

**MODEL OF RELIGIOUS CHARACTER BUILDING THROUGH
ISLAMIC EDUCATION FOR CHILDREN PRISONERS IN
CHILDREN CORRECTIONAL INSTITUTION 1ST CLASS**

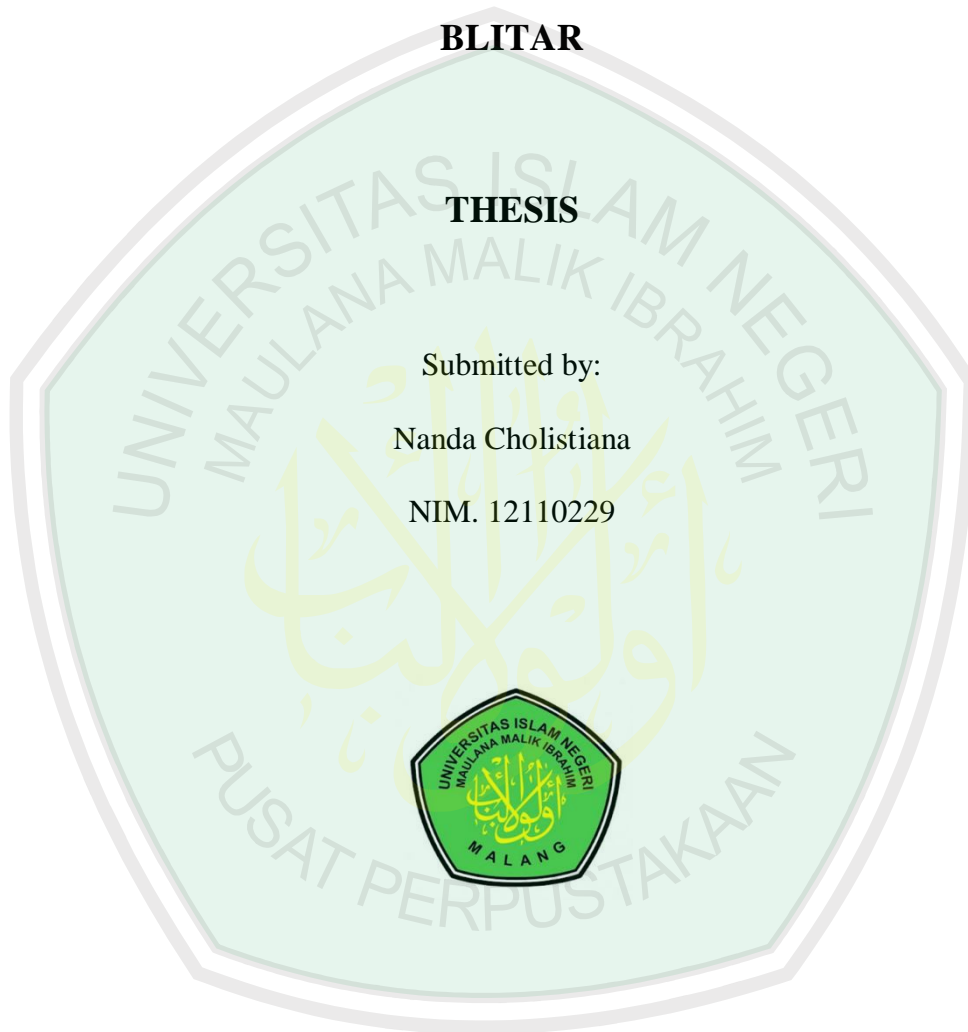
BLITAR

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ISLAMIC EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

July, 2016

**MODEL OF RELIGIOUS CHARACTER BUILDING THROUGH
ISLAMIC EDUCATION FOR CHILDREN PRISONERS IN
CHILDREN CORRECTIONAL INSTITUTION 1ST CLASS
BLITAR**

Presented to

State Islamic University of Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirement for Degree of Sarjana Pendidikan Islam
(S.Pd.I)

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MODEL OF RELIGIOUS CHARACTER BUILDING THROUGH ISLAMIC EDUCATION FOR JUVENILE OFFENDERS IN CHILDREN CORRECTIONAL INSTITUTION 1ST CLASS BLITAR

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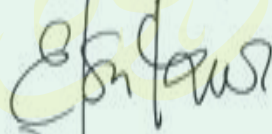
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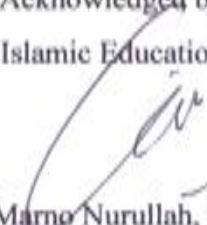


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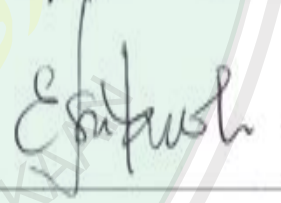
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DEDICATION

This thesis is especially dedicated to

My Beloved Parents, Abd. Satar and Muslikah

My Brother (M. Saiful Bahri) and My Sister (Desi Rahmawati)

My Beloved Family of Islamic Education International Class Program

(PAI-ICP) English 2012

My Beloved Family of Lembaga Tinggi Pesantren Luhur Malang

and

All of Children who life in Correctional Institution in the world

Please, believe inside your heart that

There is a LIFE, there is an OPPORTUNITY

and

There is BETTER FUTURE

Never Give Up to Change the World!!!

MOTTO

Don't be afraid because of hunger,

But

be afraid because never be Fighter!!!

Never Give Up to Change the World...

Verily! Allah is always with Us

Then,

Which Blessings of your Lord (Allah SWT) will you deny?

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To Whom It May Concern,
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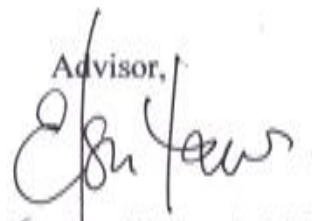
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is considered **acceptable** to be defended after being intensively read and regularly
consulted in the area of research content, language, and writing composition.

Wassalamu 'alaikum warahmatullahi wabarakatuh

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STATEMENT OF ACADEMIC INTEGRITY

I, Nanda Cholistiana, declare that the thesis that I wrote to fulfill the requirement for degree of *Sarjana Pendidikan Islam (S.Pd.I)* in Islamic Education Department, Tarbiyah and Teaching Science Faculty, State Islamic University of Maulana Malik Ibrahim Malang entitled: **"Model of Religious Character Building through Islamic Education for Juvenile Offenders in Children Correctional Institution 1st Class Blitar"** is truly my original work. It does not incorporate any materials previously written or published by another person except indicated in quotations and bibliography. Due to this fact, I am only person responsible for the thesis if there is any objection or claim from others.

Malang,

The Author,



Nanda Cholistiana

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ACKNOWLEDGEMENT

Alahamdulillah, all praises due to Allah SWT, the Most Gracious and the Merciful. Allah is the one I worship and ask for help, who has given me guidance and blessing in completing this thesis, entitled “**Model of Religious Character Building through Islamic Educationfor Children Prisoners in Children Correctional Institution 1st Class Blitar**”. Shalawat and salam are also delivered to the Prophet Muhammad SAW who is the last and the final messenger to the mankind.

I realize that my thesis will never get success without any interference from other people. Therefore, I would like to thank to those people who helped me in completing my thesis. Firstly, I want to say big thanks for all of my family who always support me in all of condition. Secondly, my sincerity goes to my guidance academic lecturer and also as my advisor Dr. Esa Nur Wahyuni, M.Pd , who always give the best suggestions along my study with patience, great attention and constructive critics for my best result. Then my great thanks reach to all of people who help me, especially for all of my great techers and lecturers, all of my friends (my big family of Islamic Education Department (PAI) especially PAI ICP-English '12 and my big family of Lembaga Tinggi Pesantren Luhur Malang) and all of people who can't be mentioned everyone.

I know that my thesis still have any mistake, so the constructive critics always be opened to make perfect of this paper. Moreover, I have big hope that this thesis can give knowledge for the readers about correctional institution in Indonesia.

Malang, June 3th 2016

Author

Nanda Cholistiana
NIM. 12110229

GUIDANCE OF ARABIC transliteration

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Vokal Panjang

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. Vokal Diftong

أَوْ = aw

أَيُّ = ay

أُو = û

أَيُّ = î

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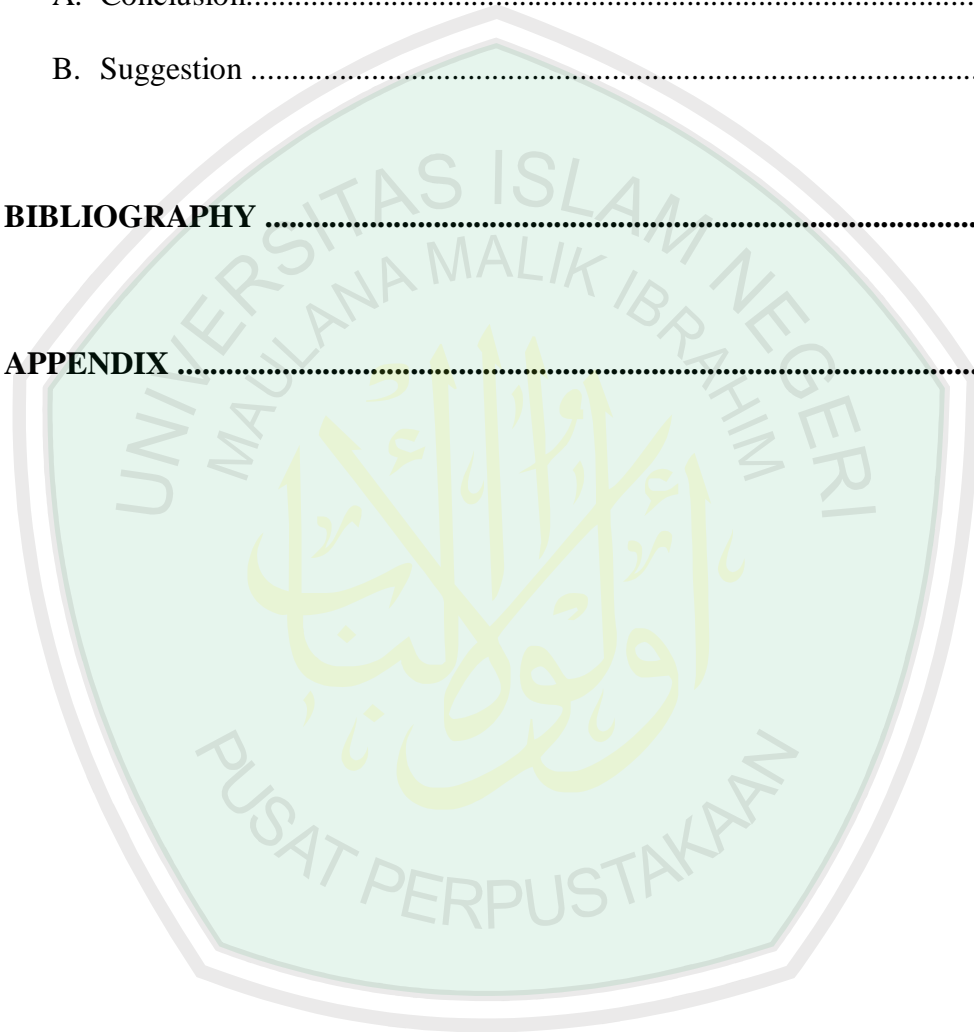
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ABSTRACT

Cholistiana, Nanda. 2016. *Model of Religious Character Building through Islamic Education for Juvenile Offenders in Children Correctional Institution 1st Class Blitar*. Thesis. Islamic Education Program, Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. Esa Nur Wahyuni, M.Pd

Education is opportunity for all of children in Indonesia without exception include education for children in children correctional Institution. But, actually education in children in children correctional institution is rare to get attention because never exposed in the society life. Moreover, this institution has bad stigma from the society and become list of “place which forbid to visit” because famous with place for children who naughty, bad and has problem with law. Whereas they are need education too especially education for repairing their character especially religious character. Religious character can be transferred from Islamic education. From this background the writer want to know about model of religious character building through islamic education for juvenile offenders in Children Correctional Institution.

According to the background research above, then the formulation of problem in this research are: (1) What is the model which used to build religious character for children prisoners in Children Correctional Institution 1st Class Blitar?; (2) What are the problems of religious character building for children prisoners in Children Correctional Institution 1st Class Blitar?; (3) How are the solutions from the problems in religious character building for children prisoners in Children Correctional Institution 1st Class Blitar?

The purpose of this research are: (1) to know about the model which used to build religious character for children prisoners in Children Correctional Institution 1st Class Blitar; (2) to know about the problems of religious character building for children prisoners in Children Correctional Institution 1st Class Blitar; (3) to know about the solutions from the problems in religious character building for children prisoners in Children Correctional Institution 1st Class Blitar.

The research is using qualitative approach which take place in Children Correctional Institution 1st Class Blitarin Bali street No. 76, Telp/Fax (0342)801443, Postcode 66137 Blitar, East Java Province, Indonesia. This research is descriptive research design where in the collecting data take from direct observation, interview and documentation about related data which suitable with the problem of the research.

The result of this research show that (1) Model which 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 strategy and reward-punishment strategy), and methods (lectured method, discussion method, feedback method and habitual method). (2) Problems of religious character building for children prisoners through Islamic Education in Children Correctional Institution 1st Class Blitar are (a) Student’s factor, consist of

different backgrounds of the students before coming in Children Correctional Institution 1st Class Blitar, (b) Teacher's factor, consist of bigger responsible of Islamic education teacher with the limit of facilities and condition, (c) Learning situation's factor, consist of lack conducive the condition of learning environment in supporting learning situation in Children Correctional Institution 1st Class Blitar (d) Material's factor, consist of choosing the fair and suitable material of Islamic education in religious character building which suitable with the student's condition and need situation in Children Correctional Institution 1st Class Blitar.

(e) Evaluation's factor, consist of inability of evaluation report to know about the understanding and successful of the students which influence with the student's motivation and interest in situation in Children Correctional Institution 1st Class Blitar (3) Solutions from the problems in religious character building for children prisoners through Islamic Education in Children Correctional Institution 1st Class Blitar are (a) Giving care and affection totally in student's need through individual and group approach, (b) Increasing and upgrading teacher's capability through learning from environmental experiences, (c) Making warm and interactive situation in the Islamic education learning process, (d) Choosing meaningful material in the Islamic education learning process, (e) Emphasizing in the reward and punishment in controlling student's capability

The writer has big hope that the guidance and education will be better through giving innovation so that the graduated students be better and has strong religious character and then they can back to the society with good esteem.

Keywords: *Religious Character Building, Children Correctional Institution*

ABSTRAK

Cholistiana, Nanda. 2016. *Model Pembentukan Karakter Religius melalui Pendidikan Agama Islam pada Narapidana Anak di Lembaga Pembinaan Khusus Anak Kelas I Blitar*. Skripsi. Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Esa Nur Wahyuni, M.Pd

Pendidikan adalah hak dan kesempatan bagi seluruh anak di Indonesia tanpa terkecuali termasuk pendidikan bagi anak di Lembaga Pembinaan Khusus Anak. Namun pada kenyataannya, pendidikan di Lembaga Pembinaan Khusus Anak kurang mendapat perhatian karena jarang diberitakan dalam kehidupan sosial masyarakat. Selain itu, institusi ini juga mendapat stigma buruk dari masyarakat karena dianggap sebagai tempat yang “terlarang” untuk dikunjungi serta tempat bagi anak-anak yang nakal, jahat, buruk dan bermasalah. Padahal mereka juga membutuhkan pendidikan terutama pendidikan untuk memperbaiki karakter mereka, khususnya karakter religius. Karakter religius dapat diajarkan melalui Pendidikan Agama Islam. Dari latar belakang tersebut, penulis ingin mengetahui model pembentukan karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak.

Berdasarkan latar belakang masalah diatas, rumusan masalah dalam penelitian ini adalah: (1) Apa model yang digunakan dalam membentuk karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar?; (2) Masalah apa yang dihadapi dalam membentuk karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar?; (3) Bagaimana cara mengatasi masalah yang dihadapi dalam membentuk karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar?

Berdasarkan latar belakang dan rumusan masalah, penelitian ini bertujuan untuk: (1) mengetahui model yang digunakan dalam membentuk karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar; (2) mengetahui masalah dihadapi dalam membentuk karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar; dan (3) mengetahui cara mengatasi masalah yang digunakan dalam menghadapi pembentukan karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar.

Penelitian ini menggunakan pendekatan ualitatif dengan mengambil lokasi di Lembaga Pembinaan Khusus Anak kelas I Blitar yang terletak di Jl. Bali No. 76 Telp/Fax (0342) 801443, Kode Pos 66137 Blitar, Provinsi Jawa Timur, Indonesia. Selain itu, penelitian ini menggunakan desain penelitian deskriptif dimana dalam pengumpulan data diambil dari observasi langsung, wawancara dan dokumentasi tentang data-data yang sesuai dengan rumusan masalah penelitian.

Hasil dari penelitian ini menunjukkan bahwa: (1) Model yang digunakan dalam membentuk karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar adalah model behavior sistem yang terdiri dari pendekatan-pendekatan (pendekatan *student and teacher centered* dan

pendekatan behavioristik), strategi-strategi (strategi instruksi langsung dan strategi *reward-punishment*) dan metode-metode (metode ceramah, metode diskusi, metode tanya jawab dan metode pembiasaan); (2) Masalah dihadapi dalam membentuk karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar terdiri atas (a) faktor siswa, terdiri dari perbedaan latar belakang (usia, status sosial, level pendidikan, karakter lingkungan sebelumnya, dll.), (b) faktor guru, terdiri dari besarnya tanggung jawab guru Pendidikan Agama Islam dengan fasilitas dan kondisi yang terbatas, (c) faktor lingkungan belajar, terdiri dari kurang kondusifnya lingkungan belajar dalam mendukung proses pembelajaran, (d) faktor materi, terdiri dari pemilihan materi yang adil dan sesuai dengan kondisi dan kebutuhan seluruh anak, dan (e) faktor evaluasi, terdiri dari ketiadaan laporan evaluasi untuk mengetahui pemahaman dan keberhasilan siswa dalam mengikuti pemberian pendidikan dan pembinaan.; (3) Solusi dari masalah yang dihadapi dalam pembentukan karakter religius melalui Pendidikan Agama Islam di Lembaga Pembinaan Khusus Anak kelas I Blitar adalah (a) memberi perhatian dan kepedulian penuh pada kebutuhan siswa melalui pendekatan individu dan grup, (b) meningkatkan dan memperbarui kemampuan pendidik dengan belajar dari pengalaman-pengalaman dalam lingkungan, (c) membuat situasi yang menyenangkan dan interaktif dalam proses pembelajaran Pendidikan Agama Islam, (d) memilih materi yang bermakna dalam pembelajaran Pendidikan Agama Islam, (e) menekankan pada pemberian penghargaan dan hukuman sebagai evaluasi dan kontrol terhadap kemampuan siswa.

Penulis mempunyai harapan besar terhadap pemberian pembinaan dan pendidikan bagi narapidana anak di Lembaga Pembinaan Khusus Anak. Diharapkan lulusan dari institusi tersebut menjadi lebih baik dan mempunyai karakter religius yang kuat melalui pemberian inovasi-inovasi dalam pelaksanaannya sehingga lulusan dari institusi tersebut menjadi lebih baik dan mempunyai karakter religius yang kuat dan dapat kembali ke masyarakat dengan rasa kepercayaan yang tinggi.

Kata Kunci: *Pembentukan Karakter Religius, Lembaga Pembinaan Khusus Anak*

مستخلص البحث

خالستيانا، ناندا. 2016. تصميم بناء الأخلاق الإسلامية من خلال التربية الإسلامية عند سجين الأولاد في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار. البحث الجامعي. قسم التربية الإسلامية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: الدكتورة إيسا نور وحيوني الماجستير. كلمات أساسية: بناء الأخلاق الإسلامية، مؤسسة التربية الخاصة للأولاد.

التربية حق والمناسبة لجميع الأولاد في إندونيسيا حتى التربية للأولاد في مؤسسة التربية الخاصة للأولاد. ولكن في الحقيقة، التربية في مؤسسة التربية الخاصة للأولاد ناقص في الاهتمام لأن التربية فيها نادر في الأخبار عند المجتمع. وبجانب ذلك، يظن المجتمع هذه المؤسسة بسوء الظن بالأزور هذه المؤسسة لأن فيها الأولاد الشريرين ولديهم سوء الأخلاق والمشاكل. بينما هم يحتاجون إلى التربية، خاصة التربية لتحسين أخلاقهم الدينية. التربية الإسلامية تعلم الأخلاق الإسلامية. من خلفية البحث السابقة، فالباحثة تريد أن تعرف تصميم بناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد. من خلفية البحث السابقة، فالباحثة ترمز أسئلة البحث: (1) ما تصميم المستخدم في بناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار؟ (2) أية مسألة التي تواجهها المؤسسة في بناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار؟ (3) كيف علاج المشاكل لبناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار؟

أهداف البحث: (1) معرفة تصميم المستخدم في بناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار؛ (2) معرفة المشاكل التي تواجهها المؤسسة في بناء الأخلاق الإسلامية من خلال التربية

الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار؛ 3) معرفة كيفية علاج المشاكل المستخدمة في بناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار.

يستخدم هذا البحث المدخل الكيفي بأخذ الموقع في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار في شارع بالي رقم 76 رقم الهاتف (0342) 801443، رموز البريد 66137 بليتار ولاية جاوى الشرقية، إندونيسيا. بجانب ذلك، يستخدم البحث تصميم البحث الوصفي أي جمع البيانات من الملاحظة مباشرة والمقابلة والوثائق عن البيانات المناسبة بأسئلة البحث.

نتيجة البحث تشير أن: 1) التصميم المستخدم في بناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار تصميم السلوك الذي يتكون من المداخل (مدخل مركز الطلاب والمعلم ومدخل السلوك)، والاستراتيجيات (استراتيجية إرشاد المباشرة واستراتيجية هدية-عقوبة) والطرائق (طريقة المحاضرة، والمناقشة، والتساؤل، والتعويد)؛ 2) المشاكل في بناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار تتكون من أ) جهة الطلاب التي تتكون من خلاف الخلفية (العمر، والدرجة الاجتماعية، والدرجة التربوية، مميزات البيئة السابقة، وغيرهم)، ب) جهة المعلم التي تتكون من كثير مسؤولية معلم التربية الإسلامية بالمرافق والحالة المحددة، ج) جهة البيئة التعليمية التي تتكون من البيئة التعليمية غير المساعدة عند عملية التعليم، د) جهة المادة التي تتكون من اختيار المواد باعتدال ومناسبة بحالة الطلاب وحاجاتهم، هـ) جهة التقويم التي تتكون من غياب تقرير التقويم لمعرفة فهم الطلاب ونجاحهم في اشتراك التربية المعقدة؛ 3) العلاج من المشاكل في بناء الأخلاق الإسلامية من خلال التربية الإسلامية في مؤسسة التربية الخاصة للأولاد الفصل الأول بليتار: أ) إعطاء الاهتمام الكبير إلى حاجة الطلاب بواسطة المدخل الفردية والفرقة، ب) ترقية جودة المعلمين وتجديدها بواسطة التعليم من الخبرات في الحياة اليومية، ج)

بناء الحالة الجذابة والمتفاعلة في عملية التربية الإسلامية، د) اختيار المواد ذات معان في التربية الإسلامية، هـ) التركيز في إعطاء الهدية والعقوبة. هما من شكل التقويم والتقييد إلى كفاءة الطلاب.

ترجو الباحثة رجاء عاليا إلى إعطاء التربية والتعليم لسجين الأولاد في مؤسسة التربية الخاصة للأولاد. ترحو الباحثة أن يكون من الذي يتخرج في تلك المؤسسة أحسن ولديه الأخلاق الإسلامية القوية من خلال إعطاء الابتكارات في تنفيذ التعليم ويرجع إلى المجتمع بثقة النفس العالية.



CHAPTER I

INTRODUCTION

A. Background of the Research

Opportunity to get education properly is the right for all of citizen in Indonesia, apart from the fact about their condition and their social status. This statement suitable with the content of “*Undang-undang Dasar Negara Indonesia (UUD) 1945*”, the basic law of Indonesia in the paragraph 31th on the first verse which mentioned “*Tiap-tiap warga negara berhak mendapatkan pengajaran*” or every citizen has right to get education¹. Moreover, the Preamble of UUD 1945 also mentioned that the purpose of Indonesia’s country is “*..untuk mencerdaskan kehidupan bangsa...*” or create educated citizen². So that, based on explanation above, all members of society without looking at stratification social class has right to get education and the government has responsibility to facilitate those national program to guarantee the process of giving education.

But, in the reality there are unbalanced of education world in Indonesia. Unbalanced education between urban and sub-urban, between normal student with disability student and between students with “good” children label and “bad” children label. The last asymmetry get lack of attention because the “bad” children label get education in Children

¹ Undang-Undang Dasar 1945 31st paragraph 1st verse.

² Preamble of Undang-Undang Dasar 1945.

Correctional institution where this education institution rarely to be publicized in the public.

Children Correctional Institution or *Lembaga Pembinaan Khusus Anak (LPKA)* is an institution under the authority Ministry of Law and Human Right which has responsibility ingiving education and guidance for the children prisoners so that they can back to the society with better attitude and moral. In the past Children Correctional Institution is popular with “*Sekolah Anak Raja*” then changed to *Lembaga Pemasyarakatan Anak (Lapas Anak)*. Both of two names before gave bad stigma in the society and also make influence for the children who entered the institution as bad people and must be avoided. From this problem, the government has inovation to change the stigma with make reformation through changing the name with children correctional institution. This reformation based on the basic rights of the children are right to live, right to grow and develop, right to get participation and right to get safety.

Fundamentally, children correctional institution is a place for giving education and guidance for the children prisoners. The children who get “not good” or naughty children get education from this place with hope and purpose that the children can live together with the society with better relation and condition after graduate from this place. In the other definition, in this place the children who has bad attitude will be reinstalled and repaired so that their attitude are suitable with the norms and values in the society. Their past

character which claimed as bad character will be repaired and built again through education that be held in children correctional institution.

Giving education and guidance in children correctional institution is very important because the children still has long way in their life. As we know that the age of children who can take responsibility from their offense in the children courts about 12 years old until 18 years old. We can imagine if the education and guidance that given is not right, not impossible they become more cruel and naughty than before. Moreover, giving more attention about giving education in children correctional institution is urgent because the children who has problem with law is high in the last five years³.

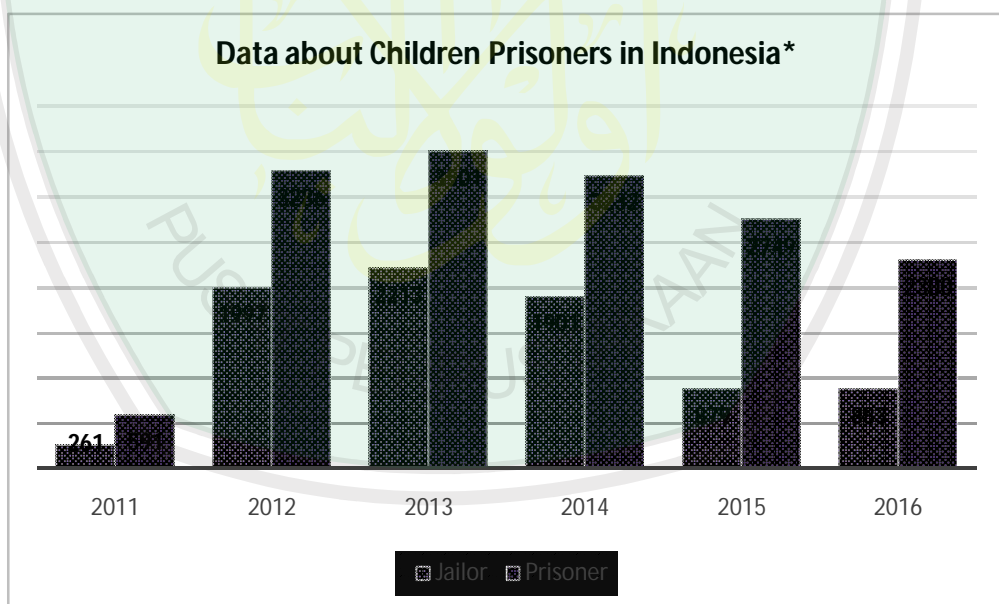


Table 1.1 Data about Children Prisoners in Indonesia from 2011 until 2016

*Data from <http://smslap.ditjenpas.go.id> /1st May in 2011 until 2016

³ Ditjen PAS, *Data Terakhir Jumlah Penghuni Perkanwil*, (<http://smslap.ditjenpas.go.id>, accessed on 16 May 2016 at 15.00 WIB).

From the data above, we can imagine how many people will be more criminal than before if the education in children correctional institution is not suitable and not good for their development. Based on the table above, the increasing of children's criminality in Indonesia happened in 2012 and has maximum position in 2013. Then get decreased in 2014 until now. Nevertheless, the number of crimes still high where not less than 3000 children in Indonesia have stayed in children correctional institution. Further information, this data always change in every month so that, more children who have stay in that institution. According to this data information, giving guidance and education for children in children correctional institution is very important, not only for the children themselves but also for better future of Indonesia.

Repairing and rebuilding in children correctional institution concerned in their moral and character because the something wrong which make them break the law is from their attitudes and behaviors. About the problem of damaging of moral and character, Islamic education is one of brief way to solve it. Islamic education is education, guidance, and direction to the children or students so that they can understanding, inspiring, and applying Islamic doctrines and make Islam as the way of life, both in individual life or social life. This education is very important because arranged and guided the human creatures about how to worship and do activities. Not to Allah SWT as the God who obligated to be prayed and believed only, but also arranged about how to make relationship among His creatures include among same

human, plants and natures⁴. With has good knowledge about Islamic education especially for children prisoners in the children correctional institution are hoped that they also has good attitude and moral which suitable with religious doctrines.

Building character especially religious character through Islamic education will be successful if supported by good components in the learning process, include the qualification of the teacher, good curriculum, motivation both from teachers and students. But the most important is creating situation and condition in the class, so that learning process worked goodly and condusively. To create it, a teacher must be understanding and mastering about approaches, strategies, methods and procedures which suitable to be used and applied in the learning process⁵. And all of them summary into model of learning that be used. Because of that, the writer want to observe about model of religious character building through Islamic education for children prisoners in the children correctional institution.

This research is very important because education in the children correctional institution is rare to be published in the public, moreover many people doesn't know about the education system for children prisoners in this institution. The writer has big hope from this research so that can give knowledge and understanding that children in the children correctional institution also get education. Further, the children in the children

⁴Zakiah Daradjat, et al, *Ilmu Pendidikan Islam*, (Jakarta: Bumi Aksara, 2004), page 29.

⁵Abdul Majid, *Belajar dan Pembelajaran*, (Bandung: PT Remaja Rosda Karya, 2012), page 125.

correctional institution also get same rights and same appreciation from the society after graduated and back to the society with better acceptance. Beside of that, the writer also hoped that this research can give advice and consideration for all of aspects that has relation and interest with education in the children correctional institution .

From the explanation above with considered in the background of this research and the advantages that want to be reached, the writer determined to do research with title “Model of Religious Character Building through Islamic Education for Children Prisoners in Children Correctional Institution 1st Class Blitar”.

B. Problems of the Research

Based on the background of the research described above, this research is conducted to find the answer to the problems of the research that can be formulated below:

1. What is the model which used to build religious character for children prisoners in Children Correctional Institution 1st Class Blitar?
2. What are the problems of religious character building for children prisoners in Children Correctional Institution 1st Class Blitar?
3. How are the solutions from the problems in religious character building for children prisoners in Children Correctional Institution 1st Class Blitar?

C. Purpose of the Research

Based on the problems of the research above, the purpose of this research are:

1. To know about the model which used to build religious character for children prisoners in Children Correctional Institution 1st Class Blitar
2. To know about the problems of religious character building for children prisoners in Children Correctional Institution 1st Class Blitar
3. To know about the solutions from the problems in religious character building for children prisoners in Children Correctional Institution 1st Class Blitar

D. Benefits of the Research

This research are expected the benefits for all of aspect which has relation with this research because a value of the research is determined by the magnitude of the benefits that can be drawn from the research. The expected benefits of the authors from this research are:

1. The theoretical benefits
 - a. Can provide insight about the model of religious character building for children prisoners in Children Correctional Institution 1st Class Blitar
 - b. Can provide insight about the problems about religious character building for children prisoners in Children Correctional Institution 1st Class Blitar

- c. Can provide insight about the solutions from problems about religious character building for children prisoners in Children Correctional Institution 1st Class Blitar

2. The practical benefits

a. For Children Correctional Institution

This research can be used as consideration in determining the appropriate models within the education system of character building in Children Correctional Institution

b. For the Teacher or Educator

This research can be used as a reference for teachers or educators about teaching models that can be applied on character building in Children Correctional Institution

c. For the Reader

This research can increase knowledges and insights of the readers about education world especially in Children Correctional Institution

d. For the Author

This research can increase knowledges and insights of the author about education world especially in Children Correctional Institution

e. For the Government

This research can be used as consideration in determining policies about education especially in Children Correctional Institution

E. Previous Research

To simplify the discussion in this research, the researcher used previous research as a reference in the discussion. In the previous researches, there are some study which discussed about Children Correctional Institution, but none of them which same with the author's. In this part, will explain about previous researches which has similarity with authors.

Kholidatul Ulfa, 2011, *Pola Pendidikan Akhlak di Lembaga Pemasyarakatan Anak Blitar*, Thesis, State Islamic University Maulana Malik Ibrahim Malang. In this research discuss about the pattern of moral education (*akhlak*) in Children Correctional Institution Blitar. Beside of that, this research also discuss about factor which can obstruct and support in it's education. This research uses descriptive qualitative research method where in collecting data using observation, interview and documentation. The result from this research is moral education in the Children Correctional Institution Blitar can't be separated from religious guidance or mental and spiritual. The children accustomed to behave on the good values character, must be mutual respect and affection. Moreover, in the moral education system used democratic model, exemplary model and integrated model.⁶

Muhammad Denny Firmanda, 2011, *Pendidikan Agama Islam dalam Pembinaan Narapidana (Studi di Lembaga Pemasyarakatan Anak Kelas I Malang)*, Thesis, State Islamic University Maulana Malik Ibrahim Malang. In

⁶ Kholidatul Ulfa, "Pola Pendidikan Akhlak di Lembaga Pemasyarakatan Anak Blitar", *Skripsi*, State Islamic University Maulana Malik Ibrahim Malang, 2011.

this research discuss about the model of Islamic education in guidance the children in Children Correctional Institution Class I Malang. This research uses descriptive qualitative method research where in collecting data using observation, interview and documentation by describing comprehensively about the real condition about Islamic education in Children Correctional Institution Class I Malang.⁷

Arina Hidayatul Ulfa, 2012, *Pelaksanaan Bimbingan Agama Islam bagi Narapidana Anak di Lembaga Pemasyarakatan Khusus Anak Kelas II-A Blitar*, Thesis, State Islamic University Maulana Malik Ibrahim Malang. In this research discuss about the implementation and the problems which faced in Islamic education for the children in Children Correctional Institution Class II-A Blitar with the problems which faced in it's process. This research uses qualitative method. The result from this research indicate that the implementation of Islamic education guidance for the children in Children Correctional Institution Class II-A Blitar using several approaches namely crisis, remedial, preventive and developmental.⁸

The other research was done by Real G Boulianne and Claire Mounier with title "*Prison Education: Effects of Vocational Education on Rehabilitation*" in the McGill Education Journal the University of Montreal Canada Vol. 21 No. 3, 2006. This research observed about the effects of

⁷Muhammad Denny Firmanda, "Pendidikan Agama Islam dalam Pembinaan Narapidana (Studi di Lembaga Pemasyarakatan Anak Kelas I Malang)", *Thesis*, State Islamic University Maulana Malik Ibrahim Malang, 2011.

⁸Arina Hidayatul Ulfa, "Pelaksanaan Bimbingan Agama Islam bagi Narapidana Anak di Lembaga Pemasyarakatan Khusus Anak Kelas II-A Blitar", *Thesis*, State Islamic University Maulana Malik Ibrahim Malang, 2012.

giving vocational education in rehabilitation process for inmates in Quebec Penitentiary Canada. The focus in this research consent in how inmates see the education program, the enthusiasm in the education process and effect from the program. The results from this research indicate that the education process in Quebec Penitentiary is good enough where the condition is good and warm, the administration is based on the procedures, and the teachers has qualification. In giving skills, the inmates can follow and absorb the material goodly. But the big problems from all of education program is lacking of trust from work industrial because of their social status so that the ex-inmates get difficulties to get a job.⁹

The others research was done by Louis W. Fry Patrick J. Sweeney in “*Character Development through Spiritual Leadership*”, Consulting Journal Psychology: Practice and Research, Vol. 64 No. 2 page 89-107, 2012, which discussed about character development through spiritual leadership. This research is library research which discuss about how spiritual power can influence and inspire the development character. The result of this research mentioned that the core of beliefs and values in self identity are influenced by self awareness (include self reflection and self introspection), social awareness (include respect, empathy, affection and communication skill), self regulation (include emotion, thought, and self control), self motivation

⁹Real G Boulianne and Claire Mounier with title “Prison Education: Effects of Vocational Education on Rehabilitation”, *Journal*, the McGill Education Journal the University of Montreal Canada Vol. 21 No. 3, 2006.

(include optimist, hope and dream) and sense of agency (include ownership, commitment and relationship).¹⁰

According to previous research above, we can present in a a table to make easy about originality from this research that make different among another research, are:

Table 1.5 The similarity, differences of originality from the previous research

No.	Name, Title, Publisher, Year	Similiarity	Differences	Originality
1.	Kholidatul Ulfa, <i>Pola Pendidikan Akhlak di Lembaga Pemasyarakatan Anak Blitar</i> , Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2011.	Observation about children's education in children penitentiary Blitar through qualitative research as method of the research..	The past research concern in the pattern of education in children penitentiary Blitar.	The author's research concern model of religious character building through Islamic Education for children prisoners in Children Correctional Institution 1 st Class Blitar
2.	Muhammad Denny Firmanda, <i>Pendidikan Agama</i>	Observation about Islamic education in	The past research concern about Islamic	The author's research concern model of religious

¹⁰Louis W. Fry Patrick J. Sweeney, "Character Development through Spiritual Leadership", *Journal, Consulting Journal Psychology: Practice and Research*, Vol. 64 No. 2 page 89-107, 2012

	<p><i>Islam dalam Pembinaan Narapidana (Studi di Lembaga Pemasyarakatan Anak Kelas I Malang)</i>, Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2011.</p>	<p>children penitentiary through qualitative research as method of the research.</p>	<p>education in Children Penitentiary 1st Class Malang.</p>	<p>character building through Islamic Education for children prisoners in Children Correctional Institution 1st Class Blitar</p>
3.	<p>Arina Hidayatul Ulfa, <i>Pelaksanaan Bimbingan Agama Islam bagi Narapidana Anak di Lembaga Pemasyarakatan Khusus Anak Kelas II-A Blitar</i>, Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2012.</p>	<p>Observation about Islamic education in children penitentiary through qualitative research as method of the research.</p>	<p>The past research concern about the giving guidance of Islamic education in Children Penitentiary</p>	<p>The author's research concern model of religious character building through Islamic Education for children prisoners in Children Correctional Institution 1st Class Blitar</p>
4.	<p>Real G Boulianne</p>	<p>Observation</p>	<p>The past</p>	<p>The author's</p>

	<p>and Claire Mounier, “<i>Prison Education: Effects of Vocational Education on Rehabilitation</i>”, the McGill Education Journal the University of Montreal Canada Vol. 21 No. 3, 2006.</p>	<p>about the effects of giving education for the prisoners and how the education program run in the penitentiary</p>	<p>research concern about the effects of giving vocational education in rehabilitation process for inmates in Quebec Penitentiary Canada</p>	<p>research concern model of religious character building through Islamic Education for juvenile Offenders in Children Correctional Institution 1st Class Blitar</p>
5.	<p>Louis W. Fry Patrick J. Sweeney, “Character Development through Spiritual Leadership”, <i>Journal, Consulting Journal Psychology: Practice and Research</i>, Vol. 64 No. 2 page 89-107, 2012</p>	<p>Observation about the effect of spiritual education to the character development.</p>	<p>The past research concern about the effect of spiritual leadership can give influence and inspire the development character.</p>	<p>The author’s research concern model of religious character building through Islamic Education for children prisoners in Children Correctional Institution 1st Class Blitar</p>

From the previous researches above, the writer determined to do a research with title “Model of Religious Character Building through Islamic Education for Children Prisoners in Children Correctional Institution 1st Class Blitar” which haven’t observed yet. This decision is put by consideration in previous research about education in Children Correctional Institution both in the domestic and overseas country and researches about building character as overview for the research that will be done.

F. Definition of Key Terms

Clear understanding is important to arrange a research. So that, knowing about the key terms which used in this discussion is required at first, the key terms which used in this discussion are:

1. Religious Character

Religious character is a character include (thoughts, words and attitudes) which always based on the religion values and make someone to be close with Allah SWT.

2. Islamic Education

Islamic education is teaching, guidance and care to the students through Islamic values so that the students can understand, appreciate and practice the Islamic religious doctrine in their life.

3. Children Prisoners

Children Prisoners is a child (underage; in Indonesia about 12-18-years olds) who has problem with the law and get punishment from Juvenile Courts.

4. Children Correctional Institution

Children Correctional Institution is government institution which has responsibility to educate and guide the children who has problem with law so that they can back to the society with better attitude.

G. Composition of Research Findings

The writing process of this research will be divided into six chapters. This process can make easier for the readers to get information from this research. In every chapter will be given sub-chapters as follows:

Chapter I Introduction, which consist of background of the research, problems of the research, purpose of the research, the benefits of the research, originality of research, definition of key terms and composition of research findings.

Chapter II Review of Related Literature, which consist of theories which associated with this research, are theory about religious character in children, theory about model of character building, theory of Islamic education and theory about Children Correctional Institution.

Chapter III Method of the Research, which consist of the approach and research design, attendance of the researcher, setting of the research, data

and data sources, data collection, data analysis, data validity and research procedure.

Chapter IV Data Results, which consist of the explanation of the research based on the data in field or the location of the research that has been done.

Chapter V Discussion, which consist of discusses about problem of the research based on the result of 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

REVIEW RELATED LITERATURE

A. Religious Character

1. Definition of Religious Character

Religious character consist of two words, are character and religious. So that, before know about religious character, we must know about the term composition at first.

a. Definition of Character

Etymologically, the terms of character come from Latin “character” which means moral, temperament, mental, psychological traits, personality, attitude and behavior. It also adopted from *kharakter*, *kharessian* and *xharaz* which means tool for marking, to engrave and pointed stake¹¹. In the Psychology dictionary, it means personality which focused into ethics or moral point, like a person’s honesty. Moreover a term which same as character is personality characteristic which means talent, capability, mental, attitude, and so on that exhibited by someone consistently, including patterns of behavior, physical characteristics and personality traits.¹²

¹¹ Musfah, *Pendidikan Karakter: Sebuah Tawaran Pendidikan Holistik-Integralistik*, (Jakarta: Prenada Media, 2011), page 127.

¹² Agus Zaenul Fitri, *Reinventing Human Character: Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*, (Jogjakarta: Ar-Ruzz Media, 2012), page 20.

In Arabic, character defined as '*khuluq, sajiyyah, tabh'u*' (moral, mental, or temperament). Sometimes also interpreted as *syakhsiyyah* which mean closed to the personality.¹³

Terminologically, character defined as human nature in general which depend on their life factors. Character is psychological traits, moral or attitude which become someone's or group's identity. Character is the moral values which has relation with the God, same human natures, environments and nationality that embodied in thoughts, attitudes, feelings, words and actions based on norms of religious, laws, manners, cultures, and customs.¹⁴

b. Definition of Religious Character

Education world in Indonesia has determined and developed about character education where religious character is one of eighteen values which based on Pancasila, culture and national education purposes.¹⁵

Furthermore to understand about religious character, must know about words which arranged it's term. As we know that religious character came from two words, religious and character. Character has explained in the previous explaining. Then, to know about religious character must know about the definition of religious.

¹³ Aisyah Boang dalam Supiana, *Mozaik Pemikiran Islam: Bunga Serampai Pemikiran Pendidikan Indonesia*, (Jakarta: Ditjen Dikti, 2011), page 5.

¹⁴ Agus Zaenul Fitri, *Reinventing Human Character: Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*, page 20-21.

¹⁵ Curriculum Center, *Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah*, 2009, page 9-10.

Religious in the Indonesian dictionary defined as characteristic which associated with religious values, that has correlation with religion. Religion itself means belief in God; belief in the existence of supernatural above human power. Religious is character values which has relation with the God, where our thoughts, words and behavior of someone who always based on the values of divinity and /or their religion¹⁶.

While the guide books of Islamic education teacher defined that religious is thoughts, words, and attitudes of someone who strived always based on the values of divinity and / or religion¹⁷.

Religious or religiosity can be realized in all of human life. Religious activity occurs not only when a person commits ritual behavior (worship), but also when doing others activities which driven by supernatural power. Not only related to visible activities that looked by the eyes, but also invisible activities which occurs in a person's heart.¹⁸

Glock and Stark in Ancok explained that religion in the system and institutionalized behavior, which both of them centered on experienced issues as the most meaningful (ultimate meaning).

¹⁶ Ibid, page 16.

¹⁷ Sahidjaya, *Panduan Guru Mata Pelajaran Agama "Pendidikan Karakter Terintegrasi dalam Pembelajaran untuk SMP"*, (Solo: Kemenag, 2010), page 10.

¹⁸ Luluk Mufarocho, *Metode Pembelajaran Pendidikan Agama Islam dalam Menanamkan Nilai-nilai Religius pada Peserta Didik di SMP Shalahuddin Malang*, (digilib UIN Malang, Thesis, 2010), page 43.

According to Glock and Stark in Rertson, there are five kinds of dimensions of religiosity, are:

- 1) Beliefs dimension
- 2) Religious practices dimension
- 3) Experiments dimension
- 4) Religious knowledge dimension
- 5) Experience dimension¹⁹

From definition of character and religious above, we can know that religious character is attitude, behavior, moral and activities of someone to perform religious values.

2. Religious Chriteria

- a. Obedient to do their religion doctrine.
- b. Tolerance on the apply and practice of other religions and live in harmony with others
- c. Know and appreciate ourselves as God's creatures
- d. Admire the power of God because he has been born into the world
- e. Admire the power of God as the Creator of all
- f. Admire and appreciate as God's creatures
- g. Give thanks to the Lord for having a family who loved him
- h. Feel the power of the Lord with all his creations in the world

¹⁹Muhaimin, *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah*, (Bandung: PT Remaja Rosda Kary, 2001), page 293.

- i. Ability to carry out His commands and avoid His prohibitions²⁰.

3. Religious Values

Religious character can't be formed without religious values. Based on Nurcholis Majid, there are some religious values which must be taught to the children, are:

a. *Aqeedah* value (belief)

Aqeedah is a matter that must be believed by the heart, make peaceful in the soul and be real belief that not mixed with doubtful. The character of *aqeedah* is very pure, both in it's process and content, where only God that must be worshiped. Islamic *aqeedah* includes faith inside hearts of God that must be worshiped, declaration with orally in two forms of *syahadat* (to Allah and His Prophet, Muhammad PBUH) and deed good moral. Islamic *aqeedah* must be giving effects to all of human activities and then giving worship values.²¹

b. Shari'a value (laws)

Etimologically, *syareeah* means road, way, rule, rules or law of the God. Beside of that, in terminologically, shari'a is the road, way, rules, rule or law of God which contains the behavior procedures of

²⁰Supinah, *Pengembangan Pendidikan Budaya dan Karakter Bangsa melalui Pembelajaran Matematika*, (Yogyakarta: Badan Pengembangan Sumber Daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan, 2011), page 22-23.

²¹Muhammad Alim, *Pendidikan Agama Islam: Upaya Pembentukan Pemikiran dan Kepribadian Muslim*, (Bandung: Rosda Karya, 2006), page 124.

human life in making relationship with the God and His creatures to attain the pleasure from Him. Through obedient the shari'a, human can be living happily both in the world and in the hereafter.²²

c. *Akhlak* value (moral)

Akhlak is someone's condition which encourages them to do anything without doing thinking and judgment at first. Imam Ghazali in his book *Ihya 'Ulumuddin* gave statements that *akhlak* (morality) is a description of behavior human nature life without passed thinking stage.²³

B. Model of Character Building

1. The Principle of Building Character

Generally, human nature has two potentials, are good and bad. In the Holy Qur'an surah Ash-Shams (91): 8 has explained with *fujur* (wrong or wretch) and *taqwa* (fear to the God). Human has two possible ways, to be faith or infidel to the God. Lucky and happy always come to someone who sanctifi himself and unlucky and sadness always come to someone who polute himself²⁴ as Allah SWT said:

فَأَلْهَمَهَا فُجُورَهَا وَتَقْوَاهَا ۖ

²²Muslim Nurdin, dkk, *Moral dan Kognisi Islam (Buku Teks Agama Islam untuk Perguruan Tinggi Umum)*, (Bandung: CV Alfabeta, 2003), page 101.

²³Ibid.,

²⁴ Agus Zaenul Fitri, *Reinventing Human Character: Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*,, page 35.

Then, He showed him what is wrong for him and and what is right for him
[Qur'an surah Ash-Shams (91): 8]

Based on the verse above, every people has potention to be good people (possitive) or bad people (negative), do Allah's commands or break His prohibition, be faith or be infidel, and be *mu'min* orbe *musyrik*. Human nature is the most perfect creatures, but also become the worst creatures moreover uglier than animals²⁵, as this explanation:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ۖ ثُمَّ رَدَدْنَاهُ
أَسْفَلَ سَافِلِينَ

Verily, We created man in the best stature (mould). Then we reduces him to the lowest of the low [QS At-Tin (95): 4-5].

وَلَقَدْ ذَرَأْنَا لِجَهَنَّمَ كَثِيرًا مِّنَ الْجِنِّ وَالْإِنسِ ۖ لَهُمْ
قُلُوبٌ لَا يَفْقَهُونَ بِهَا وَلَهُمْ أَعْيُنٌ لَا يُبْصِرُونَ بِهَا وَلَهُمْ

²⁵ Ibid.

ءَاذَانُ لَا يَسْمَعُونَ بِهَا ۚ أُولَٰئِكَ كَالْأَنْعَمِ بَلْ هُمْ أَضَلُّ

أُولَٰئِكَ هُمُ الْغَافِلُونَ ﴿١٧٩﴾

And surely, We have created many of the jinn and mankind for Hell. They have hearts wherewith they understand not, and they have eyes wherewith they see not, and they have ears wherewith they hear not (the truth). They are like cattle, nay even more astray; those! They are heedless ones. [QS Al-A'raf (7): 179]

With two potential above, human can determine themselves to be bad and good. The good character driven by good heart (*qolbun salim*), quiet soul (*nafsul mutmainnah*), common sense (*aqlus salim*) and healthy personal (*jismus salim*). Contrary, bad character driven by diseased heart (*qolbun maridh*), grumpy lust (*anger*), a prostitute (*lawwamah*), greedy (*saba'iyah*), animal character (*bahimah*) and a dirty mind (*aqlussu'i*).²⁶

2. Theory of Building Character in Human Development

Problems about character of an individual is is closely connected with the theory of human development. In the Western world, there are three theories or currents about human development, are:

²⁶ Ibid, page 36.

a. Nativism

The scholars who followed nativism theory has opinion that human development determined by inborn factors (internal factor or generation/heritage/nature/talent). So that, individual development depends on basic or nature. Figures in this current are Schopenhauer, Plato, Descartes, Lombroso and others²⁷. When take relationship with building character, a person's character or disposition is derived from both parents (the generation or heritage). If both parents have a good character, then their child has a good character as well.

b. Empiricism

The scholars who followed empiricism theory has contrary opinion with nativism theory where human development depends on environments factor (ekstern factor) and nature hasn't influence yet. The main figure from this current is John Locke²⁸. When take relationship with building character, a children will has same character with the environment where they lived. The children will has good character if the environment is good without consider on their parents, like the contrary from that.

c. Convergence

Convergence current has opinion that human development influenced by nature and environment (intern and ekstern factor). Figures in this

²⁷ Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2011), page 177.

²⁸ Ibid, page 178-179.

current is W. Stern²⁹. When take relationship with building character, someone will has character as combine from parenting effect and environment effect where they lived. Both of them work together to influence someone's character.

In the Islamic views about human development, convergence current considered approaching the truth. One hadith from Prophet Muhammad PBUH said that,

مَوْلِدٌ يُولَدُ عَلَى فِطْرَةٍ فَلَوَاهُ يَهُودِيٌّ دَانَهُ وَيُزَالِيهِ وَيُجَانِيهِ

(البخارى و مسلم)

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

Based on the hadith above, human bring nature (*fitrah*) when they were born in the world. And the father and the mother (based this hadith) is environment. Both of them has important influences in human development³⁰. The level of effect is different based on growth side themselves. Level and degree from them also different based on the children's age and children's development stage. Usually nature aspect

²⁹ Ibid, page 180.

³⁰ Ahmad Tafsir, *Ilmu Pendidikan dalam Perspektif Islam*, (Bandung: PT Remaja Rosda Karya, 2008), page 35.

more dominant for infant and environment aspect more dominant for someone who start become adult.³¹

3. Model in Character Building

Model in the Indonesian dictionary means pattern (example, reference, kind, and so on) from something that will be produced or formed. While making relation with discussion about model of building character will guide to learning which used for building character. Model in terms of learning model as defined by Joyce and Weil declared that learning model is a planning or patterns which used to design learning activities in the class or managing tutorial and determining devices in the learning process.³²

Based on definition above, the terms of learning model has wider area than approach, strategy, method or procedure. Learning model has four specific criteria which haven't in approach, strategy, method or procedure, are:

- a. Rational theoretical logical which composed by the creator and the developer
- b. Basic thought about what and how the students learn (based on learning purposes)
- c. Teaching behavior that required to make the model be successful

³¹ Agus Zaenul Fitri, *Reinventing Human Character: Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*, page 37.

³² Trianto, *Model Pembelajaran Terpadu: Konsep, Strategi, dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan*, (Jakarta, PT Bumi Aksara, 2010), page 51-52.

d. Learning situation that required achieving learning purposes.³³

Further, there are many classifications about learning model and sometimes this term became ambiguous because often analogy as approach, strategy, or method. Actually in the model consists of them. According to Bruce Joyce and Marsha Weil there are four group of learning model as follow³⁴:

a. Information processing model

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: 1) motivation; 2) understanding; 3) receiving; 4) saving; 5) re-memorize; 6) generalization; 7) treatment; 8) feedback. This model gives pressure to the student in choosing their ability to process their information so that the student can process 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.³⁵

b. Personal model

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

³³ Ibid, page 52.

³⁴ Abdul Majid, *Strategi Pembelajaran*, (Bandung: PT Remaja Rosda Karya, 2013), page 15-18.

³⁵ Ibid, page 15-16.

individual view and make self-hood so that the people can reach self conscious and responsible with their purposes. There are some learning models in this model, are: 1) non-directive teaching; 2) synthetic model; 3) awareness training; 4) classroom meeting.³⁶

c. Social interaction model

This model has view that learning process is interaction among the students and oriented on the students with developing democratization in the learning process although they have different backgrounds. There are some learning models in this model, are: 1) group investigation; 2) role playing; 3) jurisprudential inquiry; 4) laboratory training; 5) social science research.³⁷

d. Behavioral system model

This model emphasize in changing behavior of the students so that suitable with their concepts. As the part of stimulus-response theory, this model emphasize in giving tasks to the students in series, continuation and meaningful. There are four phases of behavior manipulation, are: 1) teaching; 2) using media; 3) linier and branching; 4) operant conditioning and operant reinforcement. There are some learning models in this model, are: 1) mastery learning; 2) direct instruction; 3) learning self control; 4) training for skill and concept development; 5) assertive training³⁸.

³⁶ Ibid, page 16-17.

³⁷ Ibid, page 17-18.

³⁸ Ibid, page 18-19.

From explaining of learning model above and then take relation with building character, we can take definition of model of building character is model or patterns which used to create or to form certain character where in it's model there are components includes it's model there are composition components includes certain approaches, strategies, methods, or procedures

4. Approaches of Building Character

From explaining of model and approach, can derivable to the strategy. Approach can be defined as a way of beginning something. Based on Philip R. Wallace there are two kinds approaches of learning, are :

- a. Teacher centered approach; it means that the learning process generally is the teacher gives material to the students.
- b. Student centered approach; it means that the learning process generally giving wide opportunities to the student in developing their learning strategies and skills.

5. Strategies of Building Character

According to J.R. David, strategy is a plan, methods or series of activities designed to achieves particular education goal. There are some classifications of learning which declared in the Saskatchewan educational article, are³⁹:

- a. Direct instruction

³⁹ Ibid, page 11-12.

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

b. Indirect instruction

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

c. Interactive instruction

This strategy references to discussion form among students and teacher.

d. Experiential learning

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

e. Autodidact leaning

This strategy has purpose in building student's initiative, autonomous, and self developing.

6. Methods of Building Character

According to J.R. David, method is way to do something. Method is used by teacher to create the environment. There are some methods of learning, are: 1) lectured method; 2) demonstration; 3) discussion; 4) simulation; 5) laboratory; 6) field research; 7) brainstorming; 8) debate; 9) symposium; etc.

C. Islamic Education

1. Definition of Islamic Education

Religious education is a compound word which consisting of the word “education” and religion. In the Indonesian General Dictionary, the word of education means the process changing attitudes in human nature through teaching and training efforts⁴⁰. Meanwhile, according to *Undang-undang Republik Indonesia No. 20 of 2003 about Sistem Pendidikan Nasional* (Law the Republic of Indonesia Number 20 Year 2003 on National Education System) mentioned that education is conscious and deliberate effort to create learning situation and learning process so that the students are actively developing their potential to have religious spiritual power, self control, personality, intelligence, noble character and skills which needed for them, the society, and the nation⁴¹.

Beside of that, the definition of religion in Indonesian dictionary is belief or trust in God with the teaching of worship and obligations which has relation with it's belief⁴². Meanwhile, according to M. A. Tihami, there are some definitions about religion, are:

- a. *Al-din* (religion), based on language has a lot of meanig, like *al-tha'at* (obedience), *al-ibadat* (worship), *al-jaza'*(reckoning), *al-hisab*(calculation), etc.
- b. In terms of *syara'*, *al-di* is all of way of life which determined by Allah SWT through the Prophet Muhammad SAW. Religion also called *al-din*

⁴⁰ Yadiano, *Kamus Umum Bahasa Indonesia*, (Bandung: M2s, 2006), page 88.

⁴¹ *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang SISDIKNAS*.

⁴² Anton M. Moeliono, et.al, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2009), page 9

because the human do their doctrines in belief and deed. Religion also called *al-millah* because Allah guided obedience to the Prophet Muhammad SAW and then continued it to our (human nature). Religion also called *syara* because Allah SWT has determined how is the way of life through Prophet Muhammad SAW

- c. God's determination which commands human nature to receive all of the revelation from the Prophet Muhammad SAW
- d. Something which demand human nature to receive all of thing that brought by Prophet Muhammad SAW

From explanation above, we can know that religion is rules which came from Allah SWT that has function to arrange the way of life for human nature, both relation among human with the God or relation with same human natures as God's creatures to get mercy from Allah SWT to reach happiness in the world and in the hereafter.

And then, the definition of Islam itself is a religion which taught by Prophet Muhammad SAW that take guidance from the Holy Qur'an which given to him from Allah SWT⁴³. Based on explanation from education, religion and Islam above, there are some definitions about Islamic education according to some scholars, are:

- a. Zakiah Daradjat According to Sahilun A. Nasir, Islamic education is a systematic and pragmatic effort in guidance the children who has belief Islam religion with some ways so that Islamic doctrines can be lived in their life and be life parts of them, means Islamic doctrines became real

⁴³Anton M. Moeliono, *Kamus Besar Bahasa Indonesia*, page. 340

understood, believed, deed and be control for behavior, thought and mental attitudes⁴⁴ .

b. According to Zakiah Darajat, Islamic education is

- 1) An effort as guidance and parenting for the children to make them understanding and doing Islamic doctrines well after passed the education and also make Islam as way of life
- 2) Education which done based on Islam religion
- 3) Education through Islamic doctrines as guidance and parenting to the children so that they can understanding and doing Islamic doctrines well after passed the education and make them become safe in the world and in the hereafter⁴⁵

From some scholar's definitions above, Islamic education is an effort as teaching, guidance and parenting for the children so that they can be understanding, inspiring and doing Islamic doctrines fully after passed education and make Islam as way of life, both in individually or social life.

2. Ideal Basic of Islamic Education

Basic function from giving guidance to the children about the purposes and be a foundation from something⁴⁶. Ideal basic of Islamic Education as same as Islamic doctrines themselves. Both of them has same source, the Holy Qur'an and hadith from Prophet Muhammad PBUH. And then from those basics developed by Islamic scholars follows:

a. The Holy Qur'an

b. Hadith from Prophet Muhammad PBUH

⁴⁴Sahilun A. Nasir, *Peran Pendidikan Agama terhadap Pemecahan Problem Remaja*, (Jakarta: Kalam Mulia, 2002), page 10

⁴⁵Zakiah Daradjat, et al, *Ilmu Pendidikan Islam*, Jakarta: Bumi Aksara, 2004), page 28.

⁴⁶Ibid, page. 4

c. Words, deed and behavior from companions of Prophet Muhammad
PBUH

d. *Ijtihad* includes *Ijma'*, *Qiyash*, *Istishab*, *Maslahah* and *Mursalah*⁴⁷

3. Purpose of Islamic Education

The purposes of Islamic education is something which achieved after the activities end. The purpose of education not something static, but it is a whole of a person's personality, with regard to all aspects of life⁴⁸. According to Islamic education seminar in Indonesia on 7-11 May 1960 in Cipayung, Bogor, Islamic Education purpose to inculcat piety and morals and to uphold the truth in order to form human who has good persoanality and good behavior based on Islamic doctrines⁴⁹.

Beside of that, Islamic education has purpose to foster a round pattern of human personality through mental exercises, intelligence, reasoning, feelings, and senses. Education should serve human development in all of aspects, both aspects of spiritual, intellectual, imagination, physical, scientific, and language, either individually or in groups. And, education is encouraging all of aspects to the perfection of life⁵⁰. Basic from all statements above is Allah SWT saying as follows:

⁴⁷TB Aat Syafaat, *Peranan Pendidikan Agama Islam dalam Mencegah Kenakalan Remaja (Juvenile Delinquency)*, (Jakarta: PT Rajawali Pers, 2008), page 17-39.

⁴⁸Zakiah Daradjat, *Ilmu Pendidikan Islam*, page 29.

⁴⁹Baihaqi AK, *Mendidik Anak dalam Kandungan menurut Ajaran Paedagogis Islam*, (Jakarta: Darul Ulum Press, 2000), page 40.

⁵⁰M. Arifin, *Filsafat Pendidikan Islam*, page 40.

قُلْ إِن صَّلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ ﴿١٦٢﴾

Say (O..Muhammad PBUH) Verily, my Salat (prayer), my sacrifice, my living and my dying are for Allah, the Lord of 'Alamiin (mankin, jinn and all that exist). Q.S Al-An'am (6): 162]

Moreover, the purpose of Islamic education makes human to surrender completely to Allah SWT, both individually and communally as His creatures. Every people is already supposed to surrender to Allah SWT because the creation of mankind and the jinn by Allah SWT to become His servant who enslave themselves (worship) to Him⁵¹. Allah SWT has explained in His words as follows

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ ﴿٥١﴾

And I (Allah) created not the jinn and mankind except that they should worship Me (Alone). [Q.S. Al-Dzariat (51): 56]

Thus, the purpose of Islamic education is educating mankind to be Allah's servants like the Prophet Muhammad PBUH where his character must be reflected into his followers. One of characters which must be reflected and imitated are:

- a) Having faithful and having good works to achieve *hasanah fi dunya* and *hasanah fil akhirah*
- b) Having deep knowledge, work hard for for the prosperity of life

⁵¹Baihaqi AK, *Mendidik Anak dalam Kandungan menurut Ajaran Paedagogis Islam*, page 41.

- 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 others noble characters of of the Prophet Muhammad PBUH⁵².

4. Basic factors in Islamic Education

Activity can be called education if concern about basic factors of education, are:

a. Purpose factor

Every educatio activity has purpose both general and particular. Generally purpose of education centre around cognitive purpose (related with understanding amd knowledge); affective purpose (related with changing interest, value and behavior); and pychomotoric purpose (related with skills).

b. Material factor

A teacher must have well-known about material that will be given to the children.

c. Teacher and student factor

A teacher minimalize has 4 main object as support in their professionalism, are 1) know about the choldren; 2) capability in giving guidance; 3) mastering the material; 4) has fresh knowledge.

d. Method factor

⁵²TB Aat Syafaat, *Peranan Pendidikan Agama Islam dalam Mencegah Kenakalan Remaja (Juvenile Delinquency)*, page 34-35.

Method has important role in successful of learning process. in choosing method must be seeing in relevance with purpose, material, teacher's ability, student's condition, and learning environmental.

e. Situation factor

Situation here is learning environmental include the condition which related with the children, teacher, and the classroom.

f. Source material factor

Source material is needed to enrich student knowledge.

g. Facility factor

Facility here is tools which can support learning activities. Both material (like blackboard, book, pen, slide, etc) and non-material (command, advice, forbidden, etc.)

h. Evaluation factor

Evaluation is data to know how far and how successful the learning process.

D. Children Correctional Institution

1. Definition of Children Correctional Institution

Children Correctional Institution (*Lembaga Pendidikan Khusus Anak*) has previous name as Children Penitentiary Institutional or in Indonesian is *Lembaga Pemasyarakatan Anak*, came from three words, are children, penitentiary, institutional. Penitentiary is activities to give guidance for inmates, criminal or prisoner based on the system,

institutionalism and it become the final part of the criminal system in the criminal justice system.

Penitentiary also called prison or jail, is the place to do guidance for criminal or prisoner. Beside of penitentiary, there is also Correctional Centers (*BAPAS or Balai Pemasyarakatan*) as an institution to implement the guidance of the client of penitentiary. So that in the penitentiary institutional there are three categories, namely inmates or prisoner, correctional students and client learners. Inmates or prisoners are criminals who lost independence in prisons. And correctional student in penitentiary are:

- a. Children prisoner are children under a court decision get correctional education in children penitentiary where the longest time until the age of 18 (eighteen) years
- b. State children are children under the court decision handed over to the State to be educated and placed in children penitentiary where the longest time until the age of 18 (eighteen) years
- c. Civil children are children at the request of a parent or guardian obtain a court warrant to be educated in children penitentiary where the longest time until the age of 18 (eighteen) years⁵³.

The penitentiary system was organized in order to form citizens patronage of corrections to be fully human, realized the error, improve

⁵³A. Josian Simon R. dan Thomas Sunaryo, *Studi Kebudayaan Lembaga Pemasyarakatan Indonesia*, (Bandung: CV Lubuk Agung, 2011), page. 62.

ourselves and not to repeat the criminal act so that can be received by the community, can play an active role in the development, and can be normal as a good citizen and be responsible. The system of penitentiary has function to prepare citizens patronage of corrections in order to integrate with the community, so that they can play a role again as members of the society who has freedom and be responsible⁵⁴.

2. Human Rights and Juvenile Offenders Rights

Rights are all of things that must be obtained by all of people who have soul since birth and even before birth. In connection with the legal system of the inmates, there are some basic legal rights that became foundation for the convict or prisoner follows:

- a. Universal Declaration of Human Rights; where in this basic law declared that "no one may be molested or abused without considering humanitarian or treated in a humiliating manner" (United Nations, 2010).
- b. International Covenant on Civil and Politics Rights on December 16, 1966; where in this basic law declared that "all of person deprived of their liberty shall be treated with humanity and it is done with respect for the inherent dignity of the human being". The offenders who are minors must be removed from the adult and given appropriate treatment according to age and legal status.

⁵⁴ Ibid, page 63.

c. Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment) on December 10, 1984 which has been ratified by the Republic of Indonesia Government with *Undang-undang* No.5 of 1998; where in this basic law declared that "each country should keep up with a review of systematically interrogation rules, methods and practices, as well as arrangements for the custody and treatment of persons who were subjected from catching anything, either detention or imprisonment in any territory , with the aim of preventing any cases of abuse.⁵⁵

In the connection with the children prisoner who gets prison punishment by the court, his rights as a prisoner would be restricted. However, although the convict lost its independence, the rights of children prisoners will be protected in the Indonesian Penal System. Children's prisoners rights stipulated in article 22 paragraphs (1) of *Undang-undang* No. 12 of 1995 concerning about penitentiary as follows:

- a. Perform appropriate worship as their religion or belief
- b. Get treatment, both spiritual and physical care
- c. Get education and teaching
- d. Get health care and a decent meal
- e. Presenting complaint
- f. Get reading materials and following other mass media broadcasts that are not prohibited

⁵⁵Ibid, page 62.

- g. Receive family visits, legal counsel, or other certain person
- h. Get a reduction in jail punishment time (remission)
- i. Get a chance to assimilate including visited they family
- j. Getting requirements freedom
- k. Getting off towards free
- l. Getting the rights in accordance with the positive laws.⁵⁶

3. Classification of Children in Children Correctional Institution

Generally, the rules of law in some countries have differences about the children's age approach. In Indonesia, there are some laws which arranged about children, are *Undang-undang No. 3 of 1997* about children's court, *Undang-undang No. 4 of 1997* about children's prosperity, *Undang-undang No. 39 of 1999* about human rights, *Undang-undang No. 23 of 2002* about children's safety and the others laws which has relation with children's problems.⁵⁷ According to article 1 paragraph (2) *Undang-undang No. 3 of 1997*, about children's court mentioned that:

"Anak adalah orang yang dalam perkara anak nakal telah mencapai umur 8 (delapan) tahun tetapi belum mencapai umur 18 (delapan belas) tahun dan belum pernah kawin. Anak nakal adalah: a. anak yang melakukan tindak pidana, b. anak yang melakukan perbuatan terlarang bagi anak baik menurut Peraturan Perundang-undangan maupun menurut peraturan hokum lain yang hidup dan berlaku dalam masyarakat yang bersangkutan".

⁵⁶ Ibid, page 64-65.

⁵⁷ Ibid.

Moreover in article 1 paragraph (1) *Undang-undang No. 23 of 2002* about children's safety, formulated that :

“Anak adalah seseorang yang berusia dibawah 18 (delapan belas) tahun termasuk anak yang masih dalam kandungan”.

From explanation above, can be seen that there are variation between the definition of children in the children penitentiary. So that, we take decision that children is someone who has 12 until 18 old ages who can be asked their responsibilities in the criminal activity because someone who can be requested their responsibilities is 12 years.⁵⁸

4. Guiding and Educating in Children Correctional Institution

Children in children correctional institution has right to get education, it is metioned in *Peraturan Pemerintah No. 32 of 1999* about terms and procedures for citizens patronage of penitentiary where education and teaching are described in several articles in the regulation. Such articles include:

Pasal 9

Setiap warga lapas wajib melaksanakan kegiatan pendidikan dan pengajaran bagi Narapidana dan Anak Didik Pemasyarakatan

Pasal 10

- 1) Pada setiap Lapas wajib disediakan petugas pendidikan dan pengajaran*
- 2) Dalam melaksanakan pendidikan dan pengajaran sebagaimana dimaksud dalam ayat (1), Kepala Lapas dapat bekerja sama dengan instansi pemerintah yang lingkup tugasnya meliputi bidang Pendidikan dan Kebudayaan, dan atau badan-badan*

⁵⁸ Ibid.

kemasyarakatan yang bergerak di bidang pendidikan dan pengajaran

Pasal 11

- 1) Pendidikan dan pengajaran bagi Narapidana dan Anak Didik Pemasyarakatan, dilaksanakan di dalam Lapas.*
- 2) Apabila Narapidana atau Anak Didik Pemasyarakatan membutuhkan pendidikan dan pengajaran lebih lanjut yang tidak tersedia di dalam Lapas, maka dapat dilaksanakan di luar Lapas.*
- 3) Pendidikan dan pengajaran di dalam Lapas diselenggarakan menurut kurikulum yang berlaku pada lembaga pendidikan yang sederajat.*
- 4) Pelaksanaan pendidikan dan pengajaran sebagaimana dimaksud dalam ayat (3) menjadi tanggung jawab Kepala Lapas.*

Based on the rules above, the children prisoners in the Children Penitentiary still get education. The chief of Children Penitentiary held planning, implementation and monitoring of education and teaching in Children Penitentiary. Each children prisoners and correctional learners who have successfully to complete the education and teaching has right to receive the Certificate of Graduate Study from the competent authority⁵⁹.

5. Character of Children in Children Correctional Institution

Based on the children classification who can be entered in children correctional institution, we know that children who can be given the responsibility about their offense is about 12-years old until 18-years old where they can be called as juvenile. The juvenile criteria in human development has position between middle childhood to adolescence.

⁵⁹Darwan Print, *Hukum Anak Indonesia*, (Bandung: PT Citra Aditya Bakti), page 58.

Children who live in prison called children prisoner, but the term of someone who can be taken the responsibility in the children court is a children who has under either age of 18 or 21. And additional category of misbehaviour by children is the status offense⁶⁰. Because of that, we use the juvenile offenders as specifically term of children in prison.

Seeing about the cathegory of age in juvenile offenders, we can know their characteristic through theil life span. With knowing about their development, we can know how to face them. The life span of juvenile are:

Table 3.5.1 The Typical Major Development of the Juvenile ⁶¹

Age Period	Physical Developments	Cognitive Developments	Psychosocial Developments
Prenatal Period (conception to birth)	Conception occurs. The genetic endowment interacts with environmental influences from the start. Basic body structures and organs form. Brain growth spurt	Abilities to learn and remember and to respond to sensory stimuli, are developing.	Fetus responds to mother's voice and preference for it.

⁶⁰ Ruth, E Masters, et al, *Criminal Justice*, (New York: Mc Graw Hill, 2011), page 431.

⁶¹ Diane E Papalia, Sally Wendkos Olds and Ruth Duskin Fieldman, *Human Development 9th edition*, (New York: Mc Graw Hill, 2003), page 12-13

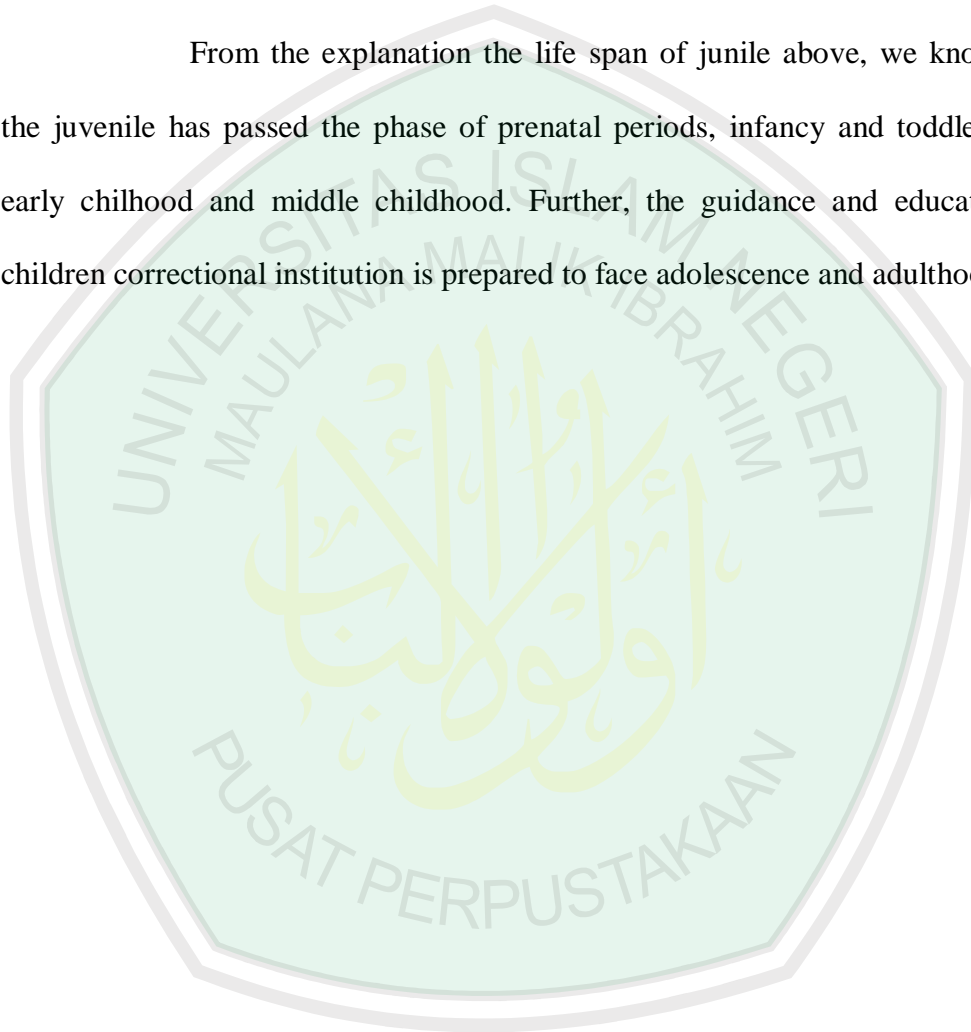
	<p>begins.</p> <p>Physical growth is the most rapid span.</p> <p>Vulnerability to environmental influences is great.</p>		
<p>Infancy and Toddlerhood (birth to age 3)</p>	<p>All senses and body systems operate at birth to varying degrees</p> <p>The brain grows in complexity and is highly sensitive to environmental influence</p> <p>Physical growth and development of motor skills are rapid.</p>	<p>Abilities to learn and remember are present, even in early weeks</p> <p>Use of symbols and ability to solve problems develop by end of second year</p> <p>Comprehension and use of language develop rapidly.</p>	<p>Attachments to parent and other forms</p> <p>Self-awareness develops</p> <p>Shift from dependence to autonomy occurs</p> <p>Interest in other children increases.</p>
<p>Early Childhood (3 to 6 years)</p>	<p>Growth in steady, appearance becomes more slender and proportion more adultlike.</p> <p>Appetites</p>	<p>Thinking in egocentric, but understanding of other people's perspective grows</p>	<p>Self concept and understanding of emotions grow, self esteem in global.</p> <p>Independence, initiative, self-care</p>

	<p>deminishers and sleep problems are common</p> <p>Handedness appears, fine, and gross motor skills and strength improve</p>	<p>Cognitive immaturity leads to some illogical ideas about the world</p> <p>Memory and intelligence become more predicable</p> <p>Attending preschool is common kindergarten more so.</p>	<p>increase.</p> <p>Gender identity develops.</p> <p>Play becomes more imagination more elaborate and more social.</p> <p>Altruism, aggression and fearfulness are common.</p> <p>Family is still focus of social life, but other children become more important.</p>
<p>Middle Childhood (6 to 11 years)</p>	<p>Grows slows</p> <p>Strength and athletic skills improve.</p> <p>Respiratory illness are common, but health is generally better than at any other time in the life span</p>	<p>Egocentism diminishes. Children begin to think logically but concretely.</p> <p>Memory and language skills increase .</p> <p>Cognitive gains permit children to</p>	<p>Self concept becomes more complex, affecting self esteem.</p> <p>Corregulation reflects gradual shift in control from parents to child.</p> <p>Peers assume control importance.</p>

		benefit from formal schooling. Some children show special education needs and strengths.	
Adolescence (11 to about 20 years)	Physical growth and other changes are rapid and profound. Reproductive maturity occurs. Major health risks arise from behavioral issues, such as eating disorders and drug abuse.	Ability to think abstractly and use scientific, reasoning develops. Immature thinking persuade in some attitudes and behaviors. Education focuses on preparation for college and vacation.	Search for identifying including social identity, becomes central. Relationship with parents are generally good. Peer group help develop and test self-concept but also may exist an anti-social influence.
Young adulthood (20 to 40 years)	Physical condition peaks, then declines slightly.	Cognitive abilities and morals judgements assume more complexity. Educational and career choices are made.	Personality traits and styles become relatively suitable, but changes in personality may be influenced by the stages and events. Decision are made

			about intimate relationships and personal lifestyles.
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From the explanation the life span of juvenile above, we know that the juvenile has passed the phase of prenatal periods, infancy and toddlerhood, early childhood and middle childhood. Further, the guidance and education in children correctional institution is prepared to face adolescence and adulthood.



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 produces descriptive data in the form of written words or spoken words from the peoples and behaviors that can be observed. Both of them agreed that this research directed to be holistic setting and individual.⁶²

Beside of that, the definition of descriptive research is a research which showing individual identity or characteristic, situation, indication or certain group. So that descriptive research not answer certain hypothesis, but only showing or describe about natural condition from a variable, indication or situation.⁶³

The writer use qualitative research because this research want to know deeply about how the model of religious character building through Islamic Education for juvenile offenders in Children Correctional Institution 1st Class Blitar. Through this research approach, the writer hoped that the result data will be critical and deep.

⁶² Upe, Ambo and Damsid, *Multiple Researches: dari Norman K Denzin hingga John W. Creswell dan Penerapannya*, (Yogyakarta: Penerbit Tiara, 2010), page. 107.

⁶³ Ibid, page. 111.

Moreover, descriptive research design is used by the writer because the collecting data in this research not for verifying the hypothesis or in the other words only giving critical describing and explaining about problem which investigated by the writer. In this research, the writer want to observe about model of religious character building through Islamic Education for juvenile offenders in Children Correctional Institution 1st Class Blitar.

B. Attendance of the Researcher

In this research, the writer or researcher is the prime instrument who to be planner, observer, and collector data. As the observer, the researcher will observe about research objects directly in the field (means Children Correctional Institution 1st Class Blitar). Before doing observation, the observer do initiation at first so that the research objects will be natural and not mannered. Moreover, the attendance of the researcher directly will make the research be valid because the researcher about the fact in the location. This research is used to know about model of religious character building through Islamic Education for juvenile offenders in Children Correctional Institution 1st Class Blitar.

In the qualitative research, the researcher or with the assistant is the prime data collector. The position of researcher in the qualitative research is complex matter where the researcher also has role as planner, observer, data collector, analyzer, data translator and the final in the research process as the

reporter of the research results. So that, the definition from researcher as the instrument is right because the researcher become all of research process.⁶⁴

C. Setting of the Research

Location which used in this research is Children Correctional Institution 1st Class Blitar. which located in Bali street No. 76, Telp/Fax (0342)801443, Postcode 66137 Blitar, East Java Province, Indonesia. This location is selected after take into consideration of some objective reasons, are:

1. Children Correctional Institution 1st Class Blitar. is one of Children Correctional Institution in East Java Province, Indonesia.
2. The condition in Children Correctional Institution 1st Class Blitar. is possible to be observed conducively and safe because the children prisoners in this place is children with light crime.

D. Data and Data Sources

Data in this research is data which has relation with the problems of research are model of religious character building through Islamic Education for juvenile offenders in Children Correctional Institution 1st Class Blitar Whereas the data sources which meant by this research is subject from where the data is gotten. Supporting data from this research is two kinds data, are:

⁶⁴ Hamidi, 2010, *Metode Penelitian Kualitatif: Pendekatan Praktis, Penulisan Proposal dan Laporan Penelitian*, (Malang: UMM Press), page. 74-75

1. Primary data, where data and information come from directly observation and interview to the objects which has correlation with the problems research in Children Correctional Institution 1st Class Blitar
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 problems research or model of religious character building through Islamic Education for juvenile offenders in Children Correctional Institution 1st Class Blitar

E. Data Collection

1. Research Method

Collecting data in this research method will be done with two ways, are library research method and field research method.

- a. Library research method, are research which collects data from some literatures which has relation with the problems of the research which means all of literatures which discuss about model of religious character building through Islamic Education for juvenile offenders in Children Correctional Institution
- b. Field research method, are research which collects data through doing observation and interview directly with using opened questions to the informant about problems of the research until get requirement data in

the place of research (means Children Correctional Institution 1st Class Blitar)

2. Collecting data method

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

a. Observation

Observation will be done in the location of this research means Children Correctional Institution 1st Class Blitar. Observation which done in Children Correctional Institution 1st Class Blitar has purpose to find the data which can solve the problems of this research though observe and know deeply about Children Correctional Institution 1st Class Blitar include all of activities of the students, the officers and the teachers or educators and all of condition there.

b. Interview

Interview has purpose to know about deeply information from required informant which has relation with the problems of research in Children Correctional Institution 1st Class Blitar. Moreover informant in this research that become sources data are the Chief of Children Correctional Institution 1st Class Blitar, the officers, the students and the educators there.

c. Documentation

Documentation in this part as concrete solves about the data findings in the field. Documentation can from author's or from the institution or others that can take responsible from the pictures. Documentation

which taken are pictures which has relation with the problems of research in Children Correctional Institution 1st Class Blitar.

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 verifying⁶⁵.

1. Data collection phase

In the collecting data process, researcher as prime instrument in the collecting data or information⁶⁶. 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 model of religious character building through Islamic Education for juvenile offenders in Children Correctional Institution 1st Class Blitar.

2. Data reduction phase

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

⁶⁵ Ambo Upe dan Damsid, *Asas-asas Multiple Researches: dari Norman K hingga John W Creswell dan Penerapannya*, (Yogyakarta: Penerbit Tiara Kencana, 2010), page 125-127

⁶⁶ Rochajat Harun, *Metode Penelitian Kualitatif untuk Pelatihan*, (Bandung, Mandar Maju, 2007).

field⁶⁷. In this phase, the researcher focused on data that has been collected like selecting data, ie choose and sort the data which suitable with the relevance of the focus research or purposes research. The focus in this research is model of religious character building through Islamic Education for juvenile offenders in Children Correctional Institution 1st Class Blitar.

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 on⁶⁸. This stage is activities of the researcher in presenting the data, organizing the data in the form of presentation of 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 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

⁶⁷ Ambo Upe dan Damsid, *Asas-asas Multiple Researches: dari Norman K hingga John W Creswell dan Penerapannya*, page 126.

⁶⁸ Rochajat Harun, *Metode Penelitian Kualitatif untuk Pelatihan*, page. 77.

running linear, but simultaneously⁶⁹. Thus, in the writing of the report can be done by some considerations data.

G. Data Validity

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 researcher's attendance, peer discussions, continuously observation, checking the adequacy of materials references⁷⁰.

2. Dependability

This context relates to the question of whether an investigation can be repeated or replicated by other researchers and found the same results when using the same method. Consistency of researcher in the whole research process will produce high dependability reliable results. So that, to make the data be valid constantly and avoid from any mistakes in formulating the results research, the interpretation of the data collection

⁶⁹ Ambo Upe dan Damsid, *Asas-asas Multiple Researches: dari Norman K hingga John W Creswell dan Penerapannya*, page 126-127.

⁷⁰ Ibid, page 129.

must be written in consultation with various partners to check out the research process. Through this step, the results research can be defended and justified in scientifically⁷¹.

3. Conformability

Conformability in the research was done together with the dependability. Confirmability is used to assess the results research, especially for something which has relation with the description of results observation and discussion of results research⁷².

H. Research Procedures

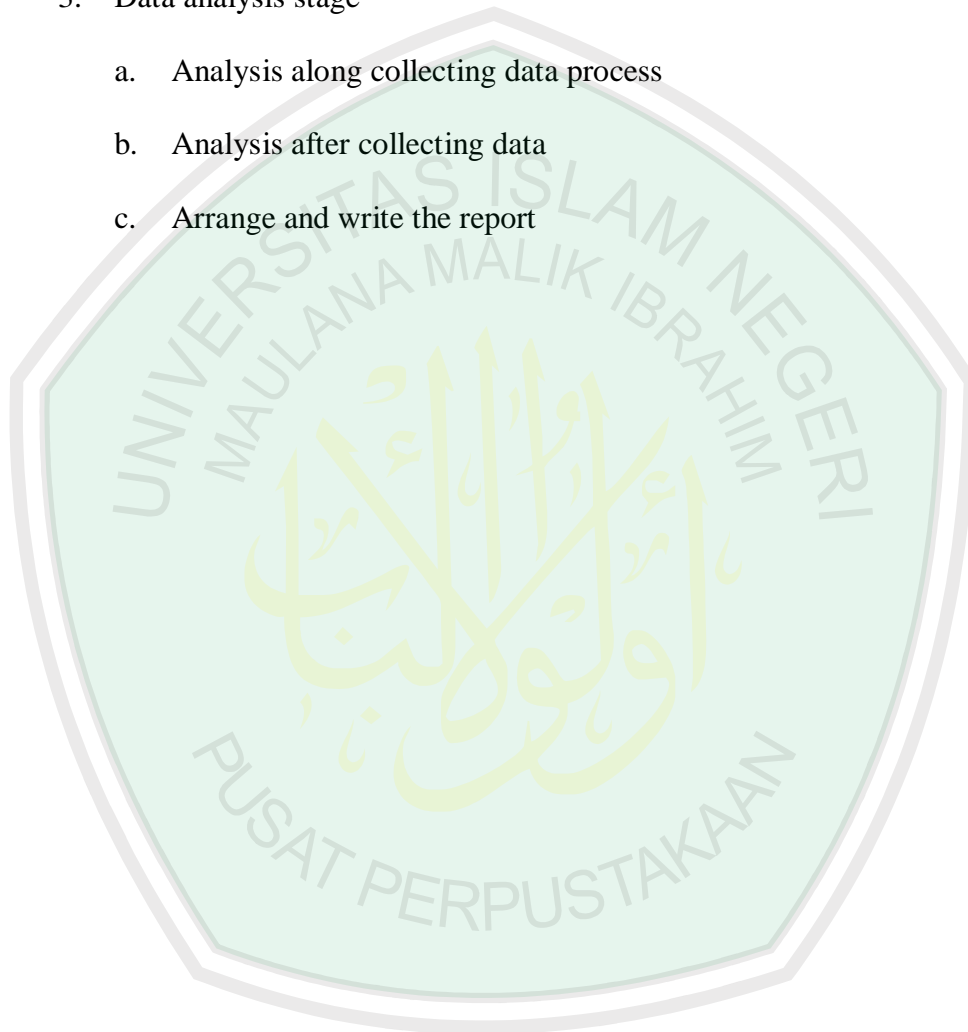
Research procedures are the steps or stages which done by the researcher to find the data. Steps which must be done in this research are:

1. Pre-field research stage
 - a. Arranging the planning of the research
 - b. Choosing the location of field research
 - c. Make a research proposal
 - d. Establish licensing
 - e. Explore and assess the field research
 - f. Choosing and using the previous information
 - g. The issue of ethics in the research
2. Implementation research stage

⁷¹ Ibid, page 131.

⁷² Ibid.

- 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 stage
- a. Analysis along collecting data process
 - b. Analysis after collecting data
 - c. Arrange and write the report



CHAPTER IV

DATA RESULTS

A. General View of Research's Location

As mentioned in the method of the research especially in setting of the research where the location from this research is Children Correctional Institution 1st Class Blitar. Based on the observation which has done, the researcher got general view from Children Correctional Institution 1st Class Blitar. Children Correctional Institution 1st Class Blitar is correctional education institution for the children who has problem with the law in Indonesia and got final judgement from juvenile court to pay the punishment in this institution. Moreover the general view from Children Correctional Institution 1st Class Blitar are:

1. Profile of Children Correctional Institution 1st Class Blitar

Name	:	Children Correctional Institution 1 st Class Blitar
Address	:	Bali Street No. 76, Karangtengah Sub district, Sananwetan, Blitar City, East Java Province, Indonesia.
Wide of area	:	111.593 m ²
Wide of building	:	25.172 m ²
Telp/Fax	:	(0342) 801843
E-mail	:	lpkablitlar@yahoo.com

2. History of Children Correctional Institution 1st Class Blitar

Children Correctional Institution 1st Class Blitar has long history to become this name. This building is Dutch colonial inheritance. In the past, this place is oil factory named “INSULIDE” and then change function to be a place for guiding and teaching a children who has problem with the law. The name of this institution is *Rumah Pendidikan Negara (RPN)* or *LOG (Lands Opveading Gesticht)* or House of Education State where the people in this place called *Anak Raja* or son of King.

Like in the Colonial era, when Japan came to Indonesia and controlling the region in Indonesia exactly in Blitar area, this building also became place to educate the children who force the law with using hard system and military. Then, the name became “*Kankat*”. After the expansion of Japan is end. RPN led by Indonesian people and changed to be military barracks of “*Barisan Gundul*”. *Barisan Gundul* is a troops of youth inmates who has lived in Lowokwaru Malang Penitentiary. Because of *Agresi Militer Belanda I* (Netherland Military Aggression I), became a place to give military education as military squad from Regiment III under the Surryobroto leadership and this squad also became special squad from combat divion of East Java under Dr. Mustopo leadership. And then, in 1948, RPN is burnt because of *Agresi Militer Belanda II* (Netherland Military Aggression II).

In early era of Federates-Republic which centered in Jakarta where the government Republic of Indonesia stayed in Yogyakarta and only have

one education for juvenile offenders in Kaliurang. This place is a temporary reception center for children who came from Bandung, Surakarta, Blitar and Klakah which in the previous placed in Blitar. Moreover the director is R. Moch. Bachri. Then the building of RPN rebuilt by Indonesia's government.

On 1 July 1961, RPN in Kaliurang is liquidated because of Merapi's eruption and all of prisoners sent to RPN Blitar which finished to rebuild. Then, on 12 January 1962, RPN declared by Ministry of Justice Prof. Dr. Sahardjo, SH. which followed by figures of penitentiaries in Indonesia. On 27 April 1964, there was a change from system of hard prison to be system of penitentiary. RPN Blitar changed to be *Lembaga Pemasyarakatan Khusus Anak Negara (LPC AN)* or State Children Penitentiary.

And then, on 26 February 1985, *Lembaga Pemasyarakatan Khusus Anak Negara (LPC AN)* or State Children Penitentiary changed to Children Penitentiary Class II-A Blitar based on Declaration from Ministry of Justice about organization and administration system of penitentiary institution.

With the time where the consciousness of human rights be better, the government with supported by the society include social organization which has big care for children and also from National Commission of Children and Women Safety, began to give attention for children in the penitentiary. They began to see and to fill the children's rights, minimal

giving four basic rights of children include right to live, right to grow and develop, right to participate and right to get law's protection. And the highest and significance changed held on 5 Augustus2015 where the Ministry of Law and Human Rights declared about changing status between Children Penitentiary to Children Correctional Institution. Because of that, Children Penitentiary II-A Class Blitar changed to be Children Correctional Institution 1st Class Blitar. This changed legitimated by cutting barbed wire fence.

Change of name to be Children Correctional Institution 1st Class Blitar also become reparation in children jurisdiction law where a children who has problem with law and got punishment will be educated with better system. In the past, the system use penitentiary system where the rights of children especially in basic rights (rights to live, to grow and develop, to participate and to get safety) is lack, so that the government make a change to be education system where the children's right is given although they live in penitentiary. Moreover, this change also become correction from bad labelling inthe society about children penitentiary which always get bad stigma because this place identic with a place for bad people who not suitable to live in the society. Through this change, hoped that the society will be more accept and respect to this institution especially to the children here.

3. Vision and Mission of Children Correctional Institution 1st Class Blitar

a. Vision of Children Correctional Institution 1st Class Blitar

Recovering the unity of live, life and living the citizen of correctional institution as individual, member of society and God's creature (building independent human being) and developing Children Correctional Institution which friendly for children, free from exploitation, violence and suppression.

b. Mission of Children Correctional Institution 1st Class Blitar

- 1) Implementing giving serve and care for inmates, and giving guidance and advice for Correctional Institution's citizen.
- 2) Giving right place for children as subject in problem solving about them
- 3) Publication about children's rights and protection for children who has problem with law
- 4) Applying about 9 years schooling plan.

4. Basic Law of Children Correctional Institution 1st Class Blitar

Children Correctional Institution 1st Class Blitar as government's institution actually has basic law which support this institution's power, are:

- a. UU No. 12 Thn. 1995 about Penitentiary
- b. UU No. 3 Thn. 1997 about children's court

- c. UU No. 23 Thn. 2002 about children's protection
- d. UU No. 11 Thn. 2012 about system of children's criminal justice

5. Data of Staffs in Children Correctional Institution 1st Class Blitar

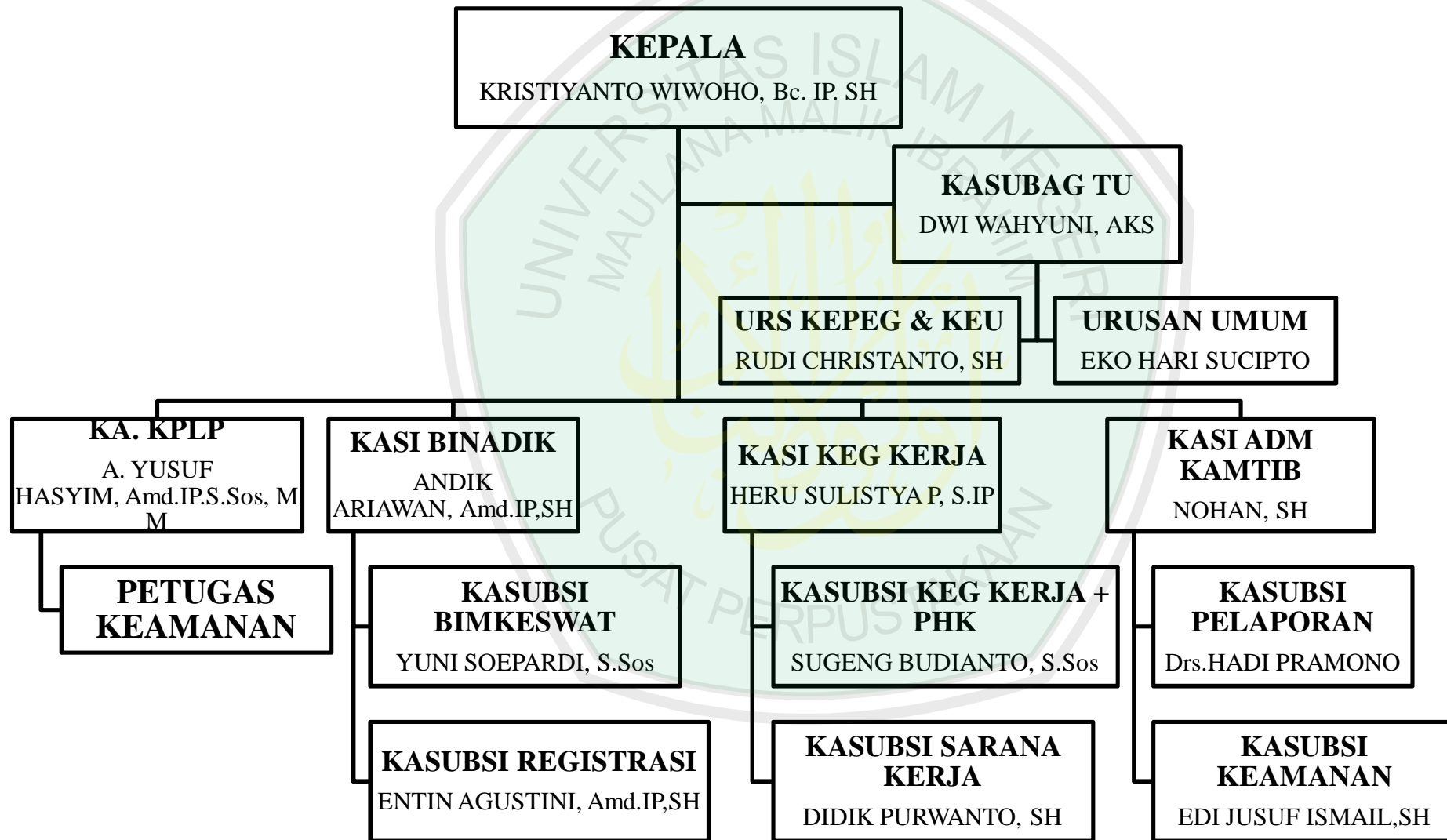
In Children Correctional Institution 1st Class Blitar, there are 57 staffs which consists of 47 men and 10 women. The specification of grade are, grade IV is 1 person; grade III is 47 persons and grade II is 9 persons. (Staff Data of In Children Correctional Institution 1st Class Blitar on 10 May 2016).

Table 4.1.5 Data of Staffs in Children Correctional Institution 1st Class Blitar

Based on Gender	
Male	46
Female	11
Total	57

Based on Grade Possition	
Grade IV	1
Grade III	47
Grade II	9

6. Organization Structure of Children Correctional Institution 1st Class Blitar.



Moreover, the tasks and responsibilities of the part of structure organization in Children Correctional Institution 1st Class Blitar is below:

a. Sub of Administrative (*Sub Tata Usaha*)

Sub of Administrative (*Sub Tata Usaha*) has responsibility to do activities which has relation with administrative and household administration of Children Correctional Institution 1st Class Blitar and has function as follows:

- 1) Doing the tasks about employee service and financial
- 2) Doing the tasks about correspondence, equipment and household administrative of Children Correctional Institution 1st Class Blitar

Sub of Administrative (*Sub Tata Usaha*) consists of:

- 1) Staff and Finance desk (*Urusan Kepegawaian dan Keuangan*)
Has task to do activities about employee service and financial
- 2) General desk (*Urusan Umum*)
Has task to do activities about correspondence, equipment and household administrative

b. Section of Children Education (*Seksi Pembinaan Anak Didik*)

Section of Children Education and Guidance has responsibility to give education for juvenile offenders in Children Correctional Institution 1st Class Blitar. This section consists of:

- 1) Sub-section guidance of social and care (*Sus-Seksi Pembinaan Kemasyarakatan dan Perawatan*)

This sub-section has responsibility to give guidance and counseling, physical skills, assimilation knowledge, keep the children's prosperity, keep the children's health and give care for the children.

2) Sub-section of Registration (*Sub-Seksi Registrasi*)

This sub-section has responsibility to record and to make statistics and also make a documentation about the finger print of the juvenile offenders.

c. Section of Work Activity (*Seksi Tenaga Kerja*)

Section of Work Activity has responsibility in giving guidance and processing the work of. This section consists of:

1) Sub-section of Work Guidance and Processing Work Result (*Sub-seksi Bimbingan Kerja dan dan Pengolahan Hasil Kerja*)

This sub-section has responsibility in giving work skill and processing the products.

2) Sub-section of Work Facilities (*Sub-seksi Sarana Kerja*)

This sub-section has responsibility in preparing the tools and facilities in the work activities.

d. Section of Security and Regulation Administrative (*Seksi Keamanan dan Ketertiban*)

Administrative section has responsibility in organizing the schedule of using the facilities and distribution of security guard, receiving the daily report and official report from an activity, and arranging the report in security and regulation area. This section consists of:

1) Sub-section of Security (*Sub-seksi Keamanan*)

This sub-section has responsibility in arranging the schedule task of using facilities and arranging the distribution of security guard.

2) Sub-section of Reporting (*Sub-seksi Pelaporan*)

This sub-section has responsibility in receiving daily report and official report from the security guard who has schedule and also preparing the periodic report in security area and keeping the regulation.

e. Security Units of Children Correctional Institution 1st Class Blitar (*Kesatuan Pengamanan Lembaga Pembinaan Khusus Anak Kelas I Blitar*)

Security Units of Children Correctional Institution 1st Class Blitar has responsibility in keeping the security and regulation of Children Correctional Institution. This section has function as follow:

- 1) Guarding and monitoring the juvenile offenders
- 2) Doing safeguarding and regulating
- 3) Doing assistance in reception (input), placement, and output the juvenile offenders
- 4) Make daily report and official report about security activity.

Security Units of Children Correctional Institution directed by a Chief who lead the security guard staffs and has position under the chief of Children Correctional Institution and also has direct responsible to him.

7. The Students in Children Correctional Institution 1st Class Blitar.

As we know that a children who can take responsibility in juvenile court is a children who has some characteristics of juvenile children in in Children Correctional Institution 1st Class Blitar

- a. Data about the Children in Children Correctional Institution 1st Class Blitar based on their age

Table 4.1.7.1 Data about the Children in Children Correctional Institution 1st

Class Blitar based on their age

No.	Grade of Age	Number of People (person)*
1.	Under 15	6
2.	15-18	98
3.	Above 18	9

Note:

*Data obtained from in Children Correctional Institution 1st Class Blitar on 1 May 2016

- b. Data about the Children in Children Correctional Institution 1st Class Blitar based on their delinquency

Table 4.1.7.2 Data about the Children in Children Correctional Institution 1st

Class Blitar based on their delinquency

No.	Delinquency	Law	Number of People (person)*
1.	Violation of Order	154-181	4
2.	Burning Crime	187-189	-
3.	Money Crime	244-251	-
4.	Morality	281-297	-
5.	Gambling	303	-
6.	Abduction	324-336	-
7.	Murder	338-350	5

8.	Cruelty	351-356	1
9.	Absence	359-361	-
10.	Robbing	362-364	8
11.	Robbery	365	7
12.	Exploitation	368-369	1
13.	Coverup	372-375	-
14.	Deception	378-395	1
15.	Stolen Receiving	480-481	-
16.	Health	UU No. 36/ 2009	2
17.	Narcotics	UU No. 05/ 1997	-
18.	Psychotropic	UU No. 35/ 2009	8
19.	Wood Robbing	UU No. 41/ 1999	-
20.	Traffic ordinance	UU No. 22/ 1999	-
21.	KDRT (violence)	UU No. 23/ 2004	-
22.	Children Safety	UU No. 23 2002	36
23.	Firearm/ Cold steel	UU No. 51 2012	-
24.	Others	UU No. 35/ 2014	39
Total			112

Note:

*Data obtained from Children Correctional Institution 1st Class Blitar on 1 May 2016

- c. Data about the Children in Children Correctional Institution 1st Class Blitar based on their status

Table 4.1.7.3 Data about the Children in Children Correctional Institution 1st

Class Blitar based on their status

No.	Children's Status	Number of People (person)*
1.	Prisoner	
	AI	-
	AII	-
	AIII	4
	AIV	-
	AV	-
	Total	4
2.	Child Prisoner	
	BI	91
	BIIa	12
	BIIb	1
	BIIIsl	2
	BIIIsk	2
	Total	108

Note:

*Data obtained from the Children in Children Correctional Institution 1st

Class Blitar on 1 May 2016

AI : Prisoner of Police

AII : Prisoner of Prosecutor

AIII : Prisoner of Court

AIV : Prisoner of High Court

AV : Prisoner of Cassation

- BI : Punishment more than 3 years
- BIIa : Punishment 1-3 year
- BIIb : Punishment 6 months – 1 year
- BIIIsl : Punishment 3-6 months
- BIIIsk : Punishment 1-3 months

8. Facility of Children Correctional Institution 1st Class Blitar

The facilities in Children Correctional Institution 1st Class Blitar which support the guidance and education process can be divided below:

a. Physical facilities

1) Land

Children Correctional Institution 1st Class Blitar located in Bali Street No. 76, Karangtengah Sub district, Sananwetan , Blitar City, East Java Province, Indonesia where the details of this area as follow:

- 25.172 m² : Main Building
- 111.593 m² : Official House
- 8.006 m² : Sport Field

2) Building

The details of building in Children Correctional Institution 1st Class Blitar as follow:

- 1.897 m² : for School Building
- 1.120 m² : for Government official
- 7.310 m² : for Police Boarding

From explanation above, we can know that the total area of in Children Correctional Institution 1st Class Blitar is 155.098 m²

Moreover, the building in Children Correctional Institution 1st Class as follow:

1) Main Building, consists of:

- a) Head office room of Children Correctional Institution 1st Class Blitar
- b) Sub-Administrative head office room
- c) Work activity section room
- d) Children's guidance and education section room
- e) Security and regulation administrative section room
- f) Inventory room
- g) Security Units of Children Correctional Institution room
- h) Security and Visitor room
- i) Hall or Meeting room
- j) Kitchen room
- k) Dining room
- l) Vacational training room
- m) Staff Cooperation
- n) School Building
- o) Introduction room
- p) Quarantine room
- q) Health room
- r) Warehouse
- s) Mosque

- t) Church
- u) Security station
- v) Sleeping room consist of 4 blocks, are Bougenville, Champac, Dahlia and Orchid.

2) Official House

Children Correctional Institution 1st Class Blitar has 19 official house which located around this institution as homestay for the chief and the staffs with their families.

b. Non- physical facilities

- 1) Education facilities (books, *sempoa*, map, chair, table, blackboard, etc.)
- 2) Sport facilities (ball for basketball, football, etc.)
- 3) Scout facilities (stick, rope, tent, semaphore flag, etc.)
- 4) Marching band facilities

9. Kind of Guidance and Education in Children Correctional Institution 1st Class Blitar

In the succeeding the vision and mission of Children Correctional Institution 1st Class Blitar, there are some programs of Guidance and Education in this institution, are:

a. Personality, consists of:

1) Physical

The physical activities, consists of sports, formal education, recreation, art, library, scout and health

2) Social

The social activities consist of get family and friend visit.

3) Mental and Spiritual

The mental and spiritual activities consists of religion speech, short Islamic dormitory

b. Life skill

Life kills activities consist of giving vacation education like sewing, animal husbandry, handycraft, farming and fishery.

Moreover the others effort which done by Children Correctional Institution 1st Class Blitar are make cooperation with others organization. The organization which become partner of Children Correctional Institution 1st Class Blitar, are:

- a. Law department
- b. Social department
- c. Religion department
- d. National education department
- e. Work labour department
- f. Industrial department
- g. Health department
- h. Non-Government Organization department like KP2A (*Komisi Perlindungan Perempuan dan Anak*), GN-Aksa (*Gerakakan Nasional anti-Kekerasan Anak*), etc.

Further, this institution also prepared about formal school. Formal school is required in effort to facilitate the children who still become a student before entered this institution. The formal school which prepared are:

a. Elementary school

In the Children Correctional Institution 1st Class Blitar, there is *SD Istimewa Blitar* or Special Elementary School of Blitar but different with other school, this school only prepare some classes are 3rd, 5th and 6th. This information based on Mr. Rochy Nanang Saputra said:

“In Children Correctional Institution 1st Class Blitar there a school named Special Elementary School of Blitar. But the classes is little than general school because we addapted with the children. Like in this time we have three classes, are grade of 3rd, 5th and 6th.”⁷³

For the teacher is come from the staffs in Children Correctional Institution 1st Class although haven't basic knowledge in education world. It happens because the material in elementary school is easy.

b. Junior high school

In the Children Correctional Institution 1st Class Blitar also prepare Junior High School, but it under position of Senior High School 1 Garum. So that, the student who still in the senior high school will be left in Senior High School Imam Syafi'i Garum. It happens because only minority who still in this grade school. This information based on Mr. Rochy Nanang Saputra said:

In Children Correctional Institution 1st Class Blitar also prepare Senior High School which became branch school of Senior High School 1

⁷³ Interviewed with Mr. Rochy Nanang Saputra, the guidance in Children Correctional Institution 1st Class Blitar, on Wednesday 11 May 2016.

Garum. Children here majority is street children or drop out student. Only minority who become student in Senior High School, so to solve the problem of student who want to go to school is left them in other school. And the partner of this institution is Senior High School 1 Garum.⁷⁴

c. Senior high school

For senior high school, this institution has a partner with other organizations as form of “Ujian Paket C”, a test to get certificate of passing senior high school. The children who want to follow “Ujian Paket C” must pay by themselves and fill the requirements to follow it.⁷⁵

B. Data Presentation

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

1. Model which used to build religious character for children prisoners in Children Correctional Institution 1st Class Blitar

Children Correctional Institution 1st Class Blitar is one of children correctional institution in Indonesia. When the researcher enter this correctional institution, we will be apprvd by the posted guard with warmly. This institution is not frighten as the society stigma where this place popular with cruelty and bad. To enter the location, we must fill visitor book and save our handphone or other communication tools in the prepared place. Saving the communication is a

⁷⁴ Interviewed with Mr. Rochy Nanang Saputra, the guidance in Children Correctional Institution 1st Class Blitar, on Wednesday 11 May 2016.

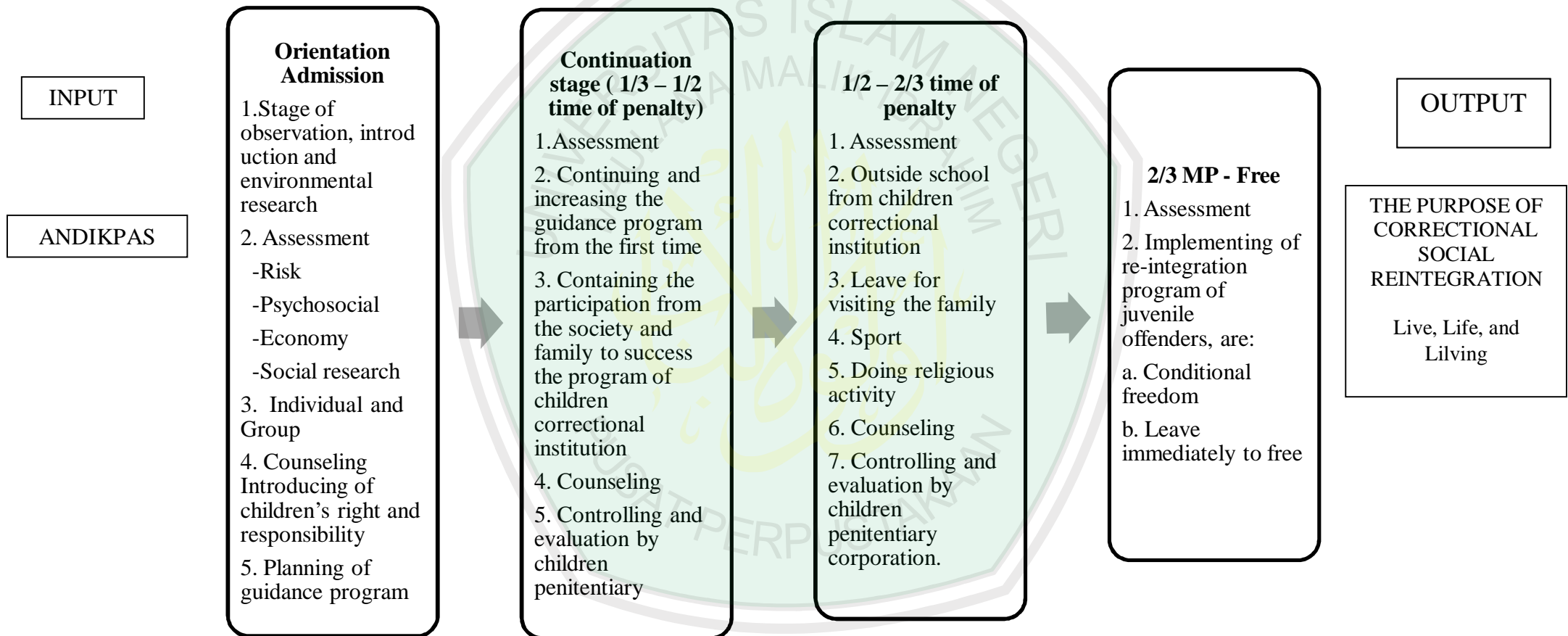
⁷⁵ Interviewed with Mrs. Yuni Soepardi, S.Sos., the Head Section of Guidance and Education in Children Correctional Institution 1st Class Blitar, on Thursday, 13 May May 2016.

way to protect our goods and prevent unwanted incident like stolen, leakage of secret information, etc.

Education and guidance especially about religious character in Children Correctional Institution 1st Class Blitar divided into 3 (three) areas, are formal, informal and extra activity. Formal education is education in elementary school, junior high school and senior high school, informal education is education in vocation activity (skills training), and extra activities is sports, scout, health, marching band, etc.

The procedure of giving guidance and education must follow standard and operation from this institution. When children enter this institution at first, they will be identified about their selves like family background, education, their interest activities, their faults, etc. then the children will be placed into special place to give opportunity and adapt the activities inside this institution. After they know goodly, the children will be placed into general room like others. In this stage, the guidance and education will be given. Children who interesting with informal school and fill the requirement can join with formal school can continue their formal education. Other, the children who has interest with informal education (vocation activities) can join this program and the children who want to add their activities with extra, also can join with this. All of them is the children's choice.

Table 4.2.1 Treatment System of Juvenile Offenders in Children Correctional Institution
1st Class Blitar



Beside of that, there are obligations activities too, like doing praying together (*sholat jama'ah*), wake up in the morning, join in cleanness, and obedient with the rules. For information all of children activity in this institution has scheduled from wake up from sleeping until go sleep again and all of children must follow its schedule.

Table 4.1.2 Daily activity of juvenile offenders in Children Correctional Institution 1st Class Blitar⁷⁶

Time	Activity
04.00-05.00 am	Activity in the room 1. <i>Adzan Subuh</i> 2. <i>Sholat Subuh</i>
05.00-06.00 am	Introduction Activity 1. Checked the juvenile 2. Ceremony of staffs 3. Open the key of children's room 4. Take a bath
06.00-07.30 am	Continuation Activity 1. Breakfast 2. Gymnastic 3. Prepare to go to school

⁷⁶ Interview with Dwi Santoro Pristiyanto, a Student in Children Correctional Institution 1st Class Blitar on Tuesday, 10 May 2016.

	4. Prepare to job training
07.30-10.30 am	<p>Main guidance and education activities</p> <ol style="list-style-type: none"> 1. School 2. Job training 3. Family visited
10.30-11.45 am	<p>Extra activity</p> <ol style="list-style-type: none"> 1. Marching band training 2. Watching television
11.45-12.00 am	Lunch
12.00 am -00.45 pm	<p>Intermission</p> <ol style="list-style-type: none"> 1. <i>Sholat Dhuhur</i> together
00.45-01.15 pm	Break time
13.15-05.00 pm	<p>Continuation activity</p> <ol style="list-style-type: none"> 1. Sports 2. Take a bath 3. <i>Sholat Ashar</i> 4. Distribution of dinner 5. Enter the room
05.00-09.00 pm	<p>Activity in the room</p> <ol style="list-style-type: none"> 1. <i>Sholat Maghrib</i> 2. <i>Sholat Isya</i>
09.00 pm – 04.00 pm	Sleeping

All of children without any especially must follow what the scheduled has written. Moreover, all of staff also give notification to the children about the scheduled. Further, the staff also obliged to follow praying together in the mosque. The children at first will be strange with this activity, but with the continuing time, they can memorize about this daily activities.

From the result of observation above with seeing the review related literature, we can know that the model which used in in Children Correctional Institution 1st Class Blitar is behavioral system model. This model suitable with condition above where the children are given schedule for their daily activities then they must do it in every days. There are staffs and alarm which become stimulus and operant conditioning in their activities. Furthermore, the schedule of religious activity in Children Correctional Institution 1st Class Blitar also arranged. When they hear about the sound of *adzan* in the mosque, the children will take *wudhu* and then go to the mosque for doing praying together. Not only the children, but also the staffs too. This statement This statement suitable with Mr. Rochy Nanang Saputra has said:

The children here after listening *adzan* from the mosque must be take praying tow*wudhu* and then go to the mosque for doing praying together. Not only the children, we as the staff both male and female do it. It is effort to give example for the children. Hoped that the children be more diligent and discipline because the staffs also do it.⁷⁷

⁷⁷ Ibid.,

In other side, the religious activity in the learning process also the product of this model like praying before and after doing everything. This statement suitable with Mr. Aziz Fauzan, Islamic education teacher in this institution has said:

Actually, I always make habit to the children to pray before doing everything. Like in the class, we must pray before begin the study with good attitude. Good attitude here is with good and patient attitude and with seriousness. Beside of that I always command the children to do good speak, attitude, and thought.⁷⁸

From the model of building character, we can derivate into approach, strategy and method that used. About approaches which used in this institution, joining between student and teacher centered is suitable with the finding results of this research. Teacher centered is used to give knowledge to the children and student centered is used to give freedom for the children into choosing what they want. This statement supported by Mr. Aziz Fauzan has said:

In the learning process, I usually give material about daily life because it's more useful for their life. Beside of it, I also give freedom for them to ask everything what they want to know. Moreover, giving them freedom also can make good relationship too because the children be honor about their willingness. Others, it also can lack boring situation in the class.⁷⁹

Moreover, in the religious character building also using behavioristic approach. As we know that in the Children Correctional Institution 1st Class Blitar, every activity is arranged by the institution. All

⁷⁸ Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016.

⁷⁹ Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016.

in this word has meaning all in whole activities from they wake up from sleeping, daily activities until go sleep again. When the writer observe in this place on Tuesday, 11 May 2016, the writer know that at 07.00 the children cleaned all of place, like sweep the floor, cut the plants, clean the window and all of dirty place. The purpose from this activity is making the children care to their environment and also make them has skill in caring the cleanness. This statement suitable with Mr. Rochy Nanang Saputra has said:

“The children here after breakfast must be doing cleanness, like sweeping, cutting plant, cleaning the window, etc. this activity is making the children know how to clean their environment and also emergence their consciousness about caring to the environment.”⁸⁰

In other activity, the writer also know about how the bell's ringing and controlled the children for take a lunch. When the bell's ringing, all of children go to kitchen to take their lunch directly. Then, they ate together. The place for foods is an eat box. The good other phenomena, after they had lunch, they will clean their eat box by themselves and back it to the kitchen. Although they are children and men, they can wash their food place themselves.

Furthermore, the schedule of religious activity in Children Correctional Institution 1st Class Blitar also arranged. When they hear about the sound of *adzan* in the mosque, the children will take *wudhu* and

⁸⁰ Interviewed with Mr. Rochy Nanang Saputra, the guidance in Children Correctional Institution 1st Class Blitar, on Wednesday 11 May 2016.

then go to the mosque for doing praying together. Not only the children, but also the staffs too. This statement This statement suitable with Mr. Rochy Nanang Saputra has said:

The children here after listening *adzan* from the mosque must be take praying to *wudhu* and then go to the mosque for doing praying together. Not only the children, we as the staff both male and female do it. It is effort to give example for the children. Hoped that the children be more diligent and discipline because the staffs also do it.⁸¹

From the approaches above, can derivate to the strategies. The strategies which used in religious character building for juvenile offenders in Children Correctional Institution 1st Class Blitar based on the observation and interview in the field, are:

a. Direct instruction strategy

Children in Children Correctional Institution 1st Class Blitar is children who has problem with their attitude so that need guidance to lead them into right attitude. In this case need an educator and figures who can support them in repairing their attitude. Because the juvenile hasn't enough maturity, the strategy must be explicit and clear.

As the writer observation on Saturday 14 May 2016 where this institution prepare for national examination, the writer know that in the morning all of student ordered to clean all of environment. The rare moment that I have never seen, the Head of Children Correctional Institution 1st Class Blitar, Mr.Kristiyanto Wiwoho, Bc. IP. SH

⁸¹ Ibid.,

controlled directly about the process of cleanness. Mr. Kristiyanto also give example to the children through swept the floor with his warm instruction. It was the best moment where a leader go down to give attention with their subordinate.

In other case, direct instruction strategy can be used in giving immediately suggestion when meet in the way and didn't need formal condition. Mr. Aziz Fauzan need direct instruction to give advice for the children who has bad attitude like speak about bad words. Certainly, direct instruction can be given if the children get along with ours. So that our attitude doesn't make them angry or revenge. This statement suitable with Mr. Aziz Fauzan has said:

In giving advice for the children attitude who not good, I usually chew out them directly if I intuitively meet them with patient and good words. I did this with some considerations, one of them is how far my relationship with the children. If close enough, I will do it with warm and good words like a joke. If my relationship with the children is not close enough, I will inform it in other opportunities like in the class or religious speech through make a play upon words.⁸²

Based information above, the strategy of direct instruction can be good way in correcting the children attitude, certainly with good and warm way to avoid wrong understanding and hate feeling to ours.

⁸² Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016.

b. Reward-Punishment strategy

Reward and punishment concept still become behavior controlling for the children. Like in the Children Correctional Institution 1st Class Blitar which using strategy of giving reward and punishment. Giving reward is given when the children doing good behavior or get achievements. And giving punishment is given for the children who doing fault. This statement suitable with Mrs. Erna Tjahjati, S.H.,M.H., advisor of Children Correctional Institution 1st Class Blitar has said:

There are some achievement from the children in Children Correctional Institution 1st Class Blitar, are: 3rd position on Football champion of Blitar city in 2013; 2nd position on Gita (Marching Band Champion) in 2013; 4th position of Marching Band Champion in 2013; 1st position on Health Championship in Blitar city in 2015. The reward of get achievement, this institution giving recreation for the children in swimming pool or other recreation place with the security also.⁸³

About the punishment in Children Correctional Institution 1st Class Blitar is given for children who have bad behavior like hit or make conflict with other children. The punishment which given is educate punishment where there are a special room (isolation room) for the children who break the rules in this institution. The placement to isolation room based on their violation's stage. The isolation room is a room where only the staff who can visit. This isolation room has purpose to give a time for the children to gaze their mistakes. This

⁸³ Interviewed with Erna Tjahjati, S.H.,M.H., advisor of Children Correctional Institution 1st Class Blitar, on Wednesday, 14 May May 2016.

statement suitable with Mrs. Erna Tjahjati, S.H.,M.H., advisor of Children Correctional Institution 1st Class Blitar has said:

In conditioning the children who has conflict with the other children, there are isolation room. The conflict among the children is rare, but we prepared it and also become notification for them to always obedient with the rules in the Children Correctional Institution 1st Class Blitar. This isolation room is far from other's children's room so that the children who enter it can gaze their mistakes.⁸⁴

According to explanation above, the strategy of reward and punishment used in Children Correctional Institution 1st Class Blitar as notification for the children so that they always obedient with the rules. Further, from the strategy can derivate to the method of building character through Islamic education. Methods which used in religious character building for juvenile offenders in Children Correctional Institution 1st Class Blitar based on the observation and interview in the field, are:

a. Lecture method

Lecture method is learning method based on the teacher center. Education in Children Correctional Institution 1st Class Blitar is different with others school where everything are free to be entered in the learning process. As my observation, multimedia like hand phone is forbid to bring in the correctional area. This is become a problem when the teacher want to use multimedia in the learning process. So that, lecture method become the main method in transfer and inspire the knowledge. This statement suitable with Mr. Aziz Fauzanhas said:

⁸⁴Ibid.,

In the learning process, especially religious material, I use lecture method because the facilities here is limited. In the past, I have bring laptop and use film especially religious film to support my material and all of the children take a part in my class. But in the next meeting when I didn't bring my laptop and the student have enter the class, the student one by one ask permission to go to bathroom and never back. Finally the student become little than before. From this, I never bring my laptop again to avoid the children become addiction of watching movie.⁸⁵

From explanation above, lecture method still become main choice in the learning process. Moreover, lecture method didn't require any media and the one and the center of learning is the teacher's knowledge. In additional, lecture method is one of instructive learning where suitable with the position of children in Children Correctional Institution 1st Class Blitar as the student who have problem with law. Moreover, this method will be success if the teacher also have good capability in transforming the material. This statement suitable with Mr. Aziz Fauzan has said:

In transforming material through lecture method, I also use communicative words which can be received by the children, not be a known at all, but also make the children comfort because of my lesson. Beside of it, I also use nice story or comparison with good words in reaching the children's attention because if the transforming is flat, the children will be bored.⁸⁶

About the lecture method, it happened in Islamic religious which always do after *sholat Dhuhur* in the mosque of Children Correctional Institution 1st Class Blitar. The head of Children

⁸⁵ Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016.

⁸⁶ Ibid.,

Correctional Institution 1st Class Blitar although he is Christian, very accepted and interesting about this activity and wanted to do this activity every day, but Mr. Aziz rejected because if an activity was done in every time will make the student be bored.

b. Discussion Method

The stage of juvenile offenders in Children Correctional Institution 1st Class Blitar is a stage where a children has big curiosity in every information what they got. From this psychology aspect, discussion method is a method to solve this problem. This statement suitable with Mr. Aziz Fauzan has said:

In transforming material, besides using lecture method, I also using discussion method. Here I want to know about what they think about problems in the society especially in Islamic world. Actually Mr. Kristiyanto advise me to give religious lecture material in every time, but I rejected it. I'm afraid the children will be bored. And my solution to avoid the boring in the class is used discussion method. In my opinion they have knowledge before and I still to continue and keep them in the right understanding.⁸⁷

Further, discussion method also become stimulation for the students become more active and participate in the learning process. Through this method, the student will be more respect because their argumentation also has position in the learning. For additional, in the Children Correctional Institution 1st Class Blitar, not all of the children are lacking of religious knowledge. There are some children

⁸⁷Ibid.,

who had study in Islamic dormitory school, but because of not good peers or others problem, they avoid the rules and entered this institution. The children who have knowledge before like them usually be active in the learning and their knowledge can be material in the learning process. This statement suitable with Mr. Aziz Fauzan has said:

Not all the children hasn't know about religious knowledge because there were some student who have graduated from Islamic dormitory school. The student from education institution like them who usually has criticize and active in the learning process. When I learn about their argument, I must take attention for their argues and correct the material which misunderstanding from them.⁸⁸

From explanation above, we can know that appreciation to the children is needed too in rebuilding their character. A child also has their thought himself and their thought need to explore and share. And discussion can become a way to explore and share about their knowledge that have learnt.

c. Feedback Method

Big curiosity in the children marked by critical thought from the children and also many questions inside their thought. To solve this problem, the teacher can use feedback method. This statement suitable with Mr. Aziz Fauzan has said:

I also use method of feedback where the children ask about questions that they want. I didn't limit what they want to ask.

⁸⁸Ibid.,

Usually they ask about daily life problems like way to do *sholat*. The questions are based on their knowledge before. Often the feedback method become debate activity. Children from Islamic dormitory school usually ask about their knowledge before like the current in Islam. For example, ask about what's better between *NU* and *Muhammadiyah*, using *Qunut* or not, etc. in this case, the wisdom of teacher or educator is needed. As teacher we must give good understanding about them without blaming others.⁸⁹

Mr. Aziz know that giving understanding for the children in Children Correctional Institution 1st Class Blitar need more attention and patient. Their background and their status as offender of law is very hard to lose. Beside of that, Mr. Aziz won't make the children be fettered and more prisoners, so that he give widest opportunity for the children to know all of they want.

In using feedback method, must pay attention in the content of material which the children's asked. As possible as, the material suitable with the children's stage. From this explanation, beside of mastering the material, the teacher must know and understand about the children's psychology.⁹⁰

d. Habitual Method

The daily activities in Children Correctional Institution 1st Class Blitar is scheduled, from they wake up from sleeping until go to sleep again. Because of same activities for many days according to their judgment time, the children can memorize what their daily activities.

⁸⁹Ibid.,.

⁹⁰Ibid.,.

When I observe them, I interviewed some children and they can answer what next activities.

2. Problems of religious character building through Islamic education for children prisoners in Children Correctional Institution 1st Class Blitar

Religious character building for children prisoners in Children Correctional Institution 1st Class Blitar can be reached through Islamic Education. Seeing the review related literature, education can be success if the the factors which support the education can be completed.

Education will be good if the elements of education are good too. From my observation in Children Correctional Institution 1st Class Blitar, there are some problems in Islamic education to build characters, are:

a. Student's factor

As my observation, students here has different characters. There are student who fast in receiving material, but oppositely there are student who need more time in receiving material. Moreover, they like to activity which producing money like giving skills than activity that need thoughts. It's make certain difficulty for teacher especially Islamic education teacher to make interest the students. The students complain that they were bored and tired to study. In their opinion, something which can make some money is more important.

b. Teacher's factor

During my observation and interview with Mr. Fauzan, Islamic education teacher there, be a teacher in correctional institution need special skills and characters because the student that will be taught is special too. Actually, there is curriculum which arranged by Aisiyah organization but the student didn't give enthusiasm in following that, so that the teacher adapted with the students. So that the teacher became follow the student's need and want. This also make new problem where the student test the teachers through compare their answer and if different, the student will ask longer. Further, the teacher can't explore learning method because there are limitations about something which enter this institution. As we know that communication tools is forbidden and limited, thus the teacher can't maximize multimedia in learning process.

c. Learning situation factor

The student in this place has freedom in choosing their activity. They, who hasn't obligation to follow school can follow the learning process or not. And for religious lectured, all of student must follow it. Any punishment if they haven't join class because the punishment will be given if they have bad attitude or make unsave behavior. Moreover, they didn't wear a uniform in the class so that the view is colorful and free. They use free clothes and without shoes where this condition is

different with common learning activities in Indonesia. Moreover, the student can enter or exit the class as they want and from this activity makes the concentration of the students be divided.

d. Material's factor

The material especially in Islamic education was come from Aisiyah organization. But the teacher didn't use it because the student feel bored and not interesting with the material and they usually request others. Moreover, some factors which make the material from that organization can't be applied are differences time of judgements from the children, differences of age and differences level of the students. The children entered this institution based their time in doing crimes and the time of juvenile court in processing their case to determine how long their punishment. Thus, we can imagine that how difficult to giving material. Everytime the children who become students are different. It can make dilemma for the teacher, follow the running material or back to the first time when there are new student. Others, if using that material curriculum, not all of children can't finish them because they have differents time of penalty. Because of them, the Islamic education teacher make decision to use problem in the social and daily life as material in the learning process. further, the teacher give opportunities for the student in developing material in the learning.

e. Evaluation factor

The Islamic education in Children Correctional Institution 1st Class Blitar has purposes to make the children can back normally in the society. And the big problem is how to know the result and the successful of the education. If in the general school, there are school report, but in this institution is haven't. a student will leave the school if they exit from this institution based on their penalty time. Thus, the teacher if make evaluation through giving value, can't influence the passing of penalty. Change or not, be better or not, if the children has spent their judgement, the children must be exit and leave this institution although the learning process is progressing. Further, there is anything notification about how long and how far the children received the lesson material and the changing behavior in their daily life. Moreover, because any evaluation, the children lack of motivation in the learning process. They saw that Islamic education process is activity in spending the time not activity in developing their capability.

3. Solutions from the problems in religious character building through Islamic education for children prisoners in Children Correctional Institution 1st Class Blitar

Building religious character in Children Correctional Institution 1st Class Blitar through Islamic education has more certain problems than others general education institution. Through the observation in Children Correctional Institution 1st Class Blitar, there are solutions from the

problems in religious character building through Islamic education for children prisoners, are:

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

As we know that the Islamic education in Children Correctional Institution 1st Class Blitar doesn't use permanent material. The material based on the teacher's decision through seeing facts phenomena and added by the student's wants and required. Perceiving in that condition, Mr Fauzan has said that the teacher and the staffs is taking care and giving affection to the students. The material of education will be easy to absorb if the students can explore and express their willingness. Thus, giving care and affection totally in student's need is important. It's very difficult to be fair in giving treatment in Islamic education material so that the teacher must be active and observe what the student's want. In this case knowledge about children development is needed. Mr Fauzan has said that choosing and determining content of lesson used the student's approach, both individual or group. When he find not suitable behavior, he used it to fill the next material content. Further, he also chose simple way to explain in giving material and advices with keeping good language and behavior too.

- b. Increasing and upgrading teacher's capability through learning from environmental experiences

Be a teacher in Children Correctional Institution 1st Class Blitar is facing children who mostly expressed about their environment. The teacher can't know it if they won't to study again. As Mr Fauzan experienced for some years in Islamic education teaching there, He also studied about the student to make better in guide him, especially about their practice in religion aspect. He said that the children often make security in nurture themselves from their faults, thus he didn't believed fully but also not reject them. Moreover, Mr Fauzan also using different methods in solving student's bored. He must be sensitive about student's feeling. If the student in bad condition, giving relaxing in learning process is needed without avoid the discipline of the students too. he also said that be a teacher in Children Correctional Institution 1st Class Blitar must ready about all of possibility that can be happened, wise and good behavior solving is required because usually they need figure and criticize about others.

- c. Making warm and interactive situation in the Islamic education learning process

In the past, Children Correctional Institution 1st Class Blitar is prison where the activity of the children is limited and this stigma still giving influence until now. Thus, the government make innovation through changing name became correctional institution with giving attention in the rights of the children. This changing also make influences in Children Correctional Institution 1st Class Blitar especially in Islamic

education learning process where the teacher be warm, opened and interactive with the children. As my observation, the children can ask everything which make them curious. The teacher saw the children like their son and like the contrary. Moreover, when giving suggestion, the teacher used friendly language to keep their feeling. Mr Fauzan said that if the teacher using strong method, the children will be afraid and obedient, but their capability can't be developed. Thus, make warm and interactive situation in the Islamic education learning process can make them be comfortable with the learning.

d. Choosing meaningful material in the Islamic education learning process

Applying material lesson for Islamic education in Children Correctional Institution 1st Class Blitar as same as general school is difficult because there are some differences from their backgrounds both their age, interest, talent, environment background before, education level, etc. If the teacher in choosing material with take consideration with an aspect like certain education level, it can make unsuitable others level education can't received. The others will be not interesting or bored. Mr Aziz as Islamic education teacher has said that”

“...in the learning process, I used material which has correlation with real life and interested. I choosed factual problem in the society then make relation with Islamic knowledge, so that if

they find the same problem in the future after exit the institution, they can solve the problem with good way”⁹¹.

Choosing meaningful material in the daily life can make the student be interesting because the material can be applied in their social life. Moreover, Mr Fauzan added that social problem in the society be more benefitt to be given for the children through giving advices and suggestion which suitable with Islamic education and the moral in the society.

- e. Emphasizing in the reward and punishment in controlling student’s capability

Learning process need assessment and evaluation to know about the student’s capability and the successful of learning process. In Children Correctional Institution 1st Class Blitar, there aren’t report to know about it. The staffs can give report about the children to the BAPAS, but about the teacher, they haven’t opportunity to make report about their students. It make difficulty to know how long and success the learning progress. The way in solving it, Mr Fauzan also make feedback resonse through giving question to know about their understanding. Further, giving wise and good reward and punishment be better reference to be evaluation in the learning process. Mr. Fauzan say that giving reward and punishment can be evaluation way both in cognitive, psichomotor and affective factor. If he found unsuitable

⁹¹ Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016.

understanding about the material, he repair and guide the student's concept through friendly way. Contrary, if they can receive the material, giving reward with good word and language. Moreover, he also giving punishment with good way and suggestion if found them make fault. It suitable with he has said:

“... I see the student there as my son, if they have fault, I will give them punishment, but punishment here as good and wise way through suggestion and notification. Like the contrary where the student doing good and right attitude with giving reward...”⁹²

Moreover, giving reward and punishment also become motivation aspect in make the student will be learnt more.

⁹²Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016

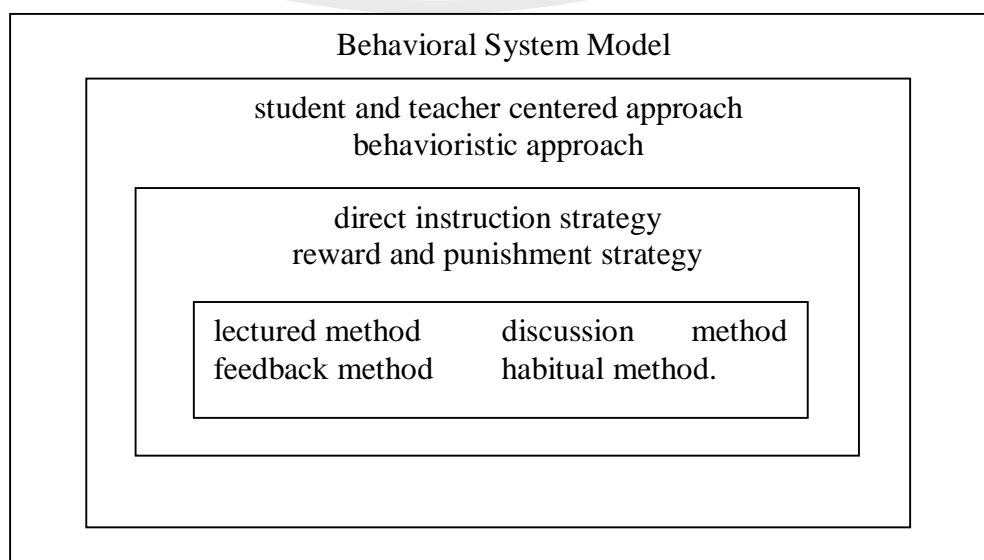
CHAPTER V

DISCUSSION

A. Model which used to build religious character for children prisoners in Children Correctional Institution 1st Class Blitar

Building religious character through Islamic education for children prisoners in Children Correctional Institution 1st Class Blitar need model as the concept and guide. As the result findings, the model which used is behavioral system model where this model consists of approaches, strategies and methods. The approaches which used are student and teacher centered approach and behavioristic approach. Then the strategies which used are direct instruction strategy and reward-punishment strategy. Further, the methods which used are lectured method, discussion method, feedback method and habitual method. All of them can be showed as:

Picture 5.1.1 Diagram about Model of religious character building through Islamic education for children prisoners in Children Correctional Institution 1st Class Blitar



Choosing model of religious character building through Islamic education for children prisoners in Children Correctional Institution 1st Class Blitar based on the condition of the factors which become unsures of learning activity. As we know that the background of the children who enter Children Correctional Institution 1st Class Blitar because they have problem with the possitive law in Indonesia. This case has meaning that their behavior is contravene with the society, thus they get punishment with entered Children Correctional Institution 1st Class Blitar to repair their behavior.

Behavioral system model emphasize in changing behavior from the children thus consistent with their self concept. As the part of stimulus response theory, behavioral model giving pressure in duties which must be given in a schedule, arranged and consists of certain behavior⁹³. This model is suitable with the purpose of Children Correctional Institution 1st Class Blitar where the children are given guide and education so that they can back to the society with better attitude. Moreover, this model come from behavioristic learning theory where has purpose to develop efisien system to arrange the duties of leraning and build the character through reinforcement. This case same with religious character building in Children Correctional Institution 1st Class Blitar through Islamic education with using arranged daily life activity from the student's wake up from their sleep until go sleep again. Further,

⁹³ Abdul Madjid, *Strategi Pembelajaran*, page 18.

those activities also reinforced by notification through bell's ringing, sound of *adzan*, and staff's advises.

Determining to choose behavioral system model as religious character building in Children Correctional Institution 1st Class Blitar through Islamic education also came from assumption that this model give more emphasize in changing behavior both physical and psychological. In this model, there are modification model which suitable with the consition in Children Correctional Institution 1st Class Blitar as follow:

1. Phase of teaching engine

This phase is the first phase where in this time the children enter Children Correctional Institution 1st Class Blitar. The staffs and the teacher giving them guidance about the institution and what will they do. To build religious character, the teacher give knowledge about what is Islamic doctrines like how to do praying, how to be good moslem and all of characters which suitable with Islamic doctrines.

2. Phase of media

This phase is continuing from teaching engine where the teacher and the staffs in Children Correctional Institution 1st Class Blitar using media in the learning process. Media become accelerate way in giving teaching material. The teacher in this institution using daily activities which attributable with Islamic doctrines as media to transfer the knowledge and give understanding. In the practicing of Islamic doctrines activities which arranged in Islamic religious character, the staffs and the teacher using

tools and facilities to applied it. Like doing praying together (*sholat jamaah*), the teacher use mosque as learning place to give education and practice it all at once.

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 teacher not only stay with the material has before, but also make correlation among the material so that the student can remember and remaind about the material easy. As the finding result, the teacher of Islamic education in Children Correctional Institution 1st Class Blitar make correlation concepts among the materials like concept of believe with the 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 behavior in behavioral system model. After the children are given material and treatment about religious character, the teacher, staffs and institution prepare the situation and condition which supported religious character building. In Children Correctional Institution 1st Class Blitar, all of activities is arranged include time to do worship. Not only using bell's ringing, the sound of *adzan* which can hear clearly there. Moreover, the staffs and the teacher also give notification to the students about that schedule.

Based on the explanation above, behavioral sytem model which applied in Children Correctional Institution 1st Class Blitar to build religious character for children prisoners is the best way. This model is suitable with the purpose of the institution which can change the students or children to better, especially in their attitudes.

B. Problems of religious character building for children prisoners through Islamic Education in Children Correctional Institution 1st Class Blitar

Religious character building which happenned in Children Correctional Institution 1st Class Blitar through Islamic education has specifically differences. The differences is come from the component of education, are student's factor, teacher's factor, learning situation's factor, material's factor and evaluation's factor. The explanation from those factors as follow:

1. Student's factor

As we know that the children who enter this institution is a children who has problem with the law in Indonesia⁹⁴. From that explanation we know that they have problems in the first of coming into Children Correctional Institution 1st Class Blitar. In building religious character through Islamic education, they were given same material and treatment because Islamic education is general material where the

⁹⁴A. Josian Simon R. dan Thomas Sunaryo, *Studi Kebudayaan Lembaga Pemasyarakatan Indonesia*, (Bandung: CV Lubuk Agung, 2011), page. 62.

implementation in same time for all of children. Whereas we can know that every children is different especially about their backgrounds before. The different background of the children like different background family, different psychological and physical character, different level of age, different level of education. From their differences, the teacher of Islamic education demanded to find the fair way in facing all of the children in Children Correctional Institution 1st Class Blitar.

2. Teacher's factor

Become a teacher in Children Correctional Institution 1st Class Blitar especially Islamic education teacher with the purpose to build religious character has certain problems than teacher in others institution. The teacher must have strong mental in facing the condition specially the students⁹⁵. In the first time coming to teach the students, teacher in Children Correctional Institution 1st Class Blitar must be saved from communication media. The communication media is forbidden to bring in the Children Correctional Institution 1st Class Blitar. Thus, we can know that the teacher has opportunity to give explanation about the condition of the world now with the good way where this information is important for their future. Moreover, the teacher also get difficulties in exploring the media of learning process because the media is limit and their opportunities is higher than others education institutions.

⁹⁵ Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016.

3. Learning situation's factor

The activities in Children Correctional Institution 1st Class Blitar are arranged, but if they have rights to choose what they want. If they are not interest with certain activity, they can't be press to follow that except national activity⁹⁶. This statement also be valid in Islamic education learning process. The teacher of Islamic education in Children Correctional Institution 1st Class Blitar face the condition where he must make the learning process be interesting to make the students follow his class until the time is end. The students often enter exit the class as they want. This condition also make the learning situation be not conducive. The teacher is facing dilemma where they are the source of knowledge and the figure model. If the teacher loose their control, not impossible the students become not join their class, if this condition is ignored the learning situation is disturbed.

Further problem in learning situation problem is the disciplines and tidiness in Children Correctional Institution 1st Class Blitar are different with others education institution like general schools. In the regulation of joining activities, any order about the condition of joining learning education. There is no uniform so that the children join the class same with their other daily activities. This condition also make the learning situation be more not supported.

⁹⁶Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016.

4. Material's factor

Material of learning process must be suitable with the purpose of education where the content can form as knowledge, behavior, value, and finding method⁹⁷. As the explanation of finding result in Children Correctional Institution 1st Class Blitar, there is arranged material model from Aisiyah foundation but Mr. Fauzan as the teacher of Islamic education didn't use it fully. This decision was taken by some reasons, are the time of the children who join the education, the student's need, and the benefits of the material in the future.

Time the children who join the Islamic education learning in Children Correctional Institution 1st Class Blitar become factors which influenced the material because every children has different time to learn in Children Correctional Institution 1st Class Blitar based on the juvenile court that gave judgement time to the children. If using rigid material, not all of children can finish it before they exit this institution. The other factor, if new children enter this institution, it's difficult and not fair if the material continued without gave new children the opening material. Further, if the material started again when the new children came, the before students will be bored and the material will not be finished.

The student's need and the benefits of material become factors which influenced the material because the learning will be useful and easy to catch if the material is needed and suitable with the social

⁹⁷ Dimiyati and Mujiono, *Belajar dan Pembelajaran*, page 33.

life. thus the teacher gave freedom to the students to develop their curiosity and their interesting with seeing about the benefits of the material in the future.

5. Evaluation's factor

Every people if doing activity want to know about the result of the activity that has done before. Often they also want to know about good or bad about the activity⁹⁸. Like in the learning process in Children Correctional Institution 1st Class Blitar. In general school, we know about school report. So that the teacher can evaluate the students, and the students can know about their results when learn in this institution.

It was different which happened in Children Correctional Institution 1st Class Blitar where there is no report about the learning process. thus there is no evaluation from the teacher and the students. The teacher in Children Correctional Institution 1st Class Blitar didn't know about the successful about the leaning process and the children didn't good or bad from their learning activity. This situation make certain problem where the teacher can't know how the successful or not in teaching so that impossible to develop the method to increase the student's result. Contrary, the children hasn't big motivation to develop their capability because no written effect if they learn or not. The students just spent the time and fill their responsible when join Islamic education learning process.

⁹⁸ Dimiyati and Mudjiono, *Belajar dan Pembelajaran*, page 189.

C. Solutions from the problems in religious character building for children prisoners through Islamic Education in Children Correctional Institution 1st Class Blitar

1. Giving care and affection totally in student's need through individual and group approach

Children who enter Children Correctional Institution 1st Class Blitar is same with others children about their needs⁹⁹. The different just from their condition who contravene with the law and norms. If they are given with good education and guid, not impossible they will be good children too. For information, most of the children Children Correctional Institution 1st Class Blitar is children who has broken home family and others come from drop out studets, street children, etc.

Facing the condition above, the students and staffs in Children Correctional Institution 1st Class Blitar take a way with giving care and affection totally in student's need through individual and group approach. Make them as their son is claimed to fill their unbalance family so that the children feel given care and attention.

⁹⁹ Interviewed with Mr. Aziz Fauzan, S.Ag, M.Pd.I, an Islamic Education Teacher in Children Correctional Institution 1st Class Blitar, on Saturday, 4 June 2016.

2. Increasing and upgrading teacher's capability through learning from environmental experiences

Good teacher is experienced teacher and be a teacher is a profession which need long experience so that can become professional teacher. The teacher must has capability and increase the knowledge and skill, service, responsibility and unity¹⁰⁰. Seeing about that, Mr. Aziz as the teacher in Children Correctional Institution 1st Class Blitar always learn from the situation and condition in facing the children. When he know about new studets, he become someone who start the interraction with the good way and give assessment about how is the student. He use children development and psychology to make relationship and closeness with the children.

From explanation above, the teacher need to increase and up grade their capabilities, thus can adapt with the condition in Children Correctional Institution 1st Class Blitar. Moreover be a teacher is giving an education and education is long life process. So that, the teacher must learn and learn more to increase their capabilities to make suitable with the world and then the students can receive fresh knowledge with suitable with the era. Through this way, the students will be ready and not shocked with the society condition although learn in Children Correctional Institution 1st Class Blitar.

¹⁰⁰ Abdul Majid, *Strategi Pembelajaran*, page 113.

3. Making warm and interactive situation in the Islamic education learning process

Children Correctional Institution 1st Class Blitar in the past get bad stigma from the society. This effect is still be brand in the society although the institution be more opened¹⁰¹. Thus, the government make innovation through changing name became correctional institution with giving attention in the rights of the children. This changing also make influences in Children Correctional Institution 1st Class Blitar especially in Islamic education learning process where the teacher be warm, opened and interactive with the children. The children can ask everything which make them curious. The teacher saw the children like their son and like the contrary. Moreover, when giving suggestion, the teacher used friendly language to keep their feeling. Mr Fauzan said that if the teacher using strong method, the children will be afraid and obedient, but their capability can't be developed. Thus, make warm and interactive situation in the Islamic education learning process can make them be comfortable with the learning.

Warm and interactive situation in the Islamic education learning process can make them be comfortable with the learning.also can support the learning process be better. The students and the teacher can be

¹⁰¹ Josian Simon R. dan Thomas Sunaryo, *Studi Kebudayaan Lembaga Pemasyarakatan Indonesia*, page. 62.

concentration with the education and they can develop their capabilities.

Further, the students will be confident in declared their aspiration.

4. Choosing meaningful material in the Islamic education learning process

Applying material lesson for Islamic education in Children Correctional Institution 1st Class Blitar as same as general school is difficult because there are some differences from their backgrounds both their age, interest, talent, environment background before, education level, etc. Material of learning process must be suitable with the purpose of education where the content can form as knowledge, behavior, value, and finding method¹⁰². If the teacher in choosing material with take consideration with an aspect like certain education level, it can make unsuitable others level education can't received.

Meaningfull material life which suitable with the society life will be benefit for the children to face in the future when they pass the education in Children Correctional Institution 1st Class Blitar.

5. Emphasizing in the reward and punishment in controlling student's capability

Evaluation is the peak of learning process. Every people if doing activity want to know about the result pf the activity that has done before. Often they also want to know about good or bad about the activity¹⁰³. In

¹⁰² Dimiyati and Mujiono, *Belajar dan Pembelajaran*, page 33.

¹⁰³ Dimiyati and Mudjiono, *Belajar dan Pembelajaran*, page 189.

Children Correctional Institution 1st Class Blitar, there aren't report to know about it. The staffs can give report about the children to the BAPAS, but about the teacher, they haven't opportunity to make report about their students. It make difficulty to know how long and success the learning progress. The way in solving it, Mr Fauzan also make feedback responses through giving question to know about their understanding. Further, giving wise and good reward and punishment be better reference to be evaluation in the learning process. Mr. Fauzan say that giving reward and punishment can be evaluation way both in cognitive, psychomotor and affective factor. If he found unsuitable understanding about the material, he repair and guide the student's concept through friendly way. Contrary, if they can receive the material, giving reward with good word and language. Moreover, he also giving punishment with good way and suggestion if found them make fault.

CHAPTER VI

CLOSING

A. Conclusion

Children Correctional Institution 1st Class Blitar is an institution which responsibility to give guidance and education for children who has problem with the law. this institution has long history and the peak is on 5 Augustus 2015 where the Ministry of Law and Human Rights declared about changing status between Children Penitentiary to Children Correctional Institution. Because of that, Children Penitentiary II-A Class Blitar changed to be Children Correctional Institution 1st Class Blitar.

There are two kinds of giving guidance and education in the Children Penitentiary II-A Class Blitar, are personality which consists of physical, social and mental spiritual, and life skills which consists of giving skills. Based on the finding result and discussion, we can conclude that:

1. Model which used to build religious character for children prisoners in Children Correctional Institution 1st Class Blitar behavioral system model where this model consists of approaches, strategies and methods. The approaches which used are student and teacher centered pproach and behavioristic approach. Then the strategies which used are direct instruction strategy and reward-punishment strategy. Further, the methods which used are lectured method, discussion method, feedback method and habitual method.

2. Problems of religious character building for children prisoners through Islamic Education in Children Correctional Institution 1st Class Blitar as follow

- a. Student's factor, consist of different backgrounds of the students before coming in Children Correctional Institution 1st Class Blitar
- b. Teacher's factor, consist of bigger responsible of Islamic education teacher with the limit of facilities and condition.
- c. Learning situation's factor, consist of lack conducive the condition of learning environment in supporting learning situation in Children Correctional Institution 1st Class Blitar
- d. Material's factor, consist of choosing the fair and suitable material of Islamic education in religious character building which suitable with the student's condition and need situation in Children Correctional Institution 1st Class Blitar.
- e. Evaluation's factor, consist of inability of evaluation report to know about the understanding and successful of the students which influence with the student's motivation and untermest in situation in Children Correctional Institution 1st Class Blitar

3. Solutions from the problems in religious character building for children prisoners through Islamic Education in Children Correctional Institution 1st Class Blitar as follow:

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

- b. Increasing and upgrading teacher's capability through learning from environmental experiences
- c. Making warm and interactive situation in the Islamic education learning process
- d. Choosing meaningful material in the Islamic education learning process
- e. Emphasizing in the reward and punishment in controlling student's capability

B. Suggestion

Based on the discussion in this research, the writer want to give some suggestions for body authority which has interest in Children Correctional Institution, are:

1. For the teacher especially teacher in Children Correctional Institution, are:
 - a. The teacher can use others methods to make the children more active and enjoy their study without forbid the rule of institution
 - b. Teaching in correctional institution actually need mature personality where the teacher as model, guidance, advisor and parents, so the teacher must have strong character
2. For the government especially government who has interest with Children Correctional Institution, are:

- a. The government must give more attention for students in children correctional institution, especially is supporting facilities in learning process.
 - b. Need the rules about the children who still in the school's age to continue their education directly
3. For the reader especially who has interest with Children Correctional Institution, are:
- a. A children in Children Correctional Institution need our attention more and now everyone can visit them for giving extra guidance and education for them certainly with simple procedure
 - b. All of reader must break the bad stigma about children in Children Correctional Institution because they are same human being and need our help
4. For the future research, especially research about Children Correctional Institution, are:
- a. Need deeply research about how is the effect of giving guidance and education in Children Correctional Institution
 - b. Need further research about the successful of giving guidance and education in Children Correctional Institution

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EVIDENCE OF CONSULTATION

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6	23 Mei 2016	Konsultasi Bab V	E/S
7	6 Juni 2016	Konsultasi Bab VI	E/S
8	13 Juni 2016	Revisi Bab V-VI, + keseluruhan Isi	E/S

Malang, 14 Juni 2016

Acknowledged by,
Head of Department of Islamic Education


Dr. Marno Nurullah, M.Ag
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Nomor : Un.3.1/TL.00.1/846/2016
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

06 April 2016

Kepada
Yth. Kepala Kementerian Hukum dan Hak Asasi Manusia Wilayah Jawa Timur
di
Blitar

Assalamu'alaikum Wr. Wb.

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

Nama : Nanda Cholistiana
NIM : 12110229
Jurusan : Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik : Genap - 2015/2016
Judul Skripsi : Model of Religious Character Building through Islamic Education for Juvenile Offenders in Children Penitentiary Class II-A Blitar

diberikan izin untuk melakukan penelitian di Lembaga Pemasyarakatan Anak Kelas II-A Blitar.

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

Wassalamu'alaikum Wr. Wb.



a.n Dekan
Wakil Dekan Bid. Akademik,

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2. Yth. Kepala Lembaga Pemasyarakatan Anak Kelas II-A Blitar
3. Arsip



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29 April 2016

**YTH. DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI MAULANA IBRAHIM MALANG**
di -

MALANG

Sehubungan dengan Surat Saudara Nomor : Un.3.1/TL.00.1/846/2016 Tanggal 06 April 2016 perihal tersebut pada pokok surat, bersama ini diberitahukan bahwa kami menyetujui / tidak keberatan untuk menerima mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang sebagai berikut :

Nama : **NANDA CHOLISTIANA**
NIM : **12110229**
Jurusan/Prodi : **PENDIDIKAN AGAMA ISLAM (PAI)**

Untuk mengadakan Penelitian dengan judul " Model of Religious Character Building through Islamic Education for Juvenile Offenders in Children Penintentiary Class II-A Blitar" pada Lembaga Pembinaan Khusus Anak Klas I Blitar dengan catatan yang bersangkutan mentaati peraturan Kedinasan yang ada pada Lembaga Pembinaan Khusus Anak Klas I Blitar.

Demikian atas perhatiannya, disampaikan terima kasih.

**An. KEPALA KANTOR WILAYAH
Kepala Divisi Administrasi,**


AMIRUDIN, SH
NIP. 19561115 198903 1 001

Tembusan :

1. Kepala Kantor Wilayah Kementerian Hukum dan HAM Jawa Timur (Sebagai laporan)
- ✓ 2. Kepala Lembaga Pembinaan Khusus Anak Klas I Blitar.

Picture about Activity in Children Correctional Institution 1st Class Blitar



Picture 1 Gate of Children Correctional Institution 1st Class Blitar¹⁰⁴



Picture 2. Religious activity in the Children Correctional Institution 1st Class Blitar

¹⁰⁴ Writer's documentation in Children Correctional Institution 1st Class Blitar on Saturday, May 13, 2016.



Picture 3. Computer skill activity in the Children Correctional Institution 1st Class Blitar



Picture 4. Farming skill activity in the Children Correctional Institution 1st Class Blitar



Picture 5. Mechanical skill activity in the Children Correctional Institution

1st Class Blitar



Picture 6. Wood skill activity in the Children Correctional Institution 1st Class Blitar



Picture 7. Doormat skill activity in the Children Correctional Institution 1st Class Blitar



Picture 8. Barber skill activity in the Children Correctional Institution 1st Class Blitar



Picture 9. Ceremony in the Children Correctional Institution 1st Class Blitar¹⁰⁵



Picture 10 Front Office of Children Correctional Institution 1st Class Blitar¹⁰⁶

¹⁰⁵ Documentation of Children Correctional Institution 1st Class Blitar on Tuesday, May 16, 2016

¹⁰⁶ Writer's documentation in Children Correctional Institution 1st Class Blitar on Saturday, May 13, 2016.

CURRICULUM VITAE

Personal Information

Full Name : Nanda Cholistiana
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 Place, Birth of Date : Blitar, 23 January 1993
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Education

Elementary School

- Papungan 01 Elementary School, Blitar (1999-2005)

Junior High School

- Junior High School 01 Blitar (2005-2008)

Senior High School

- Senior High School 01 Blitar (2008-2011)

University

- State Islamic University Maulana Malik Ibrahim Malang, Tarbiyah and Teaching Science Faculty, Islamic Education Department(2012-now)

Organization Experience

- SMASA Red Cross
- KSR PMI Unit UIN Malang
- Karang Taruna Sekar Sekardangan
- UIN Malang Mengajar
- One Day One Juz Community
- *Hafidz* on the Street (HOTS)
- *Dzikir* Community (KOMDZI)
- *Sholawat* Community (KOMSHO)
- *Komunitas Tahajud Berantai* (KUTUB)

Awards and Distinctions

- OSN (National Science Olympiad) of Kebumian (2008 and 2009)
- Participants in Go-i-Peace International Essay Competition (2014 and 2015)

Research Interest

- Education especially education for children with special needs and education for juvenile offenders.
- Criminal Justice
- Humanity

Research Experience

- Strategi Pembelajaran Pendidikan Agama Islam(PAI) pada Siswa Sekolah Dasar Luar Biasa (SDLB) YPLB kota Blitar (2014) (*Islamic Education Learning Strategy for Students with Special Need (Mental Disability) in Elementary School Blitar*)
- Analisis Metode Pembelajaran PAI (Pendidikan Agama Islam)dalam Upaya Penerimaan Diri (*Self Acceptance*) pada Siswa SMPLB YPAC Kota Malang (2015) (*Learning Method of Islamic Education in Self Acceptanc) for Students with Special Needs in Senior High School Malang*)
- Model of Religious Character Building through Islamic Education for Juvenile Offenders in Children Correctional Institution 1st Class Blitar (2016).