies (direct instruction and reward-punishment strategy) and methods (lectured methods, discussion method, feedback method, and habitual method).¹¹

According to previous research above, we conclude into a table to make easy for the originality from this research what the difference among another research, are:

Table 1.1 The Previous research

No	Previous Research	Similarity	Difference	Originality
1	Yanti Kuspiyah, Pelaksanaan Full Day School Dalam Pembentukan Kepribadian Anak Di Madrasah Ibtidaiyah Terpadu(MIT) Bakti Ibu Madiun, Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2008.	Observation about Full Day school system.	The past research concern in the implementation of fullday school system to build student characters in Madrasah Ibtidaiyah of Bakti Ibu Madiun.	The authors' research concern on types and models in build Islamic character through Full Day School system at MTS Surya Buana Malang.
2	Ismadi, <i>Pembentukan</i>	Observation about Full	The past research	The authors' research

¹¹ Nanda Cholistiana, *Model of Religious Character Building Through Islamic Education For Children Prisoners in Children Correctional Institution 1st Class Blitar*, Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2016.

	<i>Karakter Siswa di Madrasah Ibtidaiyah Sultan Agung Depok Sleman Melalui Sistem Full Day School</i> , Thesis, State Islamic University of Sunan Kalijaga, Yogyakarta, 2013.	Day School system.	concern in the implementation of fullday school system to build student characters in Madrasah Ibtidaiyah of Sultan Agung Depok Sleman.	concern on types and models in build Islamic character through Full Day School system at MTS Surya Buana Malang.
3	Nanda Cholistiana, <i>Model of Religious Character Building Through Islamic Education For Children Prisoners in Children Correctional Institution 1st Class Blitar</i> , Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2016.	Observation about model.	The past research concern in educational for children prisoners in children correctional institution 1st class Blitar.	The authors' research concern on types and models in build Islamic character through Full Day School system at MTS Surya Buana Malang.

From the previous researches above, the researcher determined to do a research with the title “Building Islamic Character through Full Day School System at MTs Surya Buana Malang“. This decision take by consideration in previous research.

F. Definition of Key Terms

1. Character Building

Character Building is a process or an attempt to build, made, and forming habits, character, moral psychological nature (manners),

human beings (the society) that indicates the mannerisms and behavior.

2. Islamic (Religious) Character

Islamic (Religious) Character is a character include (words, thoughts, acts, and attitude) which always based on Al qur'an and Sunnah to make closer To Allah SWT.

3. Islamic Education

Islamic Education is a planned and conscious effort in preparing learners to know, understand, appreciate, believe, cautious, adopting noble, practice the teaching of Islam the main sources of the scriptures of the Qur'an and As-Sunnah, through guidance, teaching, and training.

4. Full Day School

Full Day School is a public school model that combines with the religious values by giving an extra time for the student in the school.

G. Compositions of Research Findings

The writing process of the research will be divided into six chapters, this process can make easier for the readers to get information from this research as follows:

Chapter I Introduction, which consist of background of the research, research problems, focus of the research, purpose of the research, Benefits of the Research, Previous Research, Definitions of Key Terms, and Compositions of Research Findings.

Chapter II Literatures Review, which consist of theoritical framework which associated with this research, theory about character building with focus to build Islamic (religious) character, theory about model of character building, Islamic education, and Full Day School system.

Chapter III Method of the Research, which consist of approach and research design, setting of the research, data and sources data, technique data collection, data analysis, data validity, and research procedures.

Chapter IV Data Result, which consist of the explanation of the research based on the data in the field or the location of the research that has collected by the researcher.

Chapter V Discussion, which consist of discusses about the problems of the research based on the result of the research reports.

Chapter VI Closing, which consist of conclusion based on the result of research and the discussion beside of that also consist of advices and suggestions.

CHAPTER II

LITERATURES REVIEW

A. Character Building

1. Understanding of Character Building

Character Building consist of two words, are character and building, then before knowing about character building we have to know the term composition at first.

“Etymologically the term of character come from latin “*Character*” which means moral, temperament, psychological traits, personality, attitude and behavior. It also adopted from *kharakter, kharessian and xharaz* which means tool for making, to engrave and pointed stake”.¹²

Terminologically, character defined as human nature in general which depends on their life factors. Character is the moral values that have relation with the God, same human natures, environments and nationality that embodied in thoughts, attitudes, feelings, word and action based on norms of religious, laws, manners, cultures and customs.¹³

Whereas, the word “build” is a process to fixing, guiding and established something that can reach the perfectionist. Character building is a process or an attempt that can build, fix and forming the habits, character, moral psychological nature (manners), and human beings that shows the culture and behavior of the good based on the values of Pancasila.

¹² Musfah, *Pendidikan Karakter: Sebuah Tawaran Holistik-Integralistik* (Jakarta: Prenada Media, 2011), page. 127.

¹³ Agus Zaenul Fitri, *op.cit.*, page. 20-21.

In other words, building character is both doing “the right thing,” and being true to the character, and being true to the character includes being true to others. We cannot “shape” another person’s character. Helping others grow is helping each other to continue to create the person we are meant to be. We all participate together in the lifelong process of character building.

2. The Values of Character

Values and character education development usually occurs over a number of years and within a number of environments. Since family members are the first individuals with whom one comes into contact the influence of the family continues to be extremely important to a child's character and values development. This fact is particularly appropriate in the preschools and early school years.

According to the center of the curriculum research and development agency of the Ministry of national education in the publication entitled guidelines on the implementation of character education (2011), the values of characters that are sourced from religion, Pancasila, cultural and educational purposes.

There are 18 values, namely: (1) religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Nice Work, (6) Creative, (7) Independently, (8) Democratic, (9) Curiosity, (10) Spirit of The Fatherland, (11) Love Country, (12) Appreciate The Achievement, (13) Communicative/Friendly

(14) Love peace, (15) Good Reader, (16) Care for The Environment, (17) Social Care, (18) Responsibility.¹⁴

B. Islamic (Religious) Character

1. Understanding Islamic (Religious) Character

Furthermore to understand about religious character, we have to know that religious character consist of two words are character and religious. Character has explained above, religious in the term of Indonesian Dictionary defined as characteristic which associated with religious values, that has correlation with religion.

Religion itself means belief in God, where our thoughts, words and behaviour of someone who always based on the values of divinity and their religion.¹⁵ Religion, following the explanation of the Muslim intellectual Nurcholish Madjid. Religion is not just a belief in the unseen and carries out certain rituals.

Religion is a commendable human behavior overall, which is done for the sake of gain the pleasure of Allah SWT. Religion, in other words, it covers the entire human behavior in this life, that conduct constituted human wholeness virtuous, on the basis of trust or faith in Allah SWT and personal responsibility in days later.¹⁶

¹⁴ Muchlas Samani dan Hariyanto, *op.cit.*, page. 52.

¹⁵ *Curriculum Center, Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah*, 2009, page. 16.

¹⁶ Nurcholish Madjid, *Masyarakat Religius* (Jakarta: Dian Rakyat, 2010), hlm. 34.

So, Religious Character is a character include (words, thoughts, acts, and attitude) which always based on Al Qur'an and Sunnah to make closer To Allah SWT.

C. Theory of Character Building

1. The principles of Character Building

Essentially human nature have two potentials, are good and bad. Long before psychologists and educational suggests on theories of human development advance Allah SWT explains this in the Qur'an, that is contained in surah Ash Shams (91): 8,

فَأَلْهَمَهَا فُجُورَهَا وَتَقْوَاهَا ۖ

8”Then he Showed Him what is wrong for him and what is right for him;”¹⁷

Has explained with *fujur* (wrong or wretch) and *taqwa* (fear to the God). With two potential above, human can determine themselves to be good or bad.¹⁸

Based on the verse above, every people has potential to be good people (positive) or bad people (negative), do Allah SWT commands or break his prohibition, be faith or be in fidel, and be mu'min or be musyrik. Human nature is the most perfect creatures, but also it can become the worst creatures moreover uglier than animals.

¹⁷ *Al Qur'an dan Terjemahannya* (Bandung: Diponegoro, 2010), page. 475.

¹⁸ Agus Zaenul Fitri, *Op Cit.*, page. 35.

With two potential above, human can determine themselves to be bad and good. The good character driven by good heart, quiet soul, common sense and healthy personal.

2. Theory of Character Building in Human Development

According to scholars there are three theories in human development, are:

a. Nativism

Scholars who followed nativism theory has opinion that human development determined by inborn factors. So, those individual developments depend on basic or nature. Figures in this current are Schopenhauer.

“This theory has a view as if human traits cannot be modified because it has been determined by natures of derivatives.”¹⁹ When their descendants of good then it will be good and evil becomes evil. Human nature cannot be changed. Experts who follow this position usually maintain this conception of truth with showed a range of similarity or resemblance between the parents with her children.

For example, if his father's expert music then the chances are great that his son will also be a connoisseur of music, if her father was a painter, then his son would also become a painter, if his father was a physicist, then his son also became a physicist and

¹⁹ Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: Rajawali ,2014), page. 185.

others. This theory looks at education as a manner as well as describes the man who "coincidentally" had an offspring that are not good.

b. Empiricism

Scholars who followed empiricism theory have contrary opinion with nativism theory where human development depends on environments factors (extern factors) and nature has not influence. "The main figure of this theory John Locke."²⁰ Implementation of this theory in character building student will have same character with the environment where their study.

Furthermore this huge flow of its influence in the United States, where many of the experts who, though he did not explicitly reject the role of basic, but because the foundation it is difficult to be determined, and only the consequence was labelled an environment which incoming scene. Understand that many followers of environmentalism in the United States it is in fact a continuation rather than a stream of empiricism.

If this were indeed flow tested? If this conception is exactly right, then we will can create the ideal human as to which we aspire as long as we are able to provide the necessary conditions for it. but the fact that we have encountered indicate different things than we are describing it. Many of the children of rich

²⁰ *Ibid.*, page. 178-179.

people or people who are good at disappointing his parents because it is less successful in learning.

Although the amenities-facilities for them it's very complete, otherwise many children we encounter people who are less able to very successfully in the study. Although the facilities that they need very far from adequate. So, the flow of empiricism is also not tested and we can not keep.²¹

This theory view the human being is essentially like a white paper that there is no color and writings would become what was later depends on what will be written. This theory view more optimistic to education, education was an important factor for determine the development of a human being.

c. Convergence

This theory is a combination of both the above theory which nature and environment having a role in influencing and determining the human development of the individual. The main figure of this theory William Stern.

Understand this convergence holds, that in the development of the individual either Basic or dispositions as well as environment plays an important role. Even as the possibilities already exist in each individual, but the talent is already available it is necessary to find the appropriate environment in order to thrive.

²¹ *Ibid.*, page. 179.

For example, a normal human child has talent to stand firmly on the second leg, but this talent will not be the actual (come true) If this were a human child that didn't live in an environment of human society.

Human development in Islamic views convergence more closely approach to the truth. Based on the As-sunnah:

كُلُّ مَوْلُودٍ يُوَلَّدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ

”Every people were born to bring a nature. His father and his mother who made it to be Jewish, Christian, Zoroastrian”(H.R. Bukhari and Muslim).

Based on the As-sunnah above every human bring nature since their born and father and mother in this As-sunnah is environment. Both of them have important influences in human development.²²

The level effect is different based on growth side themselves. Level and degree from them also different based on the childrens age and childrens development stage. Usually nature aspect more dominant for infant and enviroment aspect more dominant for someone who start become adult.

²² Ahmad Tafsir, *Ilmu Pendidikan Dalam Perspektif Islam* (Bandung: Remaja Rosda Karya, 2010), page. 35.

D. Models 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 follow²³:

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 Kondidi i.e. the circumstances in the individual required untyuk achieve the results of learning and cognitive processes that occur within the

²³ Abdul Madjid, *Strategi Pembelajaran an* (Bandung: Rosdakarya, 2016), page. 15-18.

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 attainment, 2) Inductive thinking, 3) Inquiry training, 4) Advance organizer, 5) Memorization, 6) Developing intellect, 7) Scientific inquiry.²⁴

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

²⁴ *Ibid.*, page. 15-16.

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 concentrate in individual view and make self-hood. So, that the people can reach self conscious and responsible 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.²⁵

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

²⁵ *Ibid.*, page. 16-17.

- 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.²⁶

4. Behavioral system model

This model emphasize in changing behaviour of the students that suitable with their concept. As the part of stimulus response theory, this

²⁶ *Ibid.*, page. 17-18.

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.²⁷

There are some learning models in this model are:

- a. Mastery learning
- b. Direct intruction
- c. Learning self control
- d. Training for skill and concept development

²⁷ *Ibid.*, page. 18.

- e. Assertive training.²⁸

E. Approaches of Character Building

Approach can be defined as a way of beginning something. Based on Philip R. Wallace there are two kinds approaches of learning, are:

1. Teacher centered approach

It means that the learning process generally is the teacher gives material to the students. On this approach, the teacher takes a role as a person who knows everything and as the main source of learning. Approaches to the learning-centered teachers have characterized that management and the management of learning found entirely by teachers.

The roles of the students on this approach only do activities in accordance with the instructions of the teacher. Students have almost no opportunity to conduct activities in accordance with the interests and desires.

2. Student centered approach

It means that the learning process generally giving wide opportunities to the student in developing their learning strategies and skills. On this approach, learning-oriented on these students, management or management has subsequently determined by the students.

So in this approach, students have the opportunity to perform a wide-open creativity and developing its potential through activity directly in accordance with the interests and desires. The role of the teacher in the

²⁸ *Ibid.*, page. 19.

learning-oriented approach on these students just to facilitate the activity of students in developing competencies so as to have the life skills (life skills).

According to Charles C. Bonwell and Eison J.A. (199) the whole form of teaching that is focused to students as a person in charge of learning is active learning. So according to these experts, the active learning refers to a student-based learning.²⁹

As for the most important variable in the process of learning activities are the teacher and the students. So that will never happen a learning activity process if both these variables do not exist.³⁰

F. Strategies Character Building

In fact the process of learning is the process of interaction between educators and learners, committed consciously and planned in order to develop the potential of its students toward more optimal.

In general the term strategy often is meant as an outline for a switch to act in a determined effort (Saeful Bahri, 2002:5). In the beginning of the term of the strategy used in the military world is meant as a way of use of the whole military strength to win a war (d. Sanjaya, 2004:123). Of the two meanings, then it is understood that the strategy used to obtain success or success in achieving the objectives.

²⁹ Warsono dan Hariyanto, *Pembelajaran Aktif Teori dan Asesmen* (Bandung: Remaja Rosdakarya, 2012), page. 14.

³⁰ Ase Satria, *Jenis Pendekatan Pembelajaran dan Perbedaan Kedua Metode Jenis Pendekatan Pembelajaran* (<http://www.materibelajar.id>, diakses 1 Agustus 2017 jam 08.21 wib)

On the further development of this strategy is the term used in the world of education, especially in the implementation of learning. According to Djamarah (2005), the term strategy when associated with education, meaning the General activity patterns teachers who act as educators and learners in realizing the process of education (learning) to achieve the objectives that have been specified or outlined.³¹

According to JR. David, strategy is a plan methods or series of activities designed to achieve particular education goal. There are some classifications of learning. Which declared in the Saskatchewan educational article, are³²:

1. Direct instruction

This strategy concerns in the teacher on giving information and developing skill.

2. Indirect instruction

This strategy concerns in the students and the role of teacher only as facilitator, supporter and resource person.

3. Interactive instruction

This strategy references to discussion form among students and teacher.

³¹ Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi* (Bandung: Alfabeta, 2012) page. 184.

³² *Ibid.*, page. 11.

4. Experiential learning

This strategy using forms of inductive sequent, student centered and activity oriented. The emphasize on the learning not the result.

5. Autodidact learning

This strategy has purpose in building students initiatives, autonomous and self developing.

G. 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.³³

H. Islamic Education

1. Understanding of Islamic Education

Islamic education is the kind of purposeful education that seeks to develop and shape the muslim individual, society and the entire muslim ummah that has been assigned the mission of Allah's vicegerency on earth. This is achieved through education in learning institutions such as school. Islamic education according to proponents:

- a. Dr. Muhammad SA Ibrahimy (Bangladesh), Islamic education in true sense of the term, is system of education which enables a man to lead his life according to the islamic ideology, so that he may easily mould his life in accordance with tenetn of Islam.
- b. Dr. Muhammad Fadhil Al Jamali, Islamic education is an effort to develop, encourage, and invites human beings more advanced with the values based on the high and glorious life. So it formed a more perfect personal, both with regard to the sense, feeling, and action.
- c. Prof. Dr. Omar Mohammad Al-toumi Al-Syaibany, Islamic education is a process of changing the behavior of the individual in private life, the community and the surrounding

³³ Hari Suderajat, *Process Character Building* (www.twentyten.wordpress.com, diakses 18 April 2017 jam 19.30 wib)

nature by way of teaching as a profession and as a human activity.³⁴

From explanation above we can take a conclusion that Islamic education is a process of internalization science and values to student through the growth and development of the potential in order to achieve the harmony and perfection of life in all aspects”.³⁵

Generally, the islamic education like any other type of education, seeks to culculative the muslim individual and it operates in all fields of educational research, including teaching philosophies, history, science, schemes, and technique, besides preparing the teacher etc.

2. Ideal Basic of Islamic Education

The source of Islamic education or commonly known with the basic ideal of Islamic education. Here are all the citations or references from it radiating knowledge and values that will be on internalization in Islamic education.³⁶ These sources certainly has been believed to be truth and strength in delivering education activities, and have been tested over time.

According to Sa'id Ismail Ali, as quoted by Hasan langgulung source of Islamic education consists of six kinds, namely:

a. Al Qur'an

The Qur'an as a source of Islamic education first and foremost because of the absolute value of the God. Allah created

³⁴ Bukhari Umar, *op.cit.*, page. 26-28.

³⁵ *Ibid.*, page. 29.

³⁶ *Ibid.*, page. 31.

man and He also educates man, where the contents of education it had set forth in his revelation. There is not one issue, including the issue of education which escaped the reach of Al Qur'an.

وَيَوْمَ نَبْعَثُ فِي كُلِّ أُمَّةٍ شَهِيدًا عَلَيْهِمْ مِّنْ أَنْفُسِهِمْ وَجِئْنَا بِكَ شَهِيدًا عَلَى هَؤُلَاءِ ۚ وَنَزَّلْنَا عَلَيْكَ الْكِتَابَ تِبْيَانًا لِّكُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً وَبُشْرَىٰ لِلْمُسْلِمِينَ ﴿٨٩﴾

89. and (remember) the Day when we shall raise up from Every nation a witness against them from amongst themselves. and we shall bring You (O Muhammad) as a witness against these. and we have sent down to You the Book (the Qur'an) as an exposition of everything, a guidance, a Mercy, and glad tidings for those who have submitted themselves (to Allâh as Muslims).

The above verse gives the cue value of the essence of the qur'an for ever lasting and ever-relevant at every age, without any changes. The changes allow only concerns the problems of interpretation concerning the instrumental values and concerns the issue of operational techniques.³⁷

b. As Sunnah

As Sunnah according to the understanding of a language means tradition could be done or that could be undertaken, both

³⁷ *Ibid.*, page. 33.

laudable or deplorable. Sunnah also means everything addressed to Prophet Muhammad in the form of the words, deeds, taqirir his or apart from it. Is other than it is the nature, circumstances, and ideals (himmah) Prophet Muhammad that has not been achieved.

Robert I. Gullick in Muhammad The Educator said, Muhammad was truly an educator who guides mankind toward independence and greater happiness and create the order and stability that encourages the development of Islamic culture.³⁸

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن
كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ﴿٦١﴾

21. indeed In the Messenger of Allâh (Muhammad Sal-Allaahu 'alayhe Wa Sallam) You have a good example to follow for Him who hopes In (the Meeting with) Allâh and the Last Day and remembers Allâh much.

c. Madzhab Shahabi

Shahabi is the one who never met the Prophet Muhammad SAW and believers in a State of death by condition the faithful as well. The efforts of the Prophet in Islamic education is crucial to the development of thought today. Starting from a Shahabi Abu

³⁸ *Ibid.*, page. 41.

Bakar as-Shiddiq which collects the Qur'an which serve as the primary source of education.

Companions Umar Ibn Khattab as the father of a revolutionary Islamic territory and spread the teachings of Islam. The fight against tyranny became one of the perluasaan strategy of Islamic education. Then Uthman Ibn Affan which unites scientific thinking in a systematic arrangement of the uniting of the Qur'an in one mushaf. Until Ali Ibn Abi Talib companions that many formulating educational concepts such as how ethical learners.³⁹

d. Mashalih al Mursalah

Mashalih al Mursalah is to apply the laws, regulations and laws about education in things that absolutely has not been mentioned in nash. With consideration of the benefits of living together, with the basis of attractive mashlahat and refused to regard. Education experts reserves the right to determine the rules of Islamic education in accordance with the conditions of the environment in which it is located.

Regulations or the decisions taken are not contrary to the Quran and Sunnah. For example, the formulation of the purpose of education is not to violate the human servants of the Caliphate and function on Earth.

e. 'Urf

³⁹ *Ibid.*, page. 43.

Tradition or Letter is the habit of the community, either in the form of a deed is done continuously and as if it is a law unto itself. So the soul feel calm in doing so because it is in line with reasonable and accepted by a prosperous man.

The agreement in the tradition of referable in implementation of Islamic education. acceptance of this tradition surely have terms, namely: 1) it does not conflict with the provisions of the nash, both the Qur'an and Sunnah 2) tradition does not conflict with common sense and habits.

f. Ijtihad

ijtihad according to Sa'id al-Taftani tahmil is by defining juhdi which means the direction that requires seriousness, namely the deployment of all the ability and power to obtain what the intended to the limit. The results of the operational formula be ijtihad of Islamic education are carried out using inductive or deductive methods in looking at the problems of education.⁴⁰

The purpose of ijtihad in education is for Dynamics of innovation and the modernization of education so that future education obtained higher quality. ijtihad does not mean overhauling the existing order. But keeping the good old order and new order took the better.

3. Purpose of Islamic Education

⁴⁰ *Ibid.*, page. 45-46.

The results of the worldwide Islamic education seminar in 1980 in islamabad to formulate the purpose of islamic education. Education aims at the ballanced growth of total personality of man through the training of man spirit, intelect, the rational self feeling and bodile sense.

Education should, therefore, cater for growth of man in all its aspects, spiritual, intelectual, imaginative, physical, scientific, , linguistic, both individually and collectively, and motivate all these aspects toward goodness and attainment of perfection. The ultimate aim of education lies in the realization of complete submission to Allah on the level of individual, the community and humanity.

Based on the formula above, it is understood that the Islamic education is a process Guide and nurture maximum students fitrah and boils down to the creation of private learners as Muslims plenary (insan kamil). Through such private figure is expected to be able to combine the functions of faith, science, and charity.⁴¹

Purpose of Islamic education is educating mankind to be Allah's servants like the Prophet Muhammad SAW where his character must be reflected into his followers. Some of characters which must he leflected and imitated are:

- a. Having faithful and having good wants to achieve hasanah fi dunya and hasanah fil akhirah.

⁴¹ *Ibid.*, page. 63-64.

- b. Having deep knowledge. work hard for for the prosperity of life.
- c. Having good moral in the society.
- d. Having good skills to lead in the society life.
- e. Having skills to process natural resources for mankind prosperity
- f. And the other noble character of the Prophet Muhammad SAW.⁴²

I. Fullday School

1. Understanding of Fullday School

According to the etymology, the word of Fullday School is derived from English. “Consists of full which means full, day means day and school means school”.⁴³ So, if we see in terms of etymology fullday school means a full day of school.

While according to the terminology rooted from the meaning of etymology, the definitive meanings of Fullday School can be filed. “Fullday school is a learning process that takes place in an active, creative, and transformative for a full day even lack of 24 hours”.⁴⁴

⁴² TB Aat Syafaat, *Peranan Pendidikan Agama Islam dalam mencegah Kenakalan Remaja* (Bandung: Rosdakarya, 2010), page. 34-35.

⁴³ John M. Echols dan Hasan Shadily, *Kamus Inggris Indonesia* (Jakarta: PT Gramedia 2003). Page. 260.

⁴⁴ Nor Hasan, *Fullday School (Model alternatif Pembelajaran Bahasa asing*. Jurnal Tadris, Vol. I No. 1 2006.

On the otherhand Fullday School could be interpreted as a public school model that combines with the religious values by giving an extra time for the student in the school.

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.

As expressed by clark (2001: 1) the growing number of all day programs is the result of a number of factors, including the greater numbers os single parent and dual income families in the workforce who need all day programming for their young children.⁴⁵ As well as the belief by some that all day programs better prepare children for school.

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.⁴⁶

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

⁴⁵ Ida Nurhayati Setiyarini dkk, *Penerapan Sistem Pembelajaran Fun dan Fullday School Untuk Meningkatkan Religiusitas Peserta Didik Di SDIT Al Islam Kudus*. Jurnal Teknologi Pendidikan Dan Pembelajaran, Vol. 2. No. 2 Edisi April 2014 Page. 238.

⁴⁶ Yuliawati, *Alasan Menteri Muhadjir Usulkan Fullday School* (<http://www.cnnindonesia.com>, diakses 17 April 2017 jam 17.48 wib)

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 than affective or psychomotor.⁴⁷

So, the implementation of fullday school system comes for a solution. The original implementation of the fullday school feared would be difficult because students are received by students are in full-time school environment that are considered to be incriminating.

The concept used in the implementation of the fullday school is the development and innovation of the learning system that is developing the creativity that includes the integration of the three domains, namely cognitive, affective, and psychomotor.⁴⁸

School of MTs Surya Buana started standing in 1999 has already used fullday school system. Students learn in school every day for 9.5 hours (06:00 GMT – GMT) included: rest, prayer, praying Duha prayer congregation, lunch, and to pray Ashar together.

⁴⁷ Imam Syafi'i, *Kebijakan Full Day School Dalam Perspektif Local Wisdom* (<http://tammimsyafii.blogspot.co.id>, diakses 17 April 2017 jam 15.21 wib)

⁴⁸ Tototk Suyanto, *Pengaruh Sistem Sekolah Sehari Penuh (Full day School) terhadap Prestasi Akademik Siswa SMP Jati Agung Sidoarjo*. E-journal Unesa, Kajian Moral dan Kewarganegaraan No. 2 Vol. 2 Tahun 2014, page. 723.

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Research Design

The approach which used in this research is qualitative descriptive approach. Bogdan and Taylor give definition that qualitative method as research procedures that procedure descriptive data. In the form of written words or spoken words from the peoples and behaviours that can be observed. Both of them agreed that this research directed to be holistic setting and individual.

“Pout and hunger describe a research design as an overall plan for obtaining answers to questions under study and handling difficulties encountered during the study. This research exploits case study design that has aim to comphered social phenomenon”.⁴⁹

Moreover, research design that the researcher used is descriptive, the researcher collects the data not to verifying the hypothesis. But, to make clearly with critical describing and explaining about the model which used to build religious character on the fullday school system through islamic education of MTs Surya Buana Malang.

B. Attendance of the Research

In qualitative research, the researcher attendance is very important.⁵⁰ This statement is true because researcher as the collector of

⁴⁹ Pout and Hunger, *the practice of research: conduct , critique, and utilization*, (Philadelphia: Lippincott, 1993), page. 36.

⁵⁰ Lexy J. Moloeng, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda karya, 2002), page. 163.

primary data, beside position as researcher instrument.⁵¹ The researcher will directly observe and collect the data from the research object MTs Surya Buana Malang.

In this research, because the limitation of the researcher. The researcher not coming to the research object every day but just coming in certain time. The attendance of the researcher to make research to be valid because the researcher directly knowing the fact in the research object. This research is using to know about the model which used to build religious character on the fullday school system through islamic education of MTs Surya Buana Malang.

C. Setting of Research

Setting of Research is a location of the research, the location where research will be conducted to obtain the data or informants necessary for nurturing and deals with research. The location is MTS Surya Buana Malang. Which Located in Gajayana Street IV/631 Malang East Java.

D. Data and Data Sources

Data in this research is data which has relation with the problem of research are model of character building in Fullday School System Through Islamic Education for student MTS Surya Buana Malang. Whereas the data sources which meant by this research is subject from where the data is gotten. Supporting data from this research two kinds data, are:

⁵¹ M. Djuanaidi Ghony dan Fauzan Al Manshur, *Metodologi Penelitian Kualitatif* (Jogjakarta: Ar-Ruzz media, 2012), page. 95.

1. Primary data, where data and information come from directly observation and interview to the objects which has correlation with the problems research in MTS Surya Buana Malang.
2. Secondary data, where data and information come from indirectly or through library research both from collecting technique and inventory books, scientific research, articles from internet or others documents which has correlation with the problem.

E. Technique of Data Collection

Based on the qualitative approach, this research collects data through:

1. Observation

Essentially an observation activities by using sensory perception, can sight, smell, hearing, to obtain the information needed to answer the research issues. This observation start from March – August, in this method the roles of the researcher are as observer. Researcher directly or indirectly observes in the field and sees the process in build Islamic character through Full Day School System at MTs Surya Buana Malang.

In this case, the researcher conducted an observation on all the members of school and their activities from the begining until finish at MTs Surya Buana Malang. The observation is performed to obtain a real picture of an event to answer research questions.

2. Interview

Interview is the process of communication or interaction to collect information by question and answer between researchers and informant or research subject. In fact the interview is an activity to obtain information in depth about an issue or theme raised in the research. Or, is it process to proof information that has been obtained through other techniques before. Below is the list of my interview in this research.

Table 3.1 List of Interviewee and aim of the interview

No	Interviewee	Aim of Interview
1	Principal of the school	The explanation of sytem, models, and character that build in MTs Surya Buana Malang.
2	Vice chair curriculum	The curriculum that have implemented in the MTs Surya Buana Malang in Build Islamic Character.
3	Teacher Class	Process in build Islamic Character through Full Day School System at MTs Surya Buana Malang.
4	Prents of the students	Monitoring the student outside the school relation with the program in build islamic character.
5	Students	Students respons.

3. Documentation

The document is a record of events that have already passed. Regular shaped documents such as diary, writing the history of life (Life History), stories, biographies, regulation, policy, documentation in the form of images, such as photographs, drawings, sketches of life.

This method is used in this research to obtain data in the form of archive documents about MTs Surya Buana Malang such as history, school profile, organizational structure etc. The function of documentation method is to make credible the result of observation or interview.⁵²

F. Data Analysis

This research is using data analysis technique of interactive model as developed by Miles and Huberman. The data analysis takes place simultaneously performed with the process of collecting data. with grooves phases: data collection, data reduction, data display, and conclusion or verifying.⁵³

1. Data collection phase

In the collecting data process. researcher as prime instrument in the collecting data or information“. Collecting data will be done by collects observation result, deeply interview result or data clarification result and documentation. Sorted data is data which has relation with character building in fullday school system through islamic education of MTS Surya Buana.

2. Data reduction phase

Reduction is process of selection. simplification. abstraction and transformation of raw data emerged from the written records in the

⁵² Sugiono, *Metode Penelitian Kualitatif, Kuantitatif, dan R & D*, (Bandung: Alfa Beta, 2008), page. 222.

⁵³ Ambo Upe dan Damsid, *Asas-asas Multiple Researches: dari Norman K hingga John W Creswell dan Penerapannya* (Yogyakarta : Tiara Kencana, 2010), page. 125-127.

field. In this phase researcher focus on the data that has been collected to be selecting and sort the data which one suitable or relevance with focus or purposes of the research.

“The process of data reduction and analysis should be a sequential and continuous procedure, simple in the beginning stages of the data collection, and becoming more complex as the project progresses.”⁵⁴

The focus in this research is to know the model of build religious character in fullday school system through islamic education of MTs Surya Buana.

3. Data display phase

Display phase is intended to present the data, the overall picture or certain parts of the research directed to make a variety of charts, graphs. matrices, and so on. This stage is activities of the researcher in presenting the data, organizing the data in the form of presenting information in the narrative text.

Furthermore, the narrative text is summarized to be some charts which showing interpretation or comprehension about the meaning of action subject's research.

4. Conclusion or verifying phase

In this stage the researcher test the validity of any significance that arise from suggested data which can be seen

⁵⁴ Nicholas Walliman, *Research Methods The basics*, (Avenue: Routledge, 2011), page. 132.

details in the implementation of data clarification. The researcher not only rely on data clarification, but also the supporting data abstraction.

The three stages in the process of analyzing data (data collection, data reduction, and display data) is not running linear, but simultaneously. Thus in the writing of the report can be done by some considerations data.

G. Data Validity

Kaul defines data analysis as, "Studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts."⁵⁵

There are three activities in checking data validity in this research are credibility, dependability and conforbimality. The activities will be explained as follows:

1. Credibility

Credibility is the the researchers' efforts to ensure the validity of data with confirm among result data with object research. The goal is proving suitability among results data with the facts in the field. To achieve this data needs some techniques, are sources triangulation techniques, the extension of the tearcher's attendance, peer discussions. continuously observation. checking the adequacy of materials references.

⁵⁵ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, (Romania: Bridge Center, 2015), page. 70.

2. Dependability

This context relates to the question of whether an investigation can be repeated or replicated by other researchers and founds the same result when using the same method. Consistency of researcher in the whole research process will produce high dependability reliable results research. So that.

To make the data be valid constantly and avoid from any mistakes in formulating results of the research, the interpretation of the data collection must be written in conclusion with various partners to check out the research process. Through this step, the result of research can be defended and justified in scientifically.

3. Conformability


Conformability in the research was done together with dependability. Conformability is used to asses the results of the research, especially for something which has relation with the description of results observation and discussion of result research.⁵⁶

H. Research Procedures

Research Procedures are the steps or stages which done by the researcher to find the data. Steps which must be done in this research are:

1. Pre-field research stages:
 - a. Arranging the planning of the research

⁵⁶ *Ibid*, page. 131.

- 
- b. Choosing the location of field research
 - c. Make a research proposal
 - d. Establish licensing
 - e. Explore and asses the field research
 - f. Choosing and using the previous information
 - g. The issue of the ethics in the research
2. Implementation research stages:
- a. Understanding the background of the research and self preparation
 - b. Entering the field research
 - c. Taking a role and collecting data
3. Data analysis stages:
- a. Analysis along collecting data process
 - b. Analysis after collecting data
 - c. Analysis and write the report

CHAPTER IV

DATA RESULTS

A. General View of the Research Location

1. History of MTs Surya Buana Malang

Madrasah Tsanawiyah (MTs) Surya Buana Malang is the Madrasa who take shelter under Foundation Goals Bahana Persada. Departing from a shared vision and mission related education at that time, around the year 1996, forming an institution Tutoring (LBB) who in the name of Bela Cita. As for the founder is as follows:

1. Drs. h. Abdul Djalil Z M.Ag (Former Head of the School MIN 1 Malang, Former Head of the School MTsN 1 Malang, Former Head of the School MAN 3 Malang).
2. Dra. Hj. Sri Istutik Mamik, M.Ag (Former Head of the School MTsN 1 Malang).
3. Dr. H. Subanji, M.Si (University of Malang Math Lecturer (UM), The Educational Consultant).
4. Dr. Elvin Fajrul, m. Kes (Now Director of Biofarma Bandung).

Institution Tutoring (LBB) focus on how to prepare your child in order to successfully confront EBTANAS (now Ujian Nasional). From there, the idea arose to establish cooperation with MTsN 1 Malang which at the time was led by Drs. h. Abdul Djalil Z, M.Ag.

Programs that applied at that time was the whole student in dormitory specifically for a little over a month to be prepared both in the academic as well as mental/psychological. This program is called Pondok EBTANAS.

From the academic side students mentored by teachers and the learning model is also applied to tentor peers, whereas the mental/psychological students are invited to pray and work hard with the guidance of the motivators. Thank God the result very good, of all the students who come into the hut ebtanas everything passed with satisfactory results, even there is a translucent NEM best for East Java.

From that goal, Institution Tutoring (LLB) Bela Cita arose the idea to develop a school/madrasa with the concept of the triple R (Reasoning, Research, Religius). So there's an MTs named Surya Buana with carrying the vision: Excel in accomplishments, leading in innovation, forward in creative and environmentally.

MTS Surya Buana officially established June 10, 1999, with the address of Gajayana street IV/631 Malang, Tel/Fax: (0341) 574185, District Dinoyo, Subdistrict Lowokwaru, Malang City, East Java.

In his travels since officially established, many achievements have been gained both local level/city, regional and national level.

2. Vision, Mission, and Objective of MTs Surya Buana Malang

a. Visions

Superior achievement, leading in innovation, advance in creations, environmentally, and have a akhlakul karimah.

b. Missions

- 1) Shape the behavior of top achievers, a critical mindset and creative students.
- 2) Develop innovative learning patterns and traditions of scientific thinking based on stability and experience of living up to the values of islam.
- 3) develop creative attitude, discipline, and responsibility as well as living and experience the values of islam to form students have a akhlakul karimah.
- 4) Establish environmentally student activities.

c. Objectives

- 1) Obtain good achievement
- 2) Shaping students become muslim scholars who mastered the science, technology, art, and have a akhlakul karimah.
- 3) Shape the patterns of teaching which can enable and engage students to the maximum.
- 4) Forms of activity that can build the individual creativity of students.
- 5) Form the Islamic environment conducive for students.

6) Build knowledgeable and had competition, charitable, and scientific thought.

7) Establish Islamic environment insightful scientific.

3. Organization Structure of MTs Surya Buana Malang

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, the hapless World Solar MTs also has the structure of the organization.

As for the existing organizational structure in Buana Solar MTs Malang, among others:

Foundation Head	: Dra. Hj. Sri Istuti Mamik, M.Ag
Director Of College	: Drs. H. Abdul Djalil, Z, M.Ag
Head Of The Madrasa	: Akhmad Riyadi, S.Si, S. Pd, M. Pd
Madrasah Committee	: Elis Kurniati, H. S.
Deputy Head Curriculum	: Fifin Endriana, S. Pd

For more details can be seen in the appendix 1I. (results-keeping documentation school in MTs Surya Buana Malang).

4. The Condition of teachers and employees MTs Surya Buana Malang

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, karean can help implement and launch a process of learning and the advancement of the institution in MTs Surya Buana Malang. 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 4.1 Number of Teachers and Employees

Teachers	20
Employees	10

For more details can be seen in the appendix III. (results-keeping documentation school in MTs Surya Buana Malang).

5. The Condition of Students MTs Surya Buana Malang

Students at MTs Surya Buana Malang 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 MTs Surya Buana Malang 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 Solar Buana MTs Malang 2016/2017 school year has increased from the previous year. In

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

Year Lessons	2014/2015	2015/2016	2016/2017
Total	182 students	210 students	263 students

Table 4.2 Number of Students MTs Surya Buana Malang

Class	Male	Female	Total	Teacher of Class
VII-A	18	12	30	Miftakhus Saadah, S.Pd
VII-B	13	13	26	Murtisari Tuntas, S.Pd
VII-C	18	14	32	Linda, S.Pd
VII-D	15	14	29	Dewi Faizah, S.Pd
VIII-A	17	15	32	Moh. Yusuf, S.Pd
VIII-B	19	11	30	Moh. Sholeh, S.Pd
VIII-C	12	9	21	Moh. Subhti, S.Pd
IX-A	15	16	31	Dyah Agustina, S.Pd
IX-B	18	14	32	Mabrur, S.Ag
Total	146	117	263	

6. Facilities and infrastructure of MTs Surya Buana Malang

Facilities and infrastructure owned by MTs Surya Buana Unfortunate in accordance with the results of penilitian committed researchers, data obtained at the following:

- a. Classroom are already equipped LCD projector.
- b. Modern boarding schools (PPM).
- c. Learning is fun, exciting and intellectual.
- d. Free hotspot (Wi-Fi) area.
- e. Computer Lab.
- f. Laboratories.

- g. Out bound.
- h. The Empirical Study (SE).
- i. Evaluation System monthly (Monthly Report).
- j. Mushalla.
- k. Pray Duha.
- l. Prayer in Congregation.
- m. The Qur'an and memorizing the Holy Qur'an.
- n. Extracurricular Coaching and talent have requested.

B. Data Presentaion

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. Model in Build Islamic Character through Full Day School System

In this research researchers researching about model which used to build religious character in Full Day School system through islamic education. To find out the model used to build religious character, researchers come directly into the field actively, not just present at the school. However, following the process of teaching and learning activities from beginning to end.

In this research researchers also directly observed the student's circumstances, environment, and infrastructure used in support of to build religious character. Then the researchers also observe all activities, teachers or employees and the relationship between school with parents of

students. Because of that is where researchers can find out the model and implementation of learning through Islamic education in Full Day Schools system to build religious character of MTs Surya Buana Malang.

Madrasah Tsanawiyah (MTs) Surya Buana Malang is Madrasah which stands under the auspices of the Foundation Bahana Cita Persada Malang. Madrasah established in 1999 since it started used Full Day School system. Students learn in school every day for 9.5 hours (at 06.45 PM-15.30 PM) including rest, prayer, praying Duha, prayer Dhuzur together, lunch and prayer Ashar together. This information based on Mr. H. Abdul Djalil said:

Since the beginning of build MTs Surya Buana Malang already use Full Day School system. Schools established in 1999. At that time long before the Government's recently designed Full Day School system, Madrasah Tsanawiyah Surya Buana has already implemented it since the beginning of construction.⁵⁷

The implementation Full Day School system in MTs Surya Buana is accordance with vision, mission, and objective. The Full Day School system is intended so that students are more tracked and time spent by students or children with optimal use. With the use of optimal time is expected to be detained students towards the introduction of self and began to form religious character. This information based on Mr. Akhmad Riyadi said:

The purpose of the implementation of the system of schools school in this school is the embodiment of the vision

⁵⁷ Interviewed with Mr. H. Abdul Djalil, the Director Of College MTs Surya Buana Malang, On Monday 29 May 2017.

mission and goal of the MTs Surya Buana. Which one in order for students to have religious character and can recognize himself. On the basis that the school was decided so that students can have a character that is by way of applying a Full Day School system.⁵⁸

Things were also delivered by Mr. Mabrur Teacher subjects

Aqidah Akhlak, Mr. Mabrur said:

The purpose of implementing a Full Day School in MTs Surya Buana this is not another to form the character of the religious students. By means of the addition of student learning time combined with religious activities. Duha prayer in congregation as followed by reciting holy Qur'an one juz.⁵⁹

The application of the Full Day School system in relation to the establishment of a religious character through Islamic education, not apart from the curriculum that used by MTs Surya Buana. In this case MTs Surya Buana used Curriculum 2013 (K-13), the curriculum was developed and adjusted with the vision of the Mission of the madrasa.

For the realization of the curriculum, the teaching and learning process is implemented for six days a week, from Monday until Saturday. Facilities and infrastructure provided adequate, namely classrooms complete with LCD projectors, a library, laboratories, small mosque, the bathroom, the cafeteria and some props or media of instruction. This information based on Ms. Fifi Endriana said:

Curriculum used Curriculum 2013 (K-13), because MTs Surya Buana used Full Day School system. Curriculum is developed and then adjusted with the vision of the Mission

⁵⁸ Interviewed with Mr. Akhmad Riyadi, Head of Madrasah Tsanawiyah Surya Buana Malang, On Tuesday 1 August 2017.

⁵⁹ Interviewed with Mr. Mabrur, Teacher subjects Aqidah Akhlak MTs Surya Buana Malang, On Saturday 5 August 2017.

of the madrasa that has been set. In its application and infrastructure that exist in the school for supporting activities in the process of teaching and learning could be said to be quite adequate. For example in the classroom there are already LCD projectors, complete laboratories, a canteen, a small mosque, bathrooms and props that are always up to date.⁶⁰

From observations of researchers on August 7, 2017 in the implementation of teaching and learning in MTs Surya Buana. Based on the observations obtained schedule daily activities of students of the first hour until ends. Every Monday to Thursday all of students in MTs Surya Buana Malang began at 06:45 hours till 15:30, with details on hours at 06:45 until 07:00 whole students gathered in the school and the mosque to perform prayer in congregation Dhuha. After prayers in congregation followed by memorizing juz Amma.

Enter the first lessons at 07:00 hours until the entire students learn at 07:40 processed each hour of teaching and learning for first learning. Second of learning started at 07:40 and up at 08:20 hours learning the third began at 08:20 am until 09:00. Before students break with more or less 15-30 minute teachers routinely already scheduled for the programme CIP. Break time students not much more or less about 15-20 minutes. Next the students enter again to start the fourth learning hours at 09:50 until 10:30, the fifth study hours began at 10:30 am to 11:10 and resumed sixth learning hours at 11:10 until 11:50.

⁶⁰ Interviewed with Ms. Fifi Endriana, Deputy Head Curriculum MTs Surya Buana Malang, On Saturday 5 August 2017.

Further activities begin at 11:50 until 12:20 up for lunch and rest. Dzuhur prayers in congregation continued with until 12:50. learning the seven hours starting at 12:50 until 13:30 hours learning the next eighth starting at 13:30 to 14:10 and learning the ninth or last started at 14:10 to 14:50. spare time between 14:50 and 15:30 until hours before students return home pending the whole Congregation pray 'Ashar students reciting holy Qur'an.

Every Friday all of students in MTs Surya Buana Malang began at 06:30 hours till 14:00, with details on hours at 06:30 until 06:45 whole students gathered in the school and the mosque to perform prayer in congregation Dhuha. After prayers in congregation followed by memorizing juz Amma.

Enter the first lessons at 06:45 hours until the entire students learn at 07:25 processed each hour of teaching and learning for first learning. Second learning started at 07:25 and up at 08:05 hours learning the third began at 08:05 am until 08:45. Next the students start the fourth learning hours at 08:45 until 09:25. Before students break with more or less 15-30 minute teachers routinely already scheduled for the programme CIP. Break time students not much more or less about 15-20 minutes.

The fifth learning began at 10:10 am to 10:50 and resumed sixth learning hours at 10:50 until 11:30. Then time 11.30 until 12.30 is timing for praying Jumat. Breaking time students start from 12.30 until 13.00. Next at 13:00 to 14:00 the entire MTs students gathered at the mosque to

perform the activities "Tilawah". In this activity students are divided into several groups based on whether students fluent in reading the Qur'an, Exactly 14:00 students go home.

Every Saturday all of students in MTs Surya Buana Malang began at 06:30 hours till 15:00, with details on hours at 06:30 until 07:00 whole students gathered in the school and the mosque to perform prayer in congregation Dhuha. After prayers in congregation followed by coaching or guiding the students by homeroom..

Held try out performed every Saturday start at 07:00 hours until 08:00, aims to find out how big the mastery of students against the subject matter. In test subjects include: mathematics, Indonesian Language, English language and the integrated IPA. Entering the first lessons at 08:00 hours until the entire students learn at 08:40 processed each hour of teaching and learning for first learning.

Second of learning started at 08:40 and up at 09:20, hours 09:20 am until 09:45 Before students break with more or less 15-30 minute, students gathered in the mosque to perform prayer in congregation Dhuha. Break time students not much more or less about 15-20 minutes. Next at 10:05 to 11:55 the entire MTs Surya Buana students gathered at the mosque to perform the activities "Tilawah". In this activity students are divided into several groups based on whether students fluent in reading the Qur'an,

Next at 11:55 to 12:35 the whole student is obligated to follow the activities of the "talents of interest". In this activity students are given freedom in meilih talent and interest. Example if an interest in sports, there are sports such as archery and martial arts. After following the activities of the entire interest of students talents dzuhur prayers in congregation and a break until 13:30. At 13:30 the entire students back to follow the activities of the Scouts/PMR. For grade seven is obligated to follow both. As for the class of eight and nine may choose one of the Scouts or PMR, proper hours 15:00 the entire students home.

All of the student without any especially have to follow the schedule. In the begining students come to school, teachers every day waiting for the students at the front gate, preparing to welcome and greet students who came to school. This conditioning is expected to make relationship between teacher student became close and form the character of students. This information based on Mr. Akhmad Riyadi said:

So the implementation of Full Day School in our schools, its rather than activities of teaching and learning activities but its activities vary. Such conditioning activities ranging from construction and the construction of religious attitudes. Example if a coaching attitude so the children before entering hours 6. 45 in the morning when getting into that school teachers are already there who welcomed at the gate. It welcomes students and be shaken with teacher.⁶¹

In the morning days before the students entered the classroom for teaching and learning activities. Students are required to follow the activity

⁶¹ Interviewed with Mr. Akhmad Riyadi, Head of Madrasah Tsanawiyah Surya Buana Malang, On Thursday 3 August 2017.

of memorizing the qur'an 30 juz. These activities take place together at the small mosque and after it praying Dhuha with 8 rokaat prayer together. After that continued study of religion which is packed with activities of CIP (Cerita Inspirasi Pagi).



Picture 4.1 The activities of the Full Day School in MTs Surya Buana Malang all of the students listening in the activities of CIP.

Inspiring story is about the success story of the figure, the story of the Prophet and rosul, and stories that are in the Al Qur'an. Duration is no longer about 5-10 minutes to schedule teachers take turns and scheduled. The purpose of this activity is in addition to form religious character and motivate students. This information based on Mr. Akhmad Riyadi said:

This regular activity we call CIP (Cerita Inspirasi Pagi), what is a story of inspiration that morning? That is a story about certain themes to students, what themes? Themes include about religious or Islamic, Indonesia, and the third about science and technology. An example of when such success stories about religious figures, stories of the prophets and rosul, and stories or stories that are in the quran. Duration is no longer about 5-10 minutes to schedule teachers take turns and scheduled. The purpose of this activity is in addition to form religious character also to

motivate students with stories like the story of the success of the figure.⁶²

In other side, religious activity also can be seen in the program the sunnah of fasting Mondays and Thursdays. This new program in schools the purpose of this program is to familiarize students at early stages of fasting. For its implementation the school works closely with parents of students at home parent task to set up, monitor, and support students to fast. Religious activity in the teaching and learning process can be seen in how the students take pray before and after doing everything.

Schools or madrasahs also had the usual flagship program called SRB (monthly report System) and SPK (System point discipline). The purpose of the holding of this monthly report cards system is to monitor the progress of student achievement. Monthly report cards are arranged based on the student's academic performance in the month concerned.

Report cards monthly views is more effective than with the semester report cards, especially in following up on problems that occur during the process of learning in school and of course the learning difficulties faced by students. Early Diagnosis will give a more adequate solution systems of the semester.

The profit report cards monthly for caregivers is they can figure out the graph of the development achievements of the son/daughter every

⁶² Interviewed with Mr. Akhmad Riyadi, Head of Madrasah Tsanawiyah Surya Buana Malang, On Thursday 3 August 2017.

month so that it can be used as a scientific method is simple: Catch symptoms input to be discussed together with the school.⁶³

The implementation of the point system of discipline that is by the way a good student behaviour records the entire breach the code of conduct or the achievements reached in the book recording the behavior of students. Punishment for violation of conduct madrasah/school based on points earned during students ' violations. Any violation point varies according to the type of offense. Violations of the code of conduct/school madrasah and their follow-ups will be instantly notified to the parents/caregivers concurrently with the Division report cards complete with point violation concerned students.⁶⁴

Based on observations on Wednesday August 5, 2017 related implementation Full Day School to build religious character through Islamic education of MTs Surya Buana Malang, in the teaching and learning process. The source of the observation of Mr. Mabrur, S.Ag methods used in observation is a method of direct observation.

The learning process starts with the achievement of the results indicators inform the results of learning, and in conveying the indicators as well as the material this time teachers wear white board media.

At this first teacher indirectly provided the material completely, but rather to the introductions are closer to the students, while call the student

⁶³ Kurikulum, (www.mtssuryabuana.sch.id/kurikulum diakses 4 Agustus 2017 jam 19.30 wib).

⁶⁴ Buku Induk MTs Surya Buana, page. 10.

one by one for absent. So the material presented at the time of the first meeting is still limited to the outer skin and general understanding.

Teacher provide general knowledge about the chapter that will be studied while fishing early knowledge of the students. The technique used is fishing with a unique and interesting answers.

In fishing knowledge such material, teachers sought to try with real life that exists around us, so as to make students keen to listen to it to not feel learning has almost ended. On this teaching and learning students seem enthusiastic to follow instruction. It's just presentation activities is still insufficient, because there are still some students who are less confident and still timid in expressed opinions.

A subsequent meeting this time, teachers use lectures. The learning process starts with the achievement of the results indicators inform the results of learning, and in conveying the indicators as well as the material this time teachers wear white board media.

At this meeting the teacher does not directly provide the material, teachers must first do a review against the previous material by way of question and answer between students and teachers. Teachers provide general knowledge about the chapter that will be studied while fishing early knowledge of the students. The technique used is fishing with a group discussion is divided into 3 groups. After conducting a discussion of one of the representatives of the groups presented the results of his work.

Next the teacher justify and adding the results of the presentation methods lectures and students quite enthusiastically follow the learning.

Based on documentation on August 5, 2017 related about implementation Full Day School to build religious character through Islamic education of MTs Surya Buana Malang are as follows:

- 1) Syllabus has already been appropriate and reflect the steps in the formation of character.
- 2) RPP already overall detail explaining the steps that will be implemented in every learning process.
- 3) Scoring system at each RPP enclosing aspects of knowledge and behavior.
- 4) Books that are used in accordance with the curriculum of 2013.

The process of build a religious character on Full Day Schools system through Islamic education of MTs Surya Buana Malang. There are five steps that can be taken in character building,are: first, Designing and formulating the character. what is character that wants give to students. In this case is religious character. Second, 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. Third, Asking commitments together (the principal, teachers, employees and caregivers) to jointly carry out a

program of character building participated and watched him. Fourth, implementing character building continuously and consistently. Fifth, doing evaluation of the program already and is running.

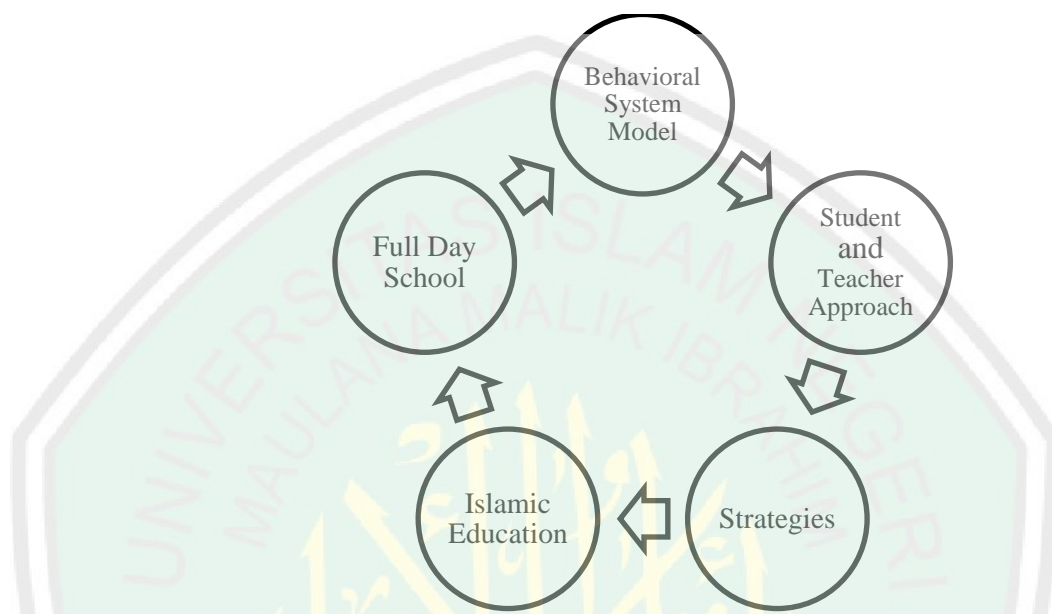


Diagram: Model of build religious character on Full Day School system through Islamic education of MTs Surya Buana Malang

From the result of observation, interview, documentation above then come to the school directly. Seeing the process of teaching learning, doing interview, and reviewing related literature. We can know that model which used in MTs Surya Buana Malang is Behavioral system model. This model is suitable with condition above where the students are having schedule and they have to do it. There are two system SRB and SPK which became stimulus and operant conditioning in their activities.

From the model of character building, we can derive into approach strategy, and method that used to build religious character. Approach that used in this madrasa are student centered and teacher

centered. Teacher centered is used to give knowledge to the student On this approach, the teacher takes a role as the main source of learning and student centered is used to give freedom or giving wide opportunities to student to choosing what they want to learn. This information based on Mr. Mabur said:

In the usual, approach of processed learning I use are student centered because it demands from the school as well. As much as possible stay away from teacher centered approach using does not mean this approach is not good. But more to the how of learning it to fit what the desired class so students become active. Teacher centered is also used in my learning because there is definitely just the chapter discussion or material that cannot be using the student centered approach.⁶⁵

From the approach above we can derivate into strategies, Learning strategies is an effort of a teacher in conveying the subject matter, so that the material can be well received by the students. Then the atmosphere of learning should be in settings such that it is able to create an atmosphere conducive and fun learning.

Strategies that used to build character religious of MTs Surya Buana Malang.. There are some strategies of learning that used in MTs Surya Buana Malang based on observation and interview in the field,are:

a. Direct instruction

This strategy concerns in the teacher on giving information and developing skill. Direct instruction is a teacher-centered model that has five steps: establishing set, explanation and/or demonstration,

⁶⁵ Interviewed with Mr. Mabur, Teacher subjects Aqidah Akhlak MTs Surya Buana Malang, On Saturday 5 August 2017.

guided practice, feedback, and extended practice a direct instruction lesson requires careful orchestration by the teacher and a learning environment that businesslike and task-oriented. This information based on Mr. Mabur said:

Essentially the strategy that I use in learning is not much different from the teachers here. The strategy I use is for direct instruction why this strategy I use because I think this strategy corresponding to the subjects I teach i.e. aqidah morals. Because here, the teacher is fully in control of students as well as a guide for students to achieve what is expected. If in this the morals of aqeedah subjects expected Yes students can find out the correct aqeedah and run and the results will change the attitudes of students.⁶⁶



Picture 4.2 The Learning Process of Aqidah Akhlak

According to information above this strategy direct instruction can be good way in shape a student character and guiding the student to the right way, right way of Islam. Teachers in transferring information material or a new skill, using oral or visual, so that students will be able to have a visual representation and study as a

⁶⁶ Interviewed with Mr. Mabur, Teacher subjects Aqidah Akhlak MTs Surya Buana Malang, On Saturday 5 August 2017.

reference at the beginning of the study, as well as in the delivery in a manner that can be accepted by the students with good anyway.

b. Indirect instruction

In contrast to direct learning strategies, Indirect instruction is not generally directly centred on learners, though two of these strategies can be complementary. The role of the teacher shifts from a lecturer to become the facilitator. This strategy concerns in the students and the role of teacher only as facilitator, supporter and resource person. This information based on Mr. Mabur said:

In addition to direct learning strategies teachers here also use indirect learning strategies. Where is the same as I said earlier it hoped in schools on the teachers here for more how students were active and fun in learning.⁶⁷

Packing material in a way that is easy to understand, fun, and can enable students in the process of teaching and learning. environment as a source of learning, so that students can learn concrete, meaningful and beneficial to the students. Harnessing diversity students ' ability to communicate with each other, mutual learning so that it can establish the situation that makes students feel valued both upper and lower.

⁶⁷ Interviewed with Mr. Mabur, Teacher subjects Aqidah Akhlak MTs Surya Buana Malang, On Saturday 5 August 2017.



Picture 4.3 Learning outside the classroom so that students are more active and fun learning of Students MTs Surya Buana Malang.

By applying indirect learning strategies students can become active and creative. Teachers manage the learning environment and provide opportunities to engage learners and encourage a more active interest and curiosity of the learners.

c. Experiential learning

Students who constantly learn classical in class could be hit by a long saturation. Therefore, MTs Surya Buana carrying out empirical studies around the world that is scientific visits to places that fit the topic of learning. These places include: Museum Brawijaya, Ceramic Industry, industry Tempe, Jawa Pos, JTV TV stations, etc. The implementation of this empirical study at least once a year. Whereas at the end of the lesson, SEE implemented as a vital project visits in the form of the Study Tour. This information based on Mr. Mabur said:

This strategy is also expected to make students not saturated processed so we immediately learn outside the classroom. As Observed around schools or roads and what we can take from it. There are also, Empirical studies program is one of the annual events held around the World Solar MTs one time within one year of lessons. Empirical studies in a series of events this year include educational activities and kreatif activities.⁶⁸

Make use of the environment as a source of learning, so that students can learn concrete, meaningful and beneficial to the students. This strategy using forms of inductive sequent, student centered and activity oriented. The emphasize on the learning not the result.

2. Problems in Build Islamic Character through Full Day School System

Seeing the related review, observation, and interview there are some problems in build Islamic (religious) character through Full Day School system at MTs surya Buana Malang, are:

a. Student factor

Different backgrounds of the student before coming in MTs Surya Buana Malang become problems. Especially students before entering the MTs Surya Buana are not come from school that used Full Day School system. Students usually feel exhausted and will not focus on their learning. Such a condition could make the process of teaching and learning especially Islamic education lessons does not run as expected. Students were the first to get into

⁶⁸ Interviewed with Mr. Mabur, Teacher subjects Aqidah Akhlak MTs Surya Buana Malang, On Saturday 5 August 2017.

this schools usually require adjustment before can really adapt to the school environment and activities. New students typically need about a semester to adapt. This information based on Mr. Akhmad Riyadi said:

Throughout the school year goes by, the new academic year is usually mainly the grade 7 students that there are some students who complain in the sense they are not familiar with the circumstances of the school. Unfamiliar with the activities of the school until the late afternoon. And usually they need time to adapt more or less about a semester to adapt.⁶⁹

Such information gives an overview of the new class of seven students that at least takes one semester to get used to. This conditioning period may inhibit activity or series of activities scheduled in the madrasa.

b. Parents factor

Parents also have an important role in the implementation of build religious character. Because the parents become second place after children learn in schools. Most parents now focusing more of his son's education at the school. So indirectly parents at home does not support development of son and daughter at schools. For those lessons in schools is sufficient so there is no guidance from the parents. This information based on Mr. Akhmad Riyadi said:

One other factor that is becoming a concern in the formation of the religious character of the students are parents. So the factors of elderly people at home who are indifferent, which considers that education in schools is

⁶⁹ Interviewed with Mr. Akhmad Riyadi, Head of Madrasah Tsanawiyah Surya Buana Malang, On Thursday 3 August 2017.

sufficient. So that the child in the home was left without any further guidance. It is the most important school child already granted.⁷⁰

The involvement of parents in education is very needed to achieve excellence education. Do not let the parents thus hampered efforts undertaken both country teachers in instilling religious character in particular.

c. Teacher factor

Based on the researcher observation and interview to become a teacher in this madrasa need a more than knowledge. Because teacher especially Islamic education need Special skill and character. Special skill to bring the student feel a comfort and fun in the learning process. Character because to teach Islamic education in this madrasa, teacher has already become a model for student. In fact the performance required of teachers in such a way, there are still teachers who cannot yet meet the standard requirements of teachers. As a result of observational researchers find teachers who are less prepared in particular teachers in learning the scope of Islamic education. So the students any less enthusiastic and not actively in the teaching learning process.

Therefore the teacher factors become very important in the formation of the religious character of the students in the MTs Surya Buana Malang.

⁷⁰ Interviewed with Mr. Akhmad Riyadi, Head of Madrasah Tsanawiyah Surya Buana Malang, On Thursday 3 August 2017.

3. Solutions for the Problems in Build Islamic Character through Full Day School System

- a. Giving care and affection totally in student need through individual and group approach

In this case knowledge about student development is needed. So the can maximal on the give care and affection on student totally.

As we know that if student has not adapt well. The teacher have to try his best to make his student feel commfort and fun in the learning process. Such as choosing and determining content of the lesson used the student approach, both individual or group. Then, choosing the material based on the teacher decision through seeing facts phenomena and added by the student wants and required.

- b. Making the connection book between schools and parents of students

Controlling the student, when the student not at school or out of the school with the connection book. This book describes the task that was given to student from school such as homework, task groups, or individuals and students activity at home. Activity reporting child at home as a follow-up from the formation of the religious character of the students. Because the student activity at home column in there relating to how the student prayer, whether students reciting holy Qur'an at home or not and how student behavior when at home.

c. Increasing and upgrading teacher capability through learning

Teachers are not less important in running the educational world. A teacher who is good, certainly able to understand the special needs of each student who can help in adjusting to the ongoing curriculum. Teachers also have a responsibility to provide this knowledge and also the later example would be emulated by his disciples. Teacher also trying to sensitive about student feeling. If the student in bad condition or bored, giving relaxing in learning process is needed without avoid the dicipline of the students. Teacher in MTs Surya Buana Malang have to ready about possibility that will be happened, wise, and good behaviour because teacher at school is model figure of the student.

CHAPTER V

DISCUSSION

A. Model in Build Islamic Character through Full Day School System at MTs Surya Buana Malang

MTs Surya Buana Malang established in 1999 since it started used Full Day School system. Students learn in school every day for 9.5 hours (at 06.45 PM-15.30 PM) including rest, prayer, praying Duha, prayer Dhuzur, lunch and prayer Ashar together. The implementation Full Day School system is accordance with vision, mission, and objective. The Full Day School system is intended so that students are more tracked and time spent by students or children with optimal use. With the use of optimal time is expected to be detained students towards the introduction of self and began to form religious character.

The implementation to build religious character on Full Day School system through Islamic education. The way to build religious character they need model as the concept, source, and guide. As the result finding in the field, model which used is behavioral system model where this model can be derivate to approaches and strategies. The approach which used in this madrasa are student and teacher centered. The for the strategies which used are direct instuction strategy, indirect instruction strategy, and experiential learning.

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. This model is suitable with the Vision, mission and objective of MTs Surya Buana Malang where the student Superior achievement, leading in innovation, advance in creations, environmentally, and have a akhlakul karimah. This model come from behavioristic learning theory where has purpose to develop efficient system to arrange the dutties and build the character through reinforcement. It is same with the religious character building on Full Day School system through Islamic education of MTs Surya Buana.

Determining to choose behavioral system model as concept, source and guide. Building religious character on Full Day School system as main concept to arrange the dutties and build the character through reinforcement of MTs Surya Buana also come from assumption that behavioral system model give more emphasize in changing the behaviour both physical and psychological. In this model, there are modification model which suitable with the consition in MTs Surya Buana Malang as follow:

1. Phase of teaching engine

This phase is the first phase where in this phase the student MTs Surya Buana Malang enter the school. At the first teachers and employees giving the students guidance about the system of Full Day School and the activities. To build religious character, the teachers and employees arranged the schedule. The teacher give

knowledge about what is Islamic doctrines such as how to prayer, how to life in the society, how to be good muslim and all of the character which suitable with islamic doctrines.

2. Phase of media

The second phase is continuing from teaching engine where the teacher in MTs Surya Buana Malang using media in the learning process. Media become accelerate way in giving teaching material. The teacher in this institution using Islamic programs activities which attributable with Islamic doctrines as media to transfer knowledge and give understanding. In the practicing of islamic doctrines activities which arranged in Islamic religious character, the employee and the teacher using tools and facilities to applied it. Like doing praying together in small mosque.

3. Linier and branching program

In this phase, the teacher make all of teaching material before as linier and branching program. After, using media the teachers not only stay with the materials has before, but also make correlation among the material so that the student can remember and remind about the material with easy way. As the finding result, the teacher of lessons Islamic education such as Aqidah akhlak, Fiqh, and Alqur'an Hadist in MTs Surya Buana Malang make correlation concept with the material like concept of believing Allah SWT with practice and do good attitude in the social life.

4. Operant conditioning and operant reinforcement

Operant conditioning and operant reinforcement is the main way to build the behavioral in behavioral system model. After the students are given material and treatment about religious character. The teachers and employee prepare the situation and condition which supported to build religious character. In MTs Surya Buana Malang all of activities is arranged include time to do worship. Preparing the situation in the morning before the students entered the classroom for teaching and learning activities. Students are required to follow the activity of memorizing the qur'an 30 juz. These activities take place together at the small mosque and after it praying Dhuha with 8 rokaat prayer together. After that continued study of religion which is packed with activities of CIP (Cerita Inspirasi Pagi). The purpose of this activity is in addition to form religious character and motivate students. Then, for conditioning student teachers every day waiting for the students at the front gate, preparing to welcome and greet students who came to school. This conditioning is expected to make relationship between teacher student became close and form the character of students. the program the sunnah of fasting Mondays and Thursdays try to make condition student familiarize students at early stages of fasting. For applying the school works closely with parents of students at home parent task to set up, monitor, and support students to fast.

Religious activity in the teaching and learning process can be seen in how the students take pray before and after doing everything.

Based on the discussion above, behavioral system model which applied into build religious character on Full Day School system through Islamic education MTs Surya Buana Malang is suitable. This model is suitable with vision, mission, and objective of the instution with can change the behaviour students to better or akhlakul karimah, especially in their attitudes on daily life.

From the model of character building, we can derivate into approach strategy, and method that used to bulid religious character. Approach that used in this madrasa are student centered and teacher centered. Teacher centered is used to give knowledge to the student On this approach, the teacher takes a role as the main source of learning and student centered is used to give freedom to student to choosing what they want to learn.

From the approach above we can derivate into strategies, strategies that used to build character religious of MTs Surya Buana Malang. strategy is a plan methods or series of activities designed to achieve particular education goal. There are some strategies of learning that used in MTs Surya Buana Malang based on observation and interview in the field,are:

- d. Direct instruction

This strategy concerns in the teacher on giving information and developing skill. Direct instruction is a teacher-centered model that has five steps: establishing set, explanation and/or demonstration, guided practice, feedback, and extended practice a direct instruction lesson requires careful orchestration by the teacher and a learning environment that businesslike and task-oriented.

Applying Direct instruction strategy to the study of Fiqh Teaching material Wudlu:

The first phase, teachers deliver learning objectives so that students are able to mention the taking wudlu practicing correctly. At this stage the teacher is giving a description of the sense of the wudlu, the terms legitimate and mandatory requirement of wudlu, pillars and sunnah wudlu as well as the things that invalidate the wudlu.

The second phase, the teacher demonstrates how to take a wudlu through Pat wudlu and direct practice

The third phase, the teacher guide in training wudlu by giving instructions. Students practice the movement wudlu together-the same, gradually according instruction teachers. Teachers ensure students proper movement rules.

The fourth phase, teachers check students ' understanding of and provide feedback on the material wudlu is given. For example, by providing seatwork (exercises items) or workbook (spreadsheet)

surrounding the material wudlu. Another way of questioning with appropriate material.

The fifth phase, the teacher provides opportunities for advanced training through observing parents homework each take a wudlu before prayers and imitate it.

e. Indirect instruction

The role of the teacher in this strategy change from a lecturer to become the facilitator. This strategy concerns in the students and the role of teacher as facilitator. Application of Indirect strategy instruction on learning fiqh: Students are divided into several groups of every particular group consists of five students. Of each group member has a specific role, as follows:

1. Group leader responsible for starting the discussion, prepare the group to work on tasks and complete assignments, and convey the information to the other groups.
2. The Registrar, make and maintain records, and records of material groups either made at the time of a discussion or share it to the members of the group.
3. Monitor the discussions, working to ensure that the discussion takes place smoothly and all the opinion read by and discussed in the discussion.
4. The catalyst, encouraging every Member to give contribution and tried to portray a more detailed explanation of the group members.

5. In conclusion, Makers during the discussion and draw conclusions at each meeting of encapsulates the details of the subject matter that appears.

6. Lawyers, is in charge of conducting and delivering the opinion of the cross reference against the arguments presented in the discussion against the opinions submitted others.

With the duties of each Member of the group each are expected discussion can run smoothly. As well as be able to train students to be responsible with the task group of the masing0masing so that the implementation discussion there was no snag anything.

f. Experiential learning

This strategy using forms of inductive sequent, student centered and activity oriented. The emphasize on the learning not the result. Students who constantly learn classical in class could be hit by a long saturation. Therefore, MTs Surya Buana carrying out empirical studies around the world that is scientific visits to places that fit the topic of learning.

These places include: Museum Brawijaya, Ceramic Industry, industry Tempe, Jawa Pos, etc. The implementation of this empirical study at least once a year. Whereas at the end of the lesson, SEE implemented as a vital project visits in the form of the Study Tour.

B. Problems in Build Islamic Character through Full Day School System

a. Student factor

Different backgrounds of the student before coming in MTs Surya Buana Malang become problems. Especially students before entering the MTs Surya Buana are not come from school that used Full Day School system. Students usually feel exhausted and will not focus on their learning.

Such a condition could make the process of teaching and learning especially Islamic education lessons does not run as expected. Students were the first to get into this schools usually require adjustment before can really adapt to the school environment and activities. New students typically need about a semester to adapt.

b. Parents factor

The problem happened, 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.

The growing number of all day programs is the result of a number of factors, including the greater numbers os single parent and dual income families in the workforce who need all day programming for their young children.

Parents also have an important role in the implementation of build religious character. Because the parents become second place after children learn in schools. Most parents now focusing more of his son's education at the school. So indirectly parents at home does not support development of son and daughter at schools.

For those lessons in schools is sufficient so there is no guidance from the parents. The involvement of parents in education is very needed to achieve excellence education. Do not let the parents thus hampered efforts undertaken both country teachers in instilling religious character in particular.

c. Teacher factor

Based on the researcher observation and interview to become a teacher in this madrasa need a more than knowledge. Because teacher especially Islamic education need Special skill and character. Special skill to bring the student feel a comfort and fun in the learning process.

Character because to teach Islamic education in this madrasa, teacher has already become a model for student. In the field, the researcher find that the student does not enthusiasm in the learning process. In fact the performance required of teachers in such a way, there are still teachers who cannot yet meet the standard requirements of teachers.

As a result of observational researchers find teachers who are less prepared in particular teachers in learning the scope of Islamic education. So the students any less enthusiastic and not actively in the teaching learning process. In the formation of the character of the students in the schools especially in MTs Malang, example is a method that is most effective and efficient.

Because students in the age of primary and secondary education in general learning from teachers. This is indeed a psychologically students indeed glad to emulate, not just as good, even sometimes the jeleknya they follow. Therefore the teacher factors become very important in the formation of the religious character of the students in the MTs Surya Buana Malang.

C. Solutions for the Problems in Build Islamic Character through Full Day School System

- d. Giving care and affection totally in student need through individual and group approach

In this case knowledge about student development is needed. So the can maximal on the give care and affection on student totally. As we know that if student has not adapt well. The teacher have to try his best to make his student feel commfort and fun in the learning process. Such as choosing and determining content of the lesson used the student approach, both individual or group. Then, choosing the material based on the teacher decision

through seeing facts phenomena and added by the student wants and required.

- e. Making the connection book between schools and parents of students

Controlling the student, when the student not at school or out of the school with the connection book. This book describes the task that was given to student from school such as homework, task groups, or individuals and students activity at home.

Activity reporting child at home as a follow-up from the formation of the religious character of the students. Because the student activity at home column in there relating to how the student prayer, whether students reciting holy Qur'an at home or not and how student behavior when at home.

- f. Increasing and upgrading teacher capability through learning

Teachers are not less important in running of religious character building. A teacher who is good, certainly able to understand the special needs of each student who can help in adjusting to the ongoing curriculum.

Teachers also have a responsibility to provide this knowledge and also the later example would be emulated by his disciples. Teacher also trying to sensitive about student feeling. If the student in bad condition or bored, giving relaxing in learning process is needed without avoid the discipline of the students.

Teacher in MTs Surya Buana Malang have to ready about possibility that will be happened, wise, and good behaviour because teacher at school is model figure of the student.



CHAPTER VI

CLOSING

A. Conclusion

Based on the results of data analysis and discussion that has been exposed then it can be inferred:

1. Model in Build Islamic Character Through Full Day School System

The implementation Islamic Character Building through Full Day School System at MTs Surya Buana Malang is behavioral system model. From this model can be derivate to approaches and strategies. The approach which used are student and teacher centered. Then the strategies which used are direct instruction, indirect instruction, and experiential learning.

2. Problems in Build Islamic Character through Full Day School System

- a. Student factor, consist of different backgrounds of the student before coming in MTs Surya Buana Malang.
- b. Parents factor, parents more focusing of his son's education at the school.
- c. Teacher factor, teacher in this madrasa need a more than knowledge. Teacher especially Islamic education need Special skill and character they dont have it.

3. Solutions for the Problems in Build Islamic Character through Full Day School System

- a. Giving care and affection totally in student need through individual and group approach.
- b. Making the connection book between schools and parents of students.
- c. Increasing and upgrading teacher capability through learning.

B. Suggestion

Based on the results of the research in Build Islamic Character through Full Day School System at MTs Surya Buana Malang a researcher has suggestion: The implementation of the establishment of a Islamic (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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A P P E N D I X

Appendix I : Evidence of Consultation



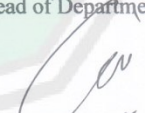
MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
FACULTY OF EDUCATION AND TEACHER TRAINING
 Gajayana Street Number 50 Telepon (0341) 552398 Faksimile (0341) 552398
 Website: fitk.uin-malang.ac.id email: fitk@uin-malang.ac.id

EVIDENCE OF CONSULTATION

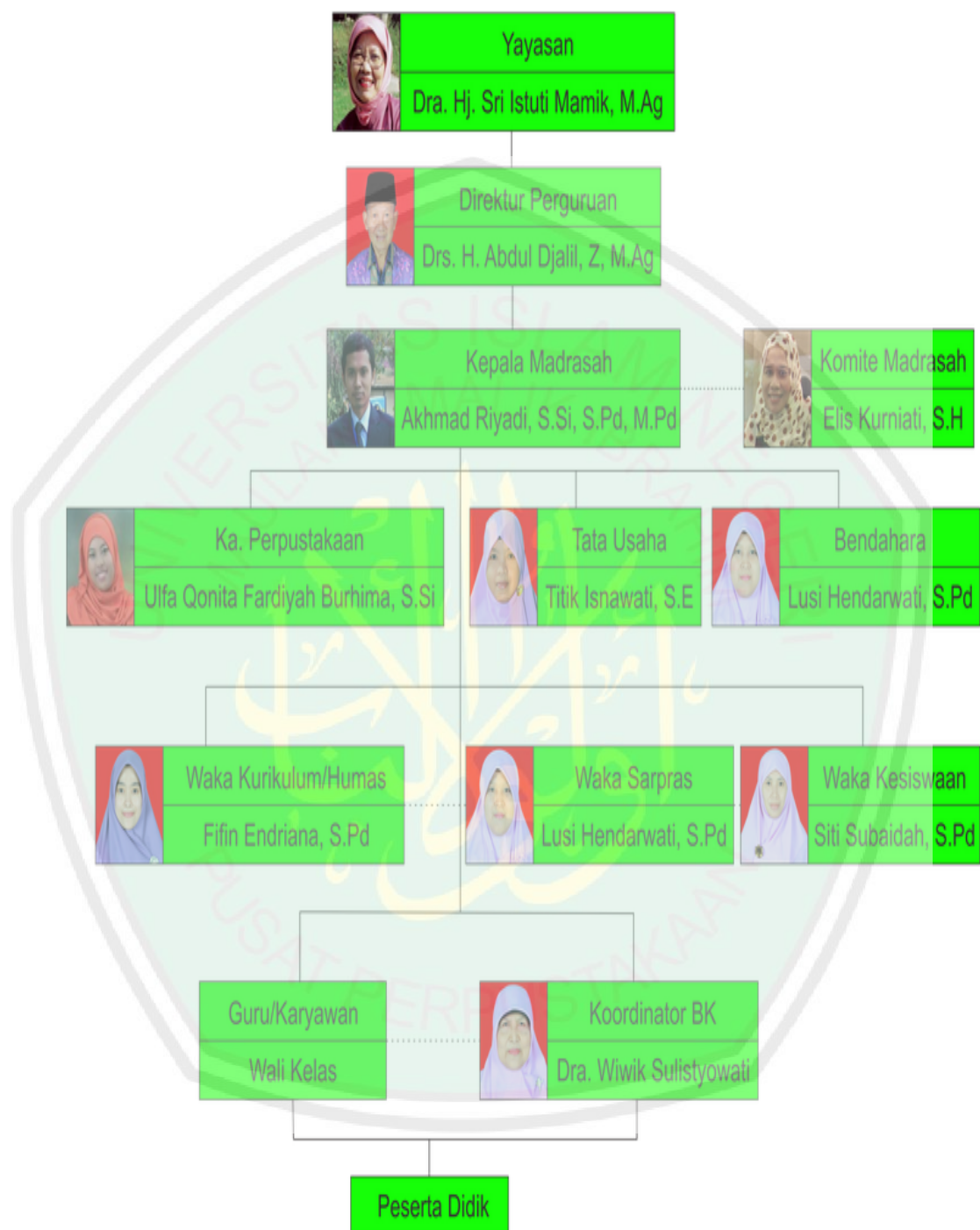
Name : Masrur Bakhtiar
 Number of Student : 13110037
 Department : Islamic Education
 Advisor : Dr H. Nur Ali, M.Pd
 Title of Thesis : The Character Building On Fullday School System Through Islamic Education of MTs Surya Buana Malang

No	Date of Consultation	Consultation Material	Signature
1	16 June 2017	Chapter I, II, III	
2	14 July 2017	Revision chapter I, II, III	
3	8 August 2017	Chapter IV	
4	10 August 2017	Revision chapter IV	
5	15 August 2017	Chapter V	
6	22 August 2017	Revision chapter V	
7	24 August 2017	Chapter VI	
8	30 August 2017	Acc	

Acknowledged by,
 Head of Department,


Dr. Marno, M. Ag
 NIP. 196504031998031002

Appendix II : Organizaion Structure of MTs Surya Buana Malang



Organizaion Structure of MTs Surya Buana Malang

Appendix III : Teachers and employees of MTs Surya Buana Malang



Drs. H. Abdul Djalil, Z, M.Ag
Direktur Perguruan



Akhmad Riyadi, S.Si, S.Pd, M.Pd
Kepala MTS Surya Buana



Lusi Hendarwati, S.Pd
Bendahara



Siti Zubaidah, S.Pd
Waka Kesiswaan



Fifi Endriana, S.Pd
Waka Kurikulum



Dyah Agustina Kuswari Bawaningrum, S.Pd
Bahasa Indonesia



Dewi Faizah, S.Pd
IPA



Mabur, S.Ag
Akidah Akhlak



Mardiyah, S.Si
KIR



Moh. Saleh, S.Pd
TIK dan Prakarya



Murtisari Tuntas, S.Pd
Seni Budaya



Athika Diena Hayati, S.S, M.Pd
Bahasa Inggris



Miftakus Saadah, S.Pd
PPKN



Linda Listriana, S.Pd
Matematika



Faridatul Aliyah, S.Pd
Bahasa Inggris



Mohammad Yusuf, S.Pd
Penjaskes dan Olahraga



**Novi Ayu Lestari Ningtiyas, S.Pd,
M.Pd**
IPA



Farihul Muflihini, S.Pd
IPS



Siti Muhafidhoh, S.Pd, M.Pd
Bahasa Arab



Taufiq Hidayanto, S.Pd, M.Pd
Matematika



Dra. Wiwik Sulistyowati
BK dan Bahasa Jawa



Moh. Hasan Igo, S.Pd
Alquran Hadis dan Fiqih



Ihsan El Fatih, S.S
Bahasa Arab



Titik Isnawati, S.E
Ka. Tata Usaha



Tri Desiana, S.Sos
Karyawan



Suroso
Karyawan



Haryo Bakti Aribowo
Karyawan



Arum Tri Sugianti
Karyawan



Fania Rustin
Karyawan



Dwi Erna Rahmawati
Karyawan



Acha Anggi Maulida
Karyawan



Budianto
Karyawan



Hari Purnomo
Karyawan



Ulfa Qonita Fardiyah Burhima, S.Si
Perpustakaan

Appendix IV : Letter Permission from Faculty of Tarbiyah and Teacher Training

		<p>KEMENTERIAN AGAMA 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_uinmalang@yahoo.com</p>	
Nomor	: Un.3.1/TL.00.1/ 1056/2017	17 April 2017	
Sifat	: Penting		
Lampiran	: -		
Hal	: Izin Penelitian		
Kepada Yth. Kepala Kementerian Agama Kota Malang di Malang			
<i>Assalamu'alaikum Wr. Wb.</i>			
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	: Masrur Bakhtiar		
NIM	: 13110037		
Jurusan	: Pendidikan Agama Islam (PAI)		
Semester - Tahun Akademik	: Genap - 2016/2017		
Judul Skripsi	: <i>Character Building in Fullday School System Through Islamic Education of MTs Surya Buana Malang</i>		
diberikan izin untuk melakukan penelitian di MTs Surya Buana Malang mulai April 2017 sampai dengan Juni 2017.			
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.			
<i>Wassalamu'alaikum Wr. Wb.</i>			
		 a.n. Dekan Wakil Dekan Bid. Akademik, Dr. H. Sutalah, M.Ag. NIP. 19651112 199403 2 002	
Tembusan :			
1. Yth. Ketua Jurusan PAI			
2. Yth. Kepala MTs Surya Buana Malang			
3. Arsip			

Appendix V : Letter Permission from The Ministry of Religion of Malang



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MALANG
Jl. R. Panji Suroso 2 Telp. 491605-477684 FAX 477684
<http://www.kemenagkotamalang.com> email : mapendakotamalang@ymail.com

Nomor : B- 1399 /Kk.13.25.2/TL.00/05/2016 24 Mei 2017
Sifat : Biasa
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MTs Surya Buana
Kota Malang

Menindaklanjuti surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Kota Malang Nomor : Un.3.1/TL.00.1/1056/2017 tanggal 17 April 2017 perihal Permohonan Izin Penelitian, dengan ini kami sampaikan bahwa pada dasarnya *menyetujui/tidak keberatan* memberikan ijin kepada:

Nama : MASRUR BAKHTIAR
NIM : 13110037
Jurusan : Pendidikan Agama Islam (PAI)
Judul Sekripsi : "Character Building in Fullday School System Through Islamic Education of MTs Surya Buana Malang"

Mengadakan penelitian di sekolah yang Saudara pimpin dengan ketentuan sebagai berikut:

1. Selama mengadakan penelitian mentaati tata tertib yang berlaku.
2. Setelah selesai mengadakan penelitian memberikan laporan secara tertulis kepada Kepala Kankemenag Kota Malang dan Kepala Madrasah

Demikian atas perhatiannya disampaikan terima kasih.

Kepala
Kantor Kementerian Agama
Kota Malang


Dr. Mohammad Zaini, M.M.
NIP. 196111241989031001

Tembusan:

1. Ketua Jurusan PAI (UIN) Maliki Malang
2. Yang bersangkutan

Appendix VI : Letter from MTs Surya Buana Malang



YAYASAN BAHANA CITA PERSADA MALANG
MADRASAH TSANAWIYAH SURYA BUANA
N S M : 121235730019 NPSN : 20583822
"TERAKREDITASI A"
Jl. Gajayana IV/631 Kota Malang Telp/Fax. (0341) 574185 <http://www.mtsuryabuana.sch.id>
<http://www.mts-suryabuana.blogspot.com> email: mtssuryabuanakotamalang@gmail.com

SURAT KETERANGAN
No.329/513.02.05/MTs-SB/III/2017

Yang bertanda tangan di bawah ini:

Nama : Akhmad Riyadi, S.Si, S.Pd, M.Pd
Jabatan : Kepala MTs Surya Buana
Nama Madrasah : MTs Surya Buana
Alamat Madrasah : Jl. Gajayana IV/631 Malang

menerangkan dengan sebenarnya bahwa:

N a m a : Masrur Bakhtiar
NIM : 13110037
Jurusan : Pendidikan Agama Islam
Fakultas : Ilmu Tarbiyah Dan Keguruan UIN Maliki Malang

Telah melaksanakan penelitian dalam rangka menyelesaikan tugas skripsi dengan mengambil judul "**BUILDING ISLAMIC CHARACTER THROUGH FULLDAY SCHOOL SYSTEM AT MTs SURYA BUANA MALANG**" di MTs Surya Buana pada tanggal 17 Juli 2017 s/d 30 Agustus 2017
Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya

Malang, 30 Agustus 2017
Kepala Madrasah,

Akhmad Riyadi, S.Si, S.Pd, M.Pd



Appendix VII : Interview with Head of Madrasa Mr. Akhmad Riyadi, S.Si, S. Pd, M. Pd



Interview with Teacher of Madrasa Mr. Mabrur S.Ag

The process of teaching and learning MTs Surya Buana Malang



Lembar Instrumen Dokumentasi

Tempat Dokumentasi	Tujuan	Informasi yang Diharapkan
MTs Surya Buana Malang	a. Mengetahui secara detail buku yang digunakan dalam penerapan sistem Fullday School	Buku yang digunakan dalam sistem Fullday School
	b. Mengetahui silabus yang digunakan dalam pembentukan karakter religius	Silabus yang digunakan dalam pembentukan karakter religius
	c. Mengetahui RPP yang digunakan dalam pembentukan karakter religius	RPP yang digunakan dalam pembentukan karakter religius
	d. Mengetahui profil sekolah	Profil sekolah (Dokumen tambahan)

Lembar Instrumen Observasi

Tempat Observasi	Tujuan	Informasi yang Diharapkan
MTs Surya Buana Malang	a. Mengetahui secara detail pelaksanaan sistem Fullday School dalam pembentukan karakter religius.	Proses implementasi Fullday School dalam membentuk karakter religius.
	b. Mengetahui secara detail kebiasaan	Mengetahui kebiasaan yang dilakukan sebelum

	yang dilakukan sebelum dan sesudah proses belajar dan mengajar.	dan sesudah proses belajar dan mengajar.
	c. Mengetahui secara detail kegiatan dari awal sampai akhir, dari penerapan sistem Fullday school.	Seluruh kegiatan dalam praktek mulai awal sampai akhir.
	d. Mengetahui metode/model yang digunakan dalam sistem Fullday School dalam membentuk karakter religius.	Metode/Model dalam praktek pembentukan karakter religius.
	e. Mengetahui perilaku dari siswa-siswi dalam penerapan sistem Fullday School	Perilaku yang ditunjukkan siswa-siwi MTs Surya Buana.
	f. Mengetahui fasilitas yang digunakan dalam sistem Fullday School.	Fasilitas yang diberikan MTs Surya Buana Malang untuk siswa-siswi dalam proses pembentukan karakter religius.

Lembar Instrumen Wawancara

Catatan :

1. Wawancara ini dilakukan secara terbuka (tidak terstruktur). Daftar pertanyaan yang terdapat dalam wawancara ini hanya garis besarnya dan dapat dikembangkan dalam proses wawancara.
2. Wawancara dilakukan kepada informan secara berulang-ulang sesuai dengan kebutuhan.

No	Rumusan Masalah	Sasaran	Tujuan	Daftar Pertanyaan	Data yang diharapkan
1.	Apa model yang digunakan dalam pembentukan karakter religius pada sistem Fullday School melalui Pendidikan Agama Islam di MTs Surya Buana Malang?	Kepala Sekolah MTs Surya Buana Malang	Menggali informasi tentang model yang digunakan dalam pembentukan karakter religius pada sistem Fullday School melalui Pendidikan Agama Islam di MTs Surya Buana Malang?	1. Apa model yang digunakan dalam pembentukan karakter religius pada sistem Fullday School melalui Pendidikan Agama Islam di MTs Surya Buana Malang?	Model/metode yang digunakan dalam membentuk karakter religius pada sistem Fullday School melalui Pendidikan Agama Islam di MTs Surya Buana Malang
			Menggali informasi	2. Kapan mulai diterapkan	Sejak kapan mulai

			tentang kapan mulai diterapkannya sistem Fullday School di MTs Surya Buana Malang	sistem Fullday School di MTs Surya Buana Malang?	diterapkannya sistem Fullday School di MTs Surya Buana Malang
			Menggali informasi tentang Penerapan sistem Fullday School dalam pembentukan karakter religius di MTs Surya Buana Malang	3. Bagaimana penerapan sistem Fullday School dalam pembentukan karakter religius di MTs Surya Buana Malang?	Penerapan sistem Fullday School dalam pembentukan karakter religius di MTs Surya Buana Malang
			Menggali informasi tentang tujuan dari penerapan sistem Fullday School di	4. Apa tujuan diterapkan sistem Fullday School di MTs Surya Buana Malang?	Tujuan diterapkannya sistem Fullday School di MTs Surya Buana Malang

			MTs Surya Buana Malang		
		Guru PAI	Menggali informasi tentang strategi yang diterapkan dalam pembentukan karakter religius di MTs Surya Buana Malang	5. Apa strategi yang digunakan dalam pembentukan karakter religius di MTs Surya Buana Malang?	Strategi yang digunakan dalam pembentukan karakter religius di MTs Surya Buana Malang
		Guru PAI	Menggali informasi tentang pendekatan yang diterapkan dalam pembentukan karakter religius di MTs Surya Buana Malang	6. Bagaimana pendekatan yang digunakan dalam pembentukan karakter religius di MTs Surya Buana Malang?	Pendekatan yang digunakan dalam pembentukan karakter religius di MTs Surya Buana Malang
2.	Apa masalah-	Waka Kurikulum	Menggali informasi	1. Apa masalah masalah yang	Masalah dalam

	masalah yang dihadapi dalam pembentukan karakter religius pada sistem Fullday School melalui Pendidikan Agama Islam di MTs Surya Buana Malang?	dan Guru PAI	tentang masalah-masalah yang dihadapi dalam pembentukan karakter religius	dihadapi dalam pembentukan karakter religius pada sistem Fullday School melalui Pendidikan Agama Islam di MTs Surya Buana Malang?	pembentukan karakter religius
3.	Bagaimana solusi dari masalah-masalah yang dihadapi dalam pembentukan karakter religius pada sistem Fullday School melalui Pendidikan	Waka Kurikulum dan Guru PAI	Menggali informasi tentang solusi dari masalah-masalah yang dihadapi dalam pembentukan karakter religius	1. Bagaimana solusi dari masalah-masalah yang dihadapi dalam pembentukan karakter religius pada sistem Fullday School melalui Pendidikan Agama Islam di MTs Surya	Solusi dari masalah dalam pembentukan karakter religius

	Agama Islam di MTs Surya Buana Malang?			Buana Malang?	
		Waka Kurikulum dan Guru PAI	Menggali informasi tentang kegiatan- kegiatan yang mendukung pembentukan karakter religius di MTs Surya Buana Malang	2. Kegiatan- kegiatan apa saja yang mendukung dalam dalam pembentukan karakter religius di MTs Surya Buana Malang?	Kegiatan yang mendukung dalam pembentukan karakter religius di MTs Surya Buana Malang
		Guru PAI	Menggali informasi tentang respon siswa dan siswi tentang kegiatan- kegiatan yang telah di programkan di MTs Surya Buana Malang	3. Bagaimana respon siswa dan siswi tentang kegiatan- kegiatan yang telah di programkan di MTs Surya Buana Malang?	Respon siswa dan siswi pada kegiatan yang telah diprogramkan di MTs Surya Buana Malang.

Appendix VIII : Achievements of MTs Surya Buana Malang



Meraih API dari Menteri Agama RI



Juara 2 Olimpiade Bahasa Inggris Tingkat Provinsi



Juara 3 Lomba Cerdas Cermat Tingkat Provinsi



Juara 2 Pidato Bahasa Inggris Tingkat Provinsi



Meraih 3 Medali Emas, 7 Perak, 1 Perunggu KIR Internasional



Juara AKSIOMA Kota Malang 2016



Meraih Medali Emas Lomba Karya Ilmiah di Korea



Meraih Medali Emas di Kroasia



Meraih Medali Perak Lomba Karya Ilmiah di Thailand



Meraih Medali Emas Lomba Karya Ilmiah di Hongkong



Meraih Award dari Sembilan Negara di Taiwan



Juara Umum BARAPAMERA (PMR) XIII Tingkat Nasional

Appendix IX : The Founder of MTs Surya Buana Malang



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