

**THE MODELS OF EDUCATIONAL CHARACTER TO BUILD THE  
STUDENTS MORALS IN SD MUHAMMADIYAH BLITAR**

**THESIS**

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FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG  
JULY 2017**

# **THE MODELS OF EDUCATIONAL CHARACTER TO BUILD THE STUDENTS MORALS IN SD MUHAMMADIYAH BLITAR**

## **THESIS**

To Present Thesis of Undergraduate Program (S-1)

Of Islamic Primary Teacher Education program

Tarbiyah and Teaching Training Faculty

Maulana Malik Ibrahim State Islamic University Malang

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**FACULTY OF EDUCATION AND TEACHER TRAINING**

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**MALANG**

**JULY 2017**

**APPROVAL SHEET**  
**THE MODELS OF EDUCATIONAL CHARACTER TO BUILD THE STUDENTS**  
**MORALS IN SD MUHAMMADIYAH BLITAR**

**THESIS**

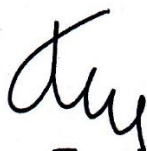
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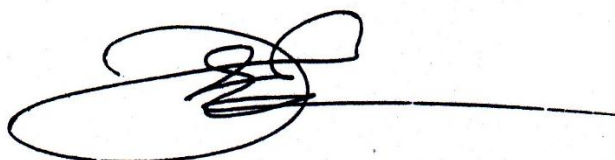
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**THE MODELS OF EDUCATIONAL CHARACTER TO BUILD THE**  
**STUDENTS MORALS IN SD MUHAMMADIYAH BLITAR**

THESIS

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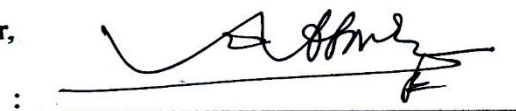
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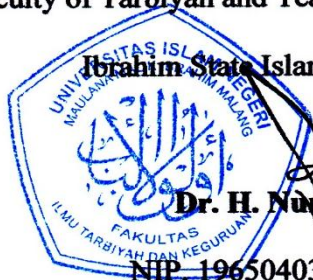
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## DEDICATION

*This Thesis is Dedicated to  
Allah SWT the only God in the world  
Rasulullah SAW the best man in the whole world  
For my sun that never dimmed shine  
Is a super mom who always give me support  
My beloved father and my younger brother  
For grandparents who always wait me when I come home  
To all the best friends who always be my side  
For children around the world, keep smile and always  
cheerful*

## MOTTO

*if you doing kindness, surely you are doing the kind for yourself.*

(QS. Al-Isra: 7)

Sometimes, we do not have a choice any more except keep moving forward.

So that's not big deal, just go in forward it can be the way to make you mature or maybe the way to find many new chances.

(Author, Tere Liye-Darwis)

Ulfah Muhayani, MPP  
Lecturer Faculty of Education and Teacher Training  
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---

ADVISOR OFFICIAL NOTE

Matter : Thesis of Okta Mela Cikal Santoso

Attachment : 4 (Four) Exemplares

Malang, May 23<sup>rd</sup>, 2017

The Excellency,  
Dean Of Tarbiyah and Teaching Training Faculty  
The State Islamic University Maulana Malik Ibrahim Malang  
In  
Malang

*Assalamu'alaikum Wr. Wb*

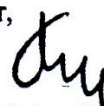
After carrying out at several times for guidance, both in terms of content, language and writing technique, and after reading the following thesis:

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Departement : Islamic Primary Teacher Education Department  
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Title of Thesis : The models of educational character to build the students morals in sd muhammadiyah blitar

As the advisor, we argue that this thesis has been proposed and tested decent. Thus, please tolerate presence.

*Wassalamu'alaikum Wr. Wb.*

Advisor,



Ulfah Muhayani, M.PP  
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### CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by Okta Mela Cikal Santoso, student of Islamic Primary Teacher Education Department (PGMI) as the requirement for degree of Undergraduate Program (S-1), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other Undergraduate Program (S-1) status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 23<sup>th</sup> 2017

Author



**Okta Mela Cikal Santoso**

NIM 13140021

## PREFACE

*Bismillahirrahmanirrahim*

All praise and thanks to Allah SWT, God who gives blessings and grace. Over his aid author able to complete this thesis with the title “The Models of Educational Character to Build the Students Morals in SD Muhammadiyah Blitar”. Sounding prayer to Muhammad SAW, great revolutionary throughout the history of life. The messenger which brought people from darkness to lightness. Hopefully on the day of judgment we are given assistance by him.

This thesis is proposed to fulfill the requirement to finish the study and the degree of *Sarjana Pendidikan* of Faculty of Education and Teacher Training. In other hand this thesis is also as a simple contribution of the author to world of education.

The author would like to say thankfull to all parties who was involved over the process of the writing either direct or indirect:

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This thesis isn't perfect yet, so the criticism and suggestion that improvement is hoped. The hope is this thesis can be usefull for all of reader and especially for writer itself. Amin.

Malang, May 23<sup>th</sup> 2017

Writer

## TRANSLITERATION

Translation of Arab Lantin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158, 1987 and number 0543 b/U.1987

### A. Hijaiyah Letters

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

### B. Long Vocal

|                |     |
|----------------|-----|
| Vocal (a) long | = ã |
| Vocal (i) long | = î |
| Vocal (u) long | = û |

### C. Diphthong Vocal

|        |
|--------|
| آؤ= aw |
| أئ= ay |
| ؤ=     |

## LIST OF TABLE

|                                                                              |     |
|------------------------------------------------------------------------------|-----|
| Table 5.1 The models of educational character in SD Muhammadiyah Blitar .... | 102 |
| Table 5.2 Opening Class Schedule .....                                       | 110 |
| Table 5.3 Schedule Morning Activities .....                                  | 112 |
| Table 5.4 Values education characters in SD Muhammadiyah Blitar .....        | 114 |

## LIST OF APPENDIXES

- Appendix I : A research permit from Tarbiyah and Teaching Training  
Appendix II : Certificate Research from school  
Appendix III : Interview with teacher



## TABLE OF CONTENTS

|                                               |             |
|-----------------------------------------------|-------------|
| <b>COVER OF THESIS .....</b>                  | <b>I</b>    |
| <b>COVER OF THESIS .....</b>                  | <b>II</b>   |
| <b>APPROVAL SHEET .....</b>                   | <b>III</b>  |
| <b>LEGITIMATION SHEET .....</b>               | <b>IV</b>   |
| <b>DEDICATION.....</b>                        | <b>V</b>    |
| <b>MOTTO .....</b>                            | <b>VI</b>   |
| <b>OFFICE MEMO OF ADVISOR .....</b>           | <b>VII</b>  |
| <b>CERTIFICATE OF THESIS AUTHORSHIP .....</b> | <b>VIII</b> |
| <b>PREFACE.....</b>                           | <b>IX</b>   |
| <b>TRANSLITERATION.....</b>                   | <b>X</b>    |
| <b>TABLE LIST .....</b>                       | <b>XI</b>   |
| <b>TABLE OF APPENDIX.....</b>                 | <b>XII</b>  |
| <b>TABLE OF CONTENT.....</b>                  | <b>XIII</b> |
| <b>TRANSLITERATION.....</b>                   | <b>XIV</b>  |
| <b>ABSTRACT BAHASA .....</b>                  | <b>XIX</b>  |
| <b>ABSTRACT ENGLISH .....</b>                 | <b>XXI</b>  |
| <b>ABSTRACT ARABIC .....</b>                  | <b>XXII</b> |

### CHAPTER I INTRODUCTION

|                                       |   |
|---------------------------------------|---|
| A. The background of the Problem..... | 1 |
| B. The focus of Research .....        | 5 |
| C. The aim of the Research.....       | 5 |
| D. The Benefits of Research .....     | 6 |

|                                                               |           |
|---------------------------------------------------------------|-----------|
| E. Originality Of Research .....                              | 7         |
| F. The definition of the Term .....                           | 10        |
| G. Systematics Discussion .....                               | 12        |
| <b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>          | <b>14</b> |
| A. An Overview of The Character Education .....               | 14        |
| 1. The Sense of Education .....                               | 14        |
| 2. The Sense of The Characters .....                          | 15        |
| 3. The Meaning of Education Characters .....                  | 18        |
| 4. Description the value of the character Education .....     | 27        |
| 5. The success of education indicator Characters .....        | 27        |
| 6. The purpose of character Education .....                   | 28        |
| 7. The Islamic concept of Education Characters .....          | 32        |
| 8. Legal Basis of the Character Education .....               | 34        |
| B. Character Education Model.....                             | 35        |
| C. A study of the religious characters .....                  | 40        |
| 1. Character Values .....                                     | 40        |
| 2. The Kind of Religious Values.....                          | 45        |
| 3. The process of the implementation of religious values..... | 46        |
| D. Aperception .....                                          | 48        |
| 1. Understanding Apersepsi .....                              | 48        |
| 2. Apersepsi orientation in Method .....                      | 51        |
| <b>CHAPTER III RESEARCH METHOD .....</b>                      | <b>53</b> |

|                                                      |           |
|------------------------------------------------------|-----------|
| A. The Approach and The Type Of Research .....       | 53        |
| B. The Presence Of A Researcher .....                | 56        |
| C. Research Location .....                           | 56        |
| D. Data and Data Sources .....                       | 57        |
| E. The technique of Data Collection .....            | 60        |
| 1. Observation Method .....                          | 60        |
| 2. Interview .....                                   | 61        |
| 3. Document Study .....                              | 62        |
| F. Data Analysis .....                               | 62        |
| 1. Data Reduction.....                               | 63        |
| 2. The display data or presentation of data .....    | 63        |
| 3. Verifikasi/withdrawal conclusion.....             | 63        |
| G. Research Procedures .....                         | 64        |
| 1. The Pre Field .....                               | 64        |
| 2. Stage activities in the Field .....               | 64        |
| 3. Data analysis phase .....                         | 64        |
| <b>CHAPTER IV DATA EXPOSURE .....</b>                | <b>66</b> |
| A. Data Exposure .....                               | 66        |
| 1. The Vision Of The School .....                    | 66        |
| 2. The Mission Of The School .....                   | 67        |
| 3. The purpose of the School.....                    | 67        |
| 4. The Education System And Into Effective Day ..... | 68        |

|                                                                                                 |           |
|-------------------------------------------------------------------------------------------------|-----------|
| 5. Students Care Programs .....                                                                 | 70        |
| 6. Education Characters Model in SD Muhammadiyah Blitar .....                                   | 71        |
| 7. The implementation of character education in SD Muhammadiyah<br>Blitar.....                  | 79        |
| 8. Character education obstacles / opening class in SD<br>Muhammadiyah Blitar .....             | 89        |
| B. Research Findings .....                                                                      | 92        |
| 1. The model of the character Education / opening class in SD<br>Muhammadiyah Blitar .....      | 92        |
| 2. The implementation of character education / opening class in SD<br>Muhammadiyah Blitar.....  | 94        |
| 3. Character education obstacles / opening class in SD<br>Muhammadiyah Blitar.....              | 97        |
| <b>CHAPTER V DISCUSSION .....</b>                                                               | <b>99</b> |
| A. The Model of Edecatonal Character to Morals Build in SD<br>Muhammadiyah Blitar .....         | 99        |
| 1. The Model as the Subject .....                                                               | 99        |
| 2. Integrated in all Subject of study.....                                                      | 100       |
| 3. Outside of the Subject .....                                                                 | 100       |
| 4. Combined Model .....                                                                         | 100       |
| B. The implementation of character education / opening class in SD<br>Muhammadiyah Blitar ..... | 103       |

|                                                                                        |     |
|----------------------------------------------------------------------------------------|-----|
| 1. Planning Character Education in SDI Muhammadiyah .....                              | 104 |
| 2. The implementation of Characters Education in SD Muhammadiyah<br>Blitar .....       | 105 |
| 3. Obstacles of Character Education / Opening Class In SD<br>Muhammadiyah Blitar ..... | 117 |
| <b>CHAPTER VI THE CLOSED</b> .....                                                     | 121 |
| A. Conclusion .....                                                                    | 121 |
| B. Suggestions .....                                                                   | 122 |
| <b>REFERENCES</b>                                                                      |     |
| <b>APPENDIX</b>                                                                        |     |

## ABSTRAK

Cikal Santoso, Okta Mela. 2017. *Model Pendidikan Karakter Untuk Membentuk Moral Siswa di SD Muhammadiyah Blitar*. Skripsi. Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ulfah Muhayani, MPP

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**Kata Kunci:** *Opening Class, Pembiasaan Pagi, Pendidikan Karakter*

SD Muhammadiyah Blitar adalah sekolah Kreatif yang menerapkan pendidikan karakter secara khusus. Sekolah ini memberikan jam pelajaran tersendiri pada penerapan pendidikan karakternya. Ada 2 model pendidikan karakter yang diterapkan di sekolah tersebut. Kedua model itu adalah (1) Pembiasaan Pagi dan (2) *Opening Class*. Model pendidikan karakter yang diterapkan di SD Muhammadiyah ini berbeda dengan sekolah yang lain, sehingga dapat dijadikan alternatif atau sekolah pilihan bagi orang tua yang ingin memberikan pendidikan terbaik untuk anak-anaknya. Pendidikan karakter tersebut masih tergolong baru, karena kegiatan opening class dan pembiasaan pagi baru berjalan selama 2 tahun. Sehingga untuk melihat hasil dari pendidikan karakter tersebut masih membutuhkan waktu yang lama. Juga alat ukur untuk melihat keberhasilan pendidikan karakter belum ada.

Tujuan penelitian ini adalah untuk: (1) menjelaskan model pendidikan karakter di SD Muhammadiyah Blitar, (2) mendeskripsikan proses pelaksanaan pendidikan karakter di SD Muhammadiyah Blitar, (3) menjelaskan faktor penghambat proses pendidikan karakter di SD Muhammadiyah Blitar.

Untuk mencapai tujuan tersebut digunakan pendekatan penelitian kualitatif dengan jenis penelitian yaitu studi kasus. Peneliti bertindak sebagai instrumen utama didalam penelitian. Sedangkan teknik pengumpulan data yang digunakan adalah wawancara, dokumentasi, dan observasi. Data dianalisis dalam tiga tahapan, yaitu: mereduksi data yang tidak relevan, memaparkan data dan menarik kesimpulan. Uji keabsahan data dilakukan dengan dua teknik, yaitu: triangulasi dan membercheck.

Hasil penelitian menunjukkan bahwa: (1) mengetahui model pendidikan karakter di SD Muhammadiyah Blitar terdapat 2 model yaitu, pembiasaan pagi dan opening class, (2) proses pendidikan karakter di SD Muhammadiyah Blitar adalah kegiatan opening class dan pembiasaan pagi dilakukan setiap hari kecuali hari senin karena ada upacara bendera. Kegiatan pembiasaan pagi dilakukan pada jam ke nol (15 menit), sedangkan opening class dilakukan pada jam pertama (30 menit), (3) faktor penghambat proses pendidikan karakter di SD Muhammadiyah Blitar adalah: (1) faktor penghambat dari siswa yaitu, ada siswa yang sering terlambat datang ke sekolah, ada siswa yang gaduh saat proses opening class, ada siswa yang kurang aktif mengikuti kegiatan pembiasaan pagi atau opening class, (2) faktor penghambat dari guru yaitu, terkadang ada guru yang belum masuk ke

dalam kelas saat pelaksanaan opening class, kurangnya variasi dalam melakukan kegiatan opening class.



### Abstract

Cikal Santoso, Okta Mela. 2017. *Character Education Model to form the moral of the students at SD Muhammadiyah Blitar. Bachelor theses*. Madrasah Ibtidaiyah Teacher Education, Science Faculty of unbelieving ideologies and Keguruan, Islamic University Maulana Malik Ibrahim Malang. Mentor: Ulfah Muhayani, MPP

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**Key Words:** *Opening Class, practicing the morning, Education Characters*

SD Muhammadiyah Blitar is creative schools implement character education in particular. This school gives hours lessons itself on the implementation of the character education. There are 2 models of education character that applied in the school. Both models are (1) Practicing Morning and (2) *Opening Class*. models of education character that applied in SD Muhammadiyah is different from other schools so that can be used as an alternative or school choice for parents who want to provide the best education for his sons. The character education is still considered new because of the activities of the opening class and practicing new morning walk for 2 years. So to see the result of the character education still need a long time. Also measurement tools to see the success of character education is not yet.

The purpose of this research is to: (1) explain education model characters in SD Muhammadiyah Blitar, (2) describes the process of the implementation of character education in SD Muhammadiyah Blitar, (3) explain resistance factors education process characters in SD Muhammadiyah Blitar.

To achieve that goal is used qualitative research approach to the type of research that is the case study. The researcher acted as the main instrument in research. While the data collection technique that is used is the interview and documentation, and observation. The data has been analyzed in three stages: reduce data is not relevant, explained the data and draw conclusions. Test the validity of the data was done with the two techniques, namely: triangulation and membercheck.

The results of the study showed that: (1) know education model characters in SD Muhammadiyah Blitar there are 2 models, practicing morning and opening class, (2) education process characters in SD Muhammadiyah Blitar is activity opening class and practicing morning done every day except Monday because there is a ceremony. The conditioning of the activities done in the morning hours to zero (15 minutes), while opening class was done on the first hour (30 minutes), (3) resistance factors education process characters in SD Muhammadiyah Blitar is: (1) resistance factors from the students that students are often too late to come to school students and badly behaved during the opening class students who are less active in following the activities of practicing the morning or opening class, (2) resistance factors from teachers namely, sometimes there are teachers who have not yet entered into the classroom when implementing such opening class, the lack of variation in performing activities opening class.

## الملخص

أوكتاسانتوسو، رائدة لميلاد 2017. نموذج التعليم الطابع الأخلاقي لطلاب المرحلة الابتدائية في بليتار المحمدية. أطروحة. مدرسة إيتيديا، وكلية التربية مدرس التربية والتربية، أوينين مولانا إبراهيم مالك مما MPP يوسف له. المشرف: ميني فتحي،

الكلمات الرئيسية: تكييف الفئة، فتح صباح اليوم، تعليم الحرف

مدرسة ابتدائية المحمدية بليتار الإبداعى تنفيذ الطابع التعليم خاصة. هذه المدرسة تعطي الدروس الخاصة به في تطبيق الطابع التعليمي. وهناك نماذج تعليم الحرف 2 تنفذ في المدارس. كلا النموذجين هو تكييف في الصباح (1) و (2) "الفئة الافتتاحية". حرف نموذج التعليم المطبقة في المدارس الابتدائية المحمدية مختلفة عن الآخرين، حيث يمكن استخدامه كبديل أو مدرسة الاختيار للآباء الذين يريدون لتوفير تعليم أفضل لأطفالها. الطابع التعليم لا تزال تصنف على أنها جديدة، نظراً لأن أنشطة الفئة فتح وتكييف صباح جديد يعمل لمدة 2 سنة. حيث لمشاهدة نتائج التعليم حرف لا يزال يستغرق وقتاً طويلاً. أيضاً مقياس لمعرفة نجاح تعليم الحرف غير موجود.

والغرض من هذه الدراسة: (1) يصف النموذج التعليم الحرف في بليتار المحمدية مدرسة ابتدائية، (2) وصف عملية التنفيذ لتعليم الحرف في بليتار المحمدية مدرسة ابتدائية، (3) شرح العوامل التي تقيد عملية تعليم الحرف في بليتار المحمدية مدرسة ابتدائية.

ولتحقيق هذا الهدف يستخدم نهج البحوث النوعية مع أنواع البحوث التي يتم دراسة الحالة. الباحثون بوصفها الأداة الرئيسية في البحث. وبينما تستخدم تقنيات جمع البيانات هي المقابلات والوثائق، والملاحظات. البيانات تحليلها في ثلاث مراحل، هي: الحد بيانات غير ذي صلة، كشف البيانات ورسم الاستنتاجات. اختبار صحة البيانات يقوم بتقنيات اثنين، هما: التثليث وميميرتشيك.

وأظهرت النتائج أن: (1) معرفة نموذج لتعليم الحرف في بليتار المحمدية الابتدائية، هناك نموذجين أي تكييف وفتح فئة صباح اليوم، (2) عملية تعليم الحرف في بليتار المحمدية المدرسة الابتدائية أنشطة فتح صباح تكييف الفئة وفعلت كل يوم ما عدا الاثنين لأنه كان هناك علامة احتفالية. صباح تكييف الأنشطة القيام به في صفر (15 دقيقة)، بينما الفئة الافتتاحية المنجز في أول ساعة (30 دقيقة)، (3) العوامل التي تقيد عملية تعليم الحرف في بليتار المحمدية المدرسة الابتدائية: (1) عامل تقييد للطلاب، وهناك الطلاب الذين غالباً ما يأتون إلى المدرسة في وقت متأخر، وهناك الطلاب الذين هم غوغائية عند العملية فتح الفئة، وهناك الطلاب الذين هم أقل نشاطاً بعد الصباح الباكر تكييف أو فتح فئة النشاط، (2) تقييد عوامل للمعلمين، في بعض الأحيان هناك المدرسين الذين لم تدخل بعد حيز الفصول الدراسية أثناء فتح فئة بيلاكسان، عدم وجود تباين في أنشطة فتح فئة.

## CHAPTER I

### INTRODUCTION

#### A. The background of the Problem

The education process is an effort to guide, build, and directs the potential of human life that are trying to improve the basic skills so that formed by the principle of his life for the better. Therefore, operational education contains 2 aspects, namely aspects maintain or improve aspect and grow or build. Both of these aspects are closely linked with the basic human ability to develop all the potential to become more optimal. The development of the potential in turn will produce qualified human resources for the development of the nation.<sup>1</sup>

Listening to the discourse expressed by the Minister of Education, Prof Muhadjir Effendi to the community that the schools in the whole of Indonesia will be directed to the full day school (FDS) is as part of the effort to realize Mendikbud character education on all Indonesian students. There are many ways which is being implemented in the school to form the character of. One only with the implementation of character education is applied every day dissemination through the activities of the learning process and the activities of ekdtrakurikuler, the school community will be

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<sup>1</sup> Muhammad Takdir Ilahi, *Revitalization Moral Education*, (Jogjakarta: Ar-Ruzz Media, 2012), page. 29.

more experienced a life of a harmonious balance between the behavior of the individual to the other.

In the simple meaning, character education are positive things what is done by the teacher and influential to the students characters who taught. Character education is a conscious effort and really from a teacher to teach values to their students. Character education has become an education movement that supports social development, emotional development, and the development of ethics of the students. Is Proactive efforts made by the school and the government to help the students develop the nucleus of from the values of ethics and values of the performance, as concern, honesty, handicrafts, keuletas, and endurance, responsibility to appreciate themselves and others. According to Bruke character education is part of a good learning and is a fundamental part of a good education.<sup>2</sup>

The character is the nature of the obligation, morals, or Outstanding traits which became characteristic of a person or group of people. The character is the values of human behavior related to God the Almighty, ourselves, fellow human beings, environment, and nationality, manifested in mind, attitudes, sense the word, works based on religious norms, law, governance krama, culture and Outstanding traits so that

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<sup>2</sup> Prof. Dr. Muchlas Samani and Drs Hariyanto, *concepts and models of education Characters* (Bandung: PT Rosda Paper, 2014), page. 43.

characters bngsa with moral nation or Outstanding traits of the nation. The people who have and the honorable traits.<sup>3</sup>

Today the problem of teenagers especially students is easy to be angry and provocation, uncontrolled so that culminated in the brawls between students as often reported on television and printed media. In big cities students involved in drug abuse, such as drugs, with various type. Even, sigma students currently have been exacerbated by the behavior of social deviations that they do in the form of sex. They also seem less respect to parents, teachers, parents and community leaders. The phenomenon of this nation can be illustrated as being the son of the people who are in the condition of the spilt personality.<sup>4</sup>

In the world of education cases act unrighteously (*cheating*) either of the action cheat, imitates the work of friends or imitating of books seems to be a daily occurrence. Even in the implementation of the school final examination as the national final examination in some areas have been blamed on teachers who gave the answer key to the students.

Strengthening the character education dissemination it is time can be realized. Could not doubt in its implementation. The school management system must be fully support education keterlaksanaan characters. The culture that was built by the school must nurture the

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<sup>3</sup> Agus Zaenul Fitri, *Education Characters & Values ethics in schools* (Yogyakarta: Ar-Ruzz Media, 2012), page. 21.

<sup>4</sup> Agus Zaenal Fitri, *Education characters based on the values & Ethics in schools* (Yogyakarta: Ar-Ruzz Media, 2012), page. 10.

implementation of pennisikan characters on the students and the school community. Teachers and school work seriously to realize the character education through learning, practicing, class management and cultural schools. The strengthening of the character education does not mean the school leaving or weaken the target academic quality standard. The high academic quality Target along with the planting of the character education in learning remains the main priority dissemination.

Various phenomena above identifies that the issues of the characters urged to immediately found the way out. When left will harm and era eclipsing the awareness of the values of the noble culture of nations, pancasila philosophy, and unity and integrity. Efforts need to be done in order to build the character of the nation to realize the civilized community life high menjujung the noble values contained in the religion in the culture of the nation and the pancasila. One of the relevant solution from the troubles all is education.

View the phenomena of above we can pull the conclusion that in the schools or education is the beginning of the formation of the character of the, prepared for the younger generation for the survival of the community and the nation that is better in the future.

In SD Muhammadiyah is different from other schools. This school is not only concerned with the value of academic, but also pay attention to the character education. There are some models of education character that

applied in SD Muhammadiyah Blitar. Character education is done to establish the muslim characters on students.

Based on the fact that the author is interested to know more about education model character in the formation of the muslim characters on students. Researchers want to explore more on the character education is applied by SD Muhammadiyah Blitar. The author will examine about education model the characters in the apply in the school with a bachelor theses titled "character education model to establish Islamic character on students in SD Muhammadiyah Blitar."

#### **B. The focus of Research**

1. How does implementation of characters education model to build students morals students in SD Muhammadiyah Blitar?
2. What are the models of characters education to build students moral in SD Muhammadiyah Blitar?
3. What are the obstacles in the implementation of characters education model to build the students character SD Muhammadiyah Blitar?

#### **C. The aim of the Research**

The purpose of this research are:

1. To know the implementing such models of education characters to build students students morals in SD Muhammadiyah Blitar.
2. To know the models of education to build students morals in SD Muhammadiyah Blitar.

3. To know what obstacles in the implementation of education model characters to build students morals in SD Muhammadiyah Blitar.

#### **D. The Benefits of Research**

##### **1. Theoretical Benefits**

This research can provide an explanation brbagai, information about efforts to the formation of the character students in the schools. That is especially at primary school level. Tertutama related to the methods that can be used in the form of a religious character in the students.

It is hoped that this penlitian can increase the wealth of the science of the countless theories relating to the way the formation of the character of the through opening class or aperception.

##### **2. Practically Benefits**

- a. As the raw material inputs for the institution or educational institutions about the importance of aperception process in the learning process. Where apercepcion process is expected to form the characters religiun on children.

##### **b. Researchers**

Can provide insights to researchers that will also be a teacher that day in the character of the is very important. And religious character in children will attempt to formed through the opening class.

c. Society

This research provides information and knowledge to the community that with the opening of a good class will provide the impact on the formation of the character of the child in the school. Also to add value to religious values highly important applied in children from an early age so that formed a good character and strong.

d. For the readers

For the readers as well as the next researcher, this research is expected to provide important information and knowledge will perform opening class is good. So with a perception in learning will form the religious character on students. In addition the results of this research is expected to contribute to the emergence of new research related to the formation of religious characters children on a perception process.

**E. Originality Of Research**

1. The research done by Nur Hudaifah was uncovered bachelor theses entitled "The implementation of Integrated Character Education in the Thematic Learning in Grade 4 C Elementary School Youngsters Amanah Malang" has a focus on education characters. Nur Hudaifah in skripsinya examine about education characters that are integrated in the thematic learning in class IV. Bachelor theses research has been done in Primary Schools Insan Amanah Malang. The difference with

the research will I do have the focus on the model of the character education to establish Islamic character on the students in the apply in SD Muhammadiyah Blitar.

2. The research done by the pleasure of Resti Fauzia has the title of bachelor theses namely, "The Formation of characters students through school culture in Elementary School Islam Tepadu (SDIT) o Bunayya Malang." Research done by the pleasure of Resti Fauzia has focused on the formation of the character of students through school culture. The research carried out at SDIT Yes Bunayya Malang. While the research will I do have the focus on the model of the character education to establish Islamic character on students in SD Muhammadiyah Blitar.
3. The research by Ning Rodiyah the title of the Thesis is "The Tua-Anak communication in the formation of religious Students Wahid Masyim Characters in Mulyoagung Dau Sub-district of Malang." This research done on 2015. The research done by Ning Rodiyah has focused on communication of the elders of the children in the formation of the character religiud. This research done in schools Wahid Hasyim Dau Malang. While the research will I do have a focus on the formation of the character of students through several models of education character that applied in SD Muhammadiyah Blitar.
4. The research done by Abdan Uterus has the title of the thesis that is "Implementation Methods of practicing in Islamic Religious Education

for the formation of the character values of students in Madrasah Tsanawiyah Land Batu." thesis written on 2015 is 2 about the implementation of the method of practicing throughout the religious education of the past to form the values of the characters of the students. This research done Madrasah Tsanawiyah Land in Batu. While the research will I do have the focus on the model of the character education to form a Muslim personal students. This research will i perform in SD Muhammadiyah Blitar.

5. The thesis written by Desy Triwulandari, the title is "The implementation of character Education in improving the morals at Home Scooling Group SD Khoiru Ummah 20 Malang." This thesis is write on 2015 is examined about character education improve morals at home schooling group SD Khoiru Ummah 20 Malang. This research would like to see that the home schooling to improve the morals of the students. While I would do have a focus on the character education model for membenruk aklah students. This research will I do in SD Muhammadiyah Blitar.
6. Written by Rezita bachelor theses Anggraini has the title is "Teacher Strategy in forming the characters Students Menurut 2013 Curriculum in Grade 4 Madrasah Ibtidaiyah Nurul Huda Ngadirejo Blitar." Research done on 2015 has focused on the strategy of teachers in forming the character of students according to the curriculum 2013. This research done on 2015 ago. Bachelor theses research is done in

the Madrasah Ibtidaiyah Nurul Huda Ngadirejo Blitar. While the research will I do the titled "education Model Characters in forming aklhak on students in SD Muhammadiyah Blitar. The research will I do have the focus on the model of education character that implemented at SDI Muhammadiyah.

## **F. The definition of the Term**

### **1. Characters**

According to Thomas Lickona characters is the natural nature of someone in responding to the situation by immoral behavior. The nature of the natural implemented in real action through good behavior, honest responsible, just respect others, discipline, and other noble character.<sup>5</sup>

Characters narrowly defined by the way of thinking and acting peculiar to each individual to live and work together in both the scope of the family, community, nation and state. Individuals who have good is the individual who can build the decision and ready to accountable every result from its decision. Characters can be considered as the values of human behavior related to God the Almighty, ourselves, fellow human beings, environment, and nationality manifested in

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<sup>5</sup> Thomas Lickona, *Educating For Character: How Our Schools Can Teach Respect and Responsibility* (New York : Bantam Books, 1992), page. 22.

mind, attitudes, sense words and deeds based on religious norms, law, governance krama, culture, customs, and aesthetics.<sup>6</sup>

Many of the understanding of the characters, it can be concluded that the character is the nature of the experience that belongs to each individual in the life that formed in accordance with the environment. Now a good character is the character that will shape the individual becomes the individual better.

## 2. Character Education

According to Scerenko (1997) character education can be narrowly defined as the effort that really with how to see positive personality characteristics developed, encouraged and empowered through their ideals, study (history and biography of the wise and great thinkers), and practices (emulation maximum effort to realize the wisdom of what is observed and studied)<sup>7</sup>

## 3. Morals

Outstanding traits often translated from the word "ahkalk". Based on the great dictionary Bahasa Indonesia, morals is Outstanding traits or behavior. In Arabic morals means natures, disposition, habits.<sup>8</sup>

<sup>6</sup> Prof. Dr. Muchlas Samani mentioned and Drs Hariyanto, *concepts and models of education character* (Bandung: PT Teenagers Rosdakarya, 2014), page. 41-42.

<sup>7</sup> *Ibid.*, page. 45.

<sup>8</sup> M.Furqon Hidayatullah, *Education Characters: Build Civilization Nations* (Surakarta:Train Yuma direction Pressindo, 2010), page. 11.

#### 4. Aperception

Dotted Apersepsi decline from the effect of mental states or the perceptions or the sensation of the sensation. According to John Locke, the soul is like the white paper in the record of the effects of penginderaan.

#### G. Systematics Discussion

The thesis about "Education Model Characters to build the students morals in SD Muhammadiyah Blitar" overall consists of six chapters, each chapter arranged in a detailed and systematic. Now the systematics discussion and it is as follows:

Chapter I: In chapter I is contained the introduction that outlines the context of research, focused research, the aim of the research, manfaat research, originalitas research, the definition of the term and systemic discussion as the framework in menyusun and examine the bachelor theses.

Chapter II: Is a study of the theory that functions as a reference for the theoretical in doing this research. In this chapter is explained about the characters, education characters, aperception, religious character, religious values, legal basis of education character, and character education purpose.

Chapter III: proposed research method, which contains about the approach and the type of penelitian, the presence of the researcher and research location, data and data sources, engineering, data collection data analysis and research procedures.

Chapter IV: Contains exposure and findings. In this chapter will discuss about the description of the research object, models of education character that applied in SD Muhammadiyah BlitarCity of Blitar, and what characters that can be formed from the character education.

Chapter V: On this chapter contains a discussion about the results of research on the education model characters in SD Muhammadiyah BlitarCity of Blitar. Also contained the answer the problem of research and interpret findings.

Chapter VI: Is The last chapter, namely the cover. This cover chapter contains about the conclusion of the research that has been done also suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. An Overview of The Character Education

##### 1. The Sense of Education

Education is all the learning experience that took place in all the environment and throughout his life. In other words education is every situation of life that affect the growth of life.<sup>9</sup>

The understanding that education is very important as stipulated in the purpose of national education in the Law Number 20 Year 2003 Chapter II article 3 which reads:

"National Education is working to develop the ability and formed the characters and civilisations nations of dignity in order to educate the people that aims to develop the potential of learners in order to become a man who believe and the fear of the Lord is the One True God, berakhakkul karimah, healthy, magicians, capable, creative, independent and become a democratic citizens and responsible." <sup>10</sup>

Based on the above statement, so it can be understood that the purpose of the national education to improve Indonesian human resource who believe and the fear of the Lord who is the One True

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<sup>9</sup> Mudyahardjo Redja, *the introduction of Education* (Jakarta: PT King Grafindo Persada, 2001), Page. 3.

<sup>10</sup> Mudyahardjo Redja. *Op,cit...*

God made man knowledgeable and skilled, healthy physical and spiritual, and have a steady personal, Mandiri, confident and responsible individuals as well as members in a society.

Based on the understanding of Education above, education has some special characteristics:

- 1) The education, education for life in every moment for there is the influence of the environment.
- 2) The educational environment, education took place in all the environment, good specially created for the interests of education and that is by itself.
- 3) The form of the activity, ranging from activities that are not intentional or programd. Education in varied forms, patterns and institutions. Education oriented more on pesrta students.
- 4) The purpose of education, the purpose of which will be reached by all education activities with good teaching or with other way.<sup>11</sup>

## **2. The Sense of The Characters**

Comes from the Latin characters are "*karakter*", "*kharassein*", "*kharax*", which in english "*character*" and in bahasa Indonesia "*character*", in Greek character, charassein which means make sharp, create in. In the dictionary poerwadarninta characters interpreted as

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<sup>11</sup> Mudyahardjo Redja. *Op.cit...*

natures, character, characteristics of obligation, morals or Outstanding traits that distinguish a person with the other. The name from the number of behavior, customs gladness, capabilities, the tendency of the potential of values and patterns of thought.<sup>12</sup>

In Arabic, krakter interpreted "*khuluq*", *sajiyyah*, *thab'u*' which means Outstanding traits, behavior, or characters. Sometimes also interpreted *syakhsiyyah* which means more closely with the personality.<sup>13</sup>

In the terminology of the character is human nature in general is dependent on the factor of life itself. characters is the nature of the psyche, morals, or Outstanding traits which became characteristic of a person or a group of people. The character is the values of human behavior related to God the Almighty, ourselves, fellow human beings, environment and nationality manifested in mind, attitudes, sense words and deeds based on religious norms, law, governance krama, culture and tradition. Characters can also be defined with morals and Outstanding traits so that the characters in the nation with moral or Outstanding traits of the nation.<sup>14</sup>

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<sup>12</sup> Abdul Majid and Dian Andayani, *Penidikan Characters Islamic perspective* (Bandung: PT Teenagers Rosdakarya, 2011), page. 11.

<sup>13</sup> She Boang In Supiana, *Mozaik Islamic thought: people thought Serampai education in Indonesia* (Jakarta: Dikjen Directorate General, 2011), page. 5.

<sup>14</sup> Agus Zaenul Fitri, *op. cit*, page. 20-21.

Characters are the characters, nature, or the things that it is essential that there are on the individual. The things that are very abstract that is on the individual. People often call behavior or disposition. Whatever the pronunciation characters this is the nature of the inward man that affect all thoughts and deeds. Many who view or interpret it is identical with the personality. These characters are narrower than the personality and is only one of the aspects of the personality as well as temperament. The characters and the characters dealing with the trend assessment of the behavior of the individual based on the standards of moral and ethical standards.<sup>15</sup>

In a large dictionary bahasa Indonesia characters are attributes of the psychological, morals or Outstanding traits that distinguish one from the other. So the people who have it means the one who has the character, have personality, and character.<sup>16</sup>

Based on some sense characters above so it can be interpreted that the character is the original state that is in itself a person that distinguishes himself with other people. The sense of character, character, and personality often crossed the exchange rate in usage. Therefore, no wonder if in its use one sometimes crossed the list of character, characters , or personality. This is due to the three have in

<sup>15</sup> Abdul Majid and Dian Andayani, *op. cit*, page. 12.

<sup>16</sup> Akhmad Muhaimin Azzet, *The Importance Of Character Education in Indonesia*, (Yogyakarta: Ar-Ruzz media, 2011), page. 16.

common is something authentic within the individual who tend to settle permanently.<sup>17</sup>

### 3. The Meaning of Education Characters

Character education as a truly efforts to help someone understand, care and the act with the basis of the core values of ethical values. Character education system is the planting of the values of the characters on the learners that covers the components of the knowledge, consciousness or willingness and actions to implement these values, good to God the Almighty, ourselves, fellow, environment.<sup>18</sup> character education is an active effort to form the habit of so that the nature of the son will be carved early in order to take a decision with good and wise and put it into practice in everyday life.<sup>19</sup>

In an effort to educate children characters, must be adjusted according to the world of the child. The always in harmony with the stages of the growth and development of children. The other argument put forward by Lickona that character education is the education to form the individual personality through education Outstanding traits, which results in visible in real action someone, namely the good

<sup>17</sup> Heri Gunawan, *Character Education Concept and implementation* (Bandung: Alfabeta, 2012), page. 3.

<sup>18</sup> Muclas Samani mentioned, *concepts and models of education character* (Bandung: PT Teenagers Rosda Paper, 2011)

<sup>19</sup> Agus Zaenul Fitri, *Construction of character Education in Vocational Schools* (Jakarta: 2012), page. 21.

behavior, honest responsible to respect the rights of others and hard work.<sup>20</sup>

Formed in the character of the cannot be done in a moment with counsel, commandments, or instructions, but more than that. The formation of the character requires an example or role model, patience, practicing, and repetition. Thus the process of character education is the education process experienced by the children as a form of personality formation experience through experiencing their own values of life, religion and morality. With the character education is applied in a systematic and sustained, a child will become a smartphone her emotions. This emotional intelligence is important provisions in preparing children to meet the future, because a person will be more easily and successfully face all kinds of challenges of life, including the challenge to succeed in academia.

According to Megawangi there are three levels that must be done in the formation of character,<sup>21</sup> namely: 1) Moral Knowing: get well on children about the meaning of the good. Why should behave better. For what good moralities. And what are the benefits of behaves better. 2) Moral 26: building love behaves better on the children who will be the energy source of the children to behave better. Form the characters are with how menumbuhkannya. 3) Moral Action: how to

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<sup>20</sup> Singgih D. Gunarsa, *Developmental Psychology of children and adolescents* (Jakarta: PT BPK Gunung Mulia, 1995), page. 87.

<sup>21</sup> Ratna Megawangi, *Character Education Concept and implementation* (Bandung: Alfabeta, 2012), page. 56.

make the moral knowledge become real action. Moral action this is the outcome of the previous two phases and must be done repeatedly to become moral behavior.

With through the three phases of the process of the formation of the character will become more nothing and children will do better because of internal motivation in itself. next, Ratna Megawangi reveals there are 9 pillars of character that must be grown in a child, namely:

- a) In love of Allah SWT, with all His creation
- b) The independence and responsibility
- c) Honest and wise
- d) Respect and politeness
- e) Generous, prefer to help, and gotong royong
- f) Self confidence, creative and worked hard
- g) The leadership and justice
- h) Both the heart and humble
- i) Tolerance, peace and unity.

Ninth pillars are need to be taught using the method of knowing the good, 26the good, and acting the good. Knowing the good can be easily taught, because the knowledge is only cognitive. After that must be grown 26the good, namely how feel and love the good become the engine that always work make people always want to do a good. People want to do good behavior because he was in love

with the good behavior. After used to doing good acting the good will be turned into habits.<sup>22</sup>

If this can walk together, then will appear on the thoughts, feelings and good works of Indonesian society. Character education is education Outstanding traits plus, namely education which involves aspects of knowledge, sense and action. According to Thomas Lickona, without three aspects, physio- characters will not be effective, and its implementation must be done in a systematic and sustainable. With the character education, a child will become a smartphone her emotions. In the history of Islam, the Prophet Muhammad (saas). Assert that the main mission in educating people is to pursue the formation of good character.

On education in the character of the family plays an important dangat, because the family has the basic positions and fundamental to the planting of the values of honesty, soulful social toward their fellow man and willing to work hard. The communication pattern is given to the family of children are very closely related to the character of the growing flowers and will be swept until adulthood. The process of the formation of a religious character in children if with compassion upright after that should whet the personality and will make the character strong embedded in children. The two factors will not run smoothly without the existence of an effective communication model.

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<sup>22</sup> Dasim Budimansyah, *Strengthening Civic Education to build the character of the nation* (Bandung: Widya Aksara Press, 2010), page. 1.

Emotional intelligence is the most important provisions in preparing children to meet the future, because with emotional intelligence, a person will be able to succeed in the face of the kind of segalam challenges, including the challenge to succeed in academia.

Character education classified in 5 (five) tahapan that sequential order and according to the age:

- 1) The first phase is the mctv manners, between the age of 5 to 6 years. This phase includes honest, know between right and wrong, know where the good and bad, and know which commanded.
- 2) The second stage is to train the responsibility of themselves, between age 7 to 8 years. This phase covers the command to run the obligation of prayer, train do things related to your personal needs independently and educated to always orderly and incurring the discipline is reflected in the implementation of their prayers.
- 3) The third stage is to form the attitude of awareness between the age of 9 until ten years. This phase includes taught to care for other people especially peers, educated to appreciate and respect the rights of others and able to work together and want to help others.
- 4) The fourth stage is a form of independence, antara age 11 to 12 years. This phase train m,enerima risk as konsekuensi

when does not comply with the commands, educated to distinguish between the good and bad.

- 5) The fifth stage is formed societal attitude, at the age of 13 years. The stage is to train the readiness of the dealings in the community with warm on previous experience. When capable of well implemented, then on the age of the next one only required enhancements and the development of daily bread.

Education is the process of the formation of characters. So the formation or development of the characters is the process of forming the characters from the less good be better. From various education understanding characters above, character education can be narrowly defined as a conscious and planned in internalisasi values of characters so that the character can be understood, at first found and implemented in daily life by children.

Character education is often equated with outstanding traits education. A person can be said to have or queenly if has been successfully absorb the values and beliefs that he wills society and used as a moral force in his life.<sup>23</sup>

According to Thomas Lickona character education are mostly education to form the individual personality through education Outstanding traits, which results in visible in real life someone, namely

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<sup>23</sup> Nurul Zuriyah, *Education Outstanding Traits In Contextual Learning and Futurisik* (Jakarta: Earth characters, 2007), page. 19.

on good behavior, honest responsible to respect the rights of others, hard work and so on.<sup>24</sup>

According to Ramli, education characters memiliki essence and the meanings of moral education and moral education. The aim is to form a son, so that naka personal becoming a man, both in the society, state citizens as well.<sup>25</sup>

In the Qur'an has also explained about the character education in surat Surah Luqman verse 12-14 which means:

And verily We gave wisdom to Luqman "Give thanks to the God and the one who is grateful to Allah), then verily he is grateful to himself; and barangsiapa ungrateful, Allah is rich, worthy of all praise." And remember when Luqman said to his son at the time he gave a lesson to him: "My son, do not associate with Allah, join (God) is really injustice." And We have enjoined on man (good) to his parents; his mother had conceived him in the weak state that grow and attains in two years thanks to me and to the two parents, only anticipation for your return. (Surat. Lukman, 12-14)

According to the study P3, character education in school settings as a "learning that will lead to the strengthening and development of the behavior of children as a whole based on a specific value referred to by the school." this definition contains meaning:

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<sup>24</sup> Heri Gunawan. *Op,cit*, it. 24.

<sup>25</sup> Heri Gunawan. *Op,cit...*

- 1) Character education is an education that is integrated with learning that occurs in all subjects.
- 2) Aimed at strengthening and pengembangan perilaku and proper techniques intact. If the son is the human organism which have potensi to be strengthened and developed.
- 3) Strengthening and development of perilaku constituted by the values that are referred to the school institutions ().<sup>26</sup>

According to Suyanto, there are at least nine pillars of character that comes from the universal noble values are as follows:

- 1) The love of God and all her
- 2) The independence and responsibility
- 3) Honesty or mandate
- 4) Respect and politeness
- 5) Generous, prefer to help, and cooperation
- 6) The leadership and justice
- 7) Good and humble
- 8) Tolerance, peace, and courtly.<sup>27</sup>

Character education also called Moral education. Moral education (moral) is education about the foundations of the moral and the merit of disposition, behavior which must be owned and made conventions by children since of youth or youth to adulthood. If since

<sup>26</sup> Dharma Kesuma, dkk, *Character Education Study of the theory and practice in School* (Bandung: PT Teenagers Rosdakarya, 2011), page.5-6.

<sup>27</sup> Akhmad Muhaimin Azzet. *Op,cit*, page. 29.

the time of their children grow and develop stand on faith to Allah SWT and educated to fear, remember, rests, ask help and submit to him and he will have the potential and in response received every merit and glory in addition to high moral standards. For religious stronghold which is rooted in the heart of sanubriya, the habit of remembering Allah had at first found in himself and instropeksi themselves who have mastered the whole mind and his feelings, has separated children from the negative attributes that covers sin customs and traditions of the ignorance that is damaged. Even his acceptance of every good will become one of the customs and kesenangannya against the merit and glory will be the morals and the nature of the most prominent.

Based on the discussion above it can be concluded that character education is an effort that is designed and implemented systematically to help learners know and understand the values of human behavior related to God the Almighty, ourselves, fellow human beings, or kebangsan environment so that a good man.

#### **4. Description the value of the character Education**

- a) Is the attitude of religious behavior in the conduct of the teachings of the religion that believed, tolerant toward the implementation of religious worship others and live in harmony with other religions.

- b) Discipline is the actions that show tertip behavior and comply with various rules and regulations.
- c) Friendly and communicative measures that show a sense of love to talk, walked, and work together with other people.<sup>28</sup>

##### **5. The success of education indicator Characters**

- a) Religious
  - 1) Giving a greeting when entering the class.
  - 2) Pray before and after the learning.
  - 3) Conduct religious worship/prayer.
  - 4) To celebrate the day of the great religious.
  - 5) Thank prayer before and after meal.
- b) Discipline
  - 1) The teachers and students were present on the right time.
  - 2) Uphold the principles by giving the punishment for the breach.
  - 3) Run the discipline in schools.
- c) Friendly and communicative
  - 1) Mutual respect and honor.
  - 2) The teachers have compassion on the students and the students respect teachers.
  - 3) Do not keep the distance between the teachers and students.
  - 4) Not membedakan-distinction in communicate.<sup>29</sup>

<sup>28</sup> Agus Wibowo, *Education Strategy Character build character Nations Berperadapan* (Yogyakarta: Puataka students, 2012), page. 43-44.

## 6. The purpose of character Education

Consider the function of national education which is developing ability and formed the characters and civilisations nations should provide adequate enlightenment that education must have an impact on the human figure/Indonesian nation.<sup>30</sup>

"Develop ability" is the main function in the national education can be understood that the national education embraced konstruktivisme flow, who believed that the learners are human potential and can be developed optimally through the education process. This means that each service education in Indonesia must be understood by the same that peserta didik has an extraordinary potential and need to be facilitated through the education process to develop the potential.<sup>31</sup>

The second function "formed the characters" contains the meaning that the national education should be directed to the formation of the characters. Education that is oriented on the characters learners figure a the right thing. But need to be made clear about the term treatment of "character". Whether the characters must be "developed", "formed", or "facilitated". Pedagogy perspective more respect that education is mengembangkan/strengthen/facilitate character, not formed

<sup>29</sup> Agus Zaenal Fitri, *Education characters based on the values & Ethics in schools* (Jakarta: Arruz Media, 2012), page. 40-43.

<sup>30</sup> Dharma Kesuma, dkk, *op.cit.*, page. 6.

<sup>31</sup> *Ibid.*, Page. 7.

the characters. If the characters formed, then there is no practical pedagogy/education process that happens is the teaching.<sup>32</sup>

The third function is "civilization" nation grows in the world of national education can be understood that education is always associated with the development of the people of Indonesia as a nation. Basically the purpose of national education lead to the development of various human characters in Indonesia, although implementation in kenyatannya is still far from what was written in the Act. National education should be directed to the character education is not the only academic education.<sup>33</sup>

Socrates holds that the most basic purpose in education is to create someone to be good and smart. In the history of Islam, (saas, the prophet of the last Islamic teachings also asserts that the main mission is to educate people is to pursue the formation of good character.<sup>34</sup>

Education krakter aims to establish and build this mindset, attitudes and behavior of learners to become a positive personal, has a good nature, soulful exalted, and responsible. By substansif character education purpose is to guide and facilitate the children to have a positive character or better. The purpose of the education must be understood by the teacher covers the purpose of institute and special purpose of learning. The purpose of the institute include the purpose of

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<sup>32</sup> *Ibid...*

<sup>33</sup> *Ibid.*, Page. 8.

<sup>34</sup> Abdul Majid and Dian Andayani, *op. cit.*, page. 30.

national education the purpose of institutional, the purpose of extracurricular activities and general right intention. learning in general, said the purpose of the pendidikan America has some of the terms, among others aim (the purpose of national education), goal (institutional purpose), and objective (learning aims).<sup>35</sup>

In education in Indonesia, aim (the purpose of national education) is subject in accordance with the mandate of the constitution in the opening paragraph the fourth commandment, that the purpose of national education we were "educate the life of the nation."

Goal (learning aims) adjusted with basic competencies (KD). The learning process without purpose like living without direction. Therefore, the purpose of education and learning as a whole must be controlled by the teacher. The purpose of organized based on distinctive characteristics of the learners and the direction that you want to achieve. The purpose of learning is a number of the results of the study showed that the learners have done that generally covers the knowledge, skills and attitudes of the new expected achieved by students<sup>36</sup> learning goals components include:

- a) The behavior
- b) Test conditions

<sup>35</sup> Agus Zaenal Fitri. *Op,cit.*, page. 22.

<sup>36</sup> Agus Zaenal Fitri. *Op,cit.*, page. 23-24.

c) Size (standard) behavior<sup>37</sup>

According to Kemendiknas, the purpose of character education among others:

- a) To develop the potential of nurni/soul/affective learners as human beings and citizens of the countries that have the values of the culture and character of the nation.
- b) Develop the habit and behavior pesrta headmistress of praise and in line with the values of the universal and cultural tradition of religious nation.
- c) Instill the soul of the leadership and the responsibility of learners as the future generation.
- d) Develop the capacity of learners to become a man of independent, creative and environmentally sound nationality.
- e) Develop the environment of life of the school as a safe learning environment, honest, full of creativity and persahabantan, and with the sense of nationhood is high and full strength.

From the explanation above can be understood that the purpose of character education is formed, planting, facilitating, and develop positive values in children and become a superior personal and dignity.

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<sup>37</sup> Oemar Hamalik, *teaching and learning process* (Jakarta: Earth characters, 2003), page. 24.

## 7. The Islamic concept of Education Characters

In Islam, there is no scientific disciplines that are separate from the ethics of Islam. As a business that is identical with the religion, education characters in Islam have uniqueness and differences with the character education in the western world. These differences include the emphasis on the principles of religion is eternal, rules and laws in the strengthening of morality, differences in the understanding of the truth, a rejection of the moral autonomy as the purpose of moral education and the emphasis the reward of the hereafter as moral behavior motivation.

The core of these differences is the existence of the divine revelation as the source and beacon the beacon education characters in Islam. As a result of education character in islam more often done with how doktriner and dogmatic, not democratically and logical.

The implementation of character education in Islam, summed up in the personal characters (saas). In the person of the Apostle, there are values of high moral standards and agung. The Qur'an in Surah al-Ahzab verse 21 which means:

"Ye have indeed in the Messenger of Allah and the queen sets a good example for you (is) for the people who expect (the mercy of Allah and the coming of the day of judgment and he many mention the name of God."

From the verse above can be understood that the teachings of Islam and the noble character education must be learned so that people who live in accordance with the demand of shari'ah, which aims to the common good and human happiness that teach and instill values of a noble character to his people. The best of man is that have good morals, because he is the mirror of perfected faith.

Characters or morals will no doubt have a great role in the life of man. The face of the moral crisis phenomenon, accusations often directed to the world of education as a cause. This is due to the fact that education is at the forefront in preparing qualified human resources, and morally it should be so.<sup>38</sup>

The construction of the characters starting from the individual, because in fact the characters individual indeed, although it can occur in the context of individual not. Because of the construction of the characters started from individual movement, which then projected spread to other individuals and after the number of individuals who are enlightened by characters or morals become much, then by itself will be coloring the community. The construction of the next character is done in the family environment and must be done sdini may so that affect the growth and development of children. Through the construction of

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<sup>38</sup> Abuddin Nata, *Education Management overcoming weaknesses of Islamic education in Indonesia* (Jakarta: Prenada Media, 2007), page. 30- 219.

the characters on each of the individual and the family will be created civilisations that calm and prosperous society.

Religious character is the character that really keep the existence of the human beings of honor in accordance with conscience.<sup>39</sup> Islam merupakan perfect religion, so that each of the existing teachings in Islam have thought, similarly with character education.

### **8. Legal Basis of the Character Education**

In the implementation in schools, there is the basis of the law that became the basis of the implementation of character education:

- 1) The Constitution Amendment
- 2) Act No. 20/2008 on National Education System
- 3) The Government Regulation Number 19 of 2005 on National Education Standards
- 4) Enacted number 39 years 2008 about pembinaan kesiswaan
- 5) Enacted No. 22 The year 2006 about Standard content
- 6) Enacted No. 23 The year 2006 about Standard of graduate competency
- 7) The plan of the government in the medium term 2010-2014 National
- 8) The strategic kemendiknas year 2010-2014.

<sup>39</sup> Abdul Majid and Dian Andayani. *Character education in the Islamic perspective* (Bandung: Insan Main ideals, 2010), page. 30- 61.

The basis of the law in implementing character education is very important to be known for teachers in implementing character education in schools. Because the basics of daar above is a guideline that should be owned by the teacher.

## **B. Character Education Model**

When between the approach, strategies, methods, engineering and even the tactics of learning is appropriate deformations become one unified whole, then formed by what is called with this learning model. So, learning model is basically a learning illustrated from the beginning to the end that served typically by teachers. In other words, learning model is a sachet or frame of the implementation of an approach, methods, and the teaching techniques.

Regarding the learning model, Bruce Joyce and Marsha Weil said the learning model to 4, namely: (1) social interaction model, (2), information processing model (3) personal model most important humanistic, and (4) behavior modification model.<sup>40</sup>

Character education memerlukan model and delivery methods that can be used for the process of planting a value. Some models are as follows:

### **1. The Model**

The success to offer and invest life values in strengthening the characters influenced by way forwarding. In

<sup>40</sup> Dr Zubaedi, M.Ag.,M.Pd, *Education Design characters* (Jakarata: Kencana Prenada Media Group, 2012), page. 189-190.

this section, according to Paul Suparno there will be 4 submitting called with the model of education delivery characters or Outstanding traits in schools.

a) The Model as the Subject

In this pendekatan model, education character is considered as a separate subject. Therefore, education characters have the same position and are treated in the same way as the lessons or the other study bidang. In this case, teachers character education field of study to prepare and develop the curriculum, develop syllabus, create the design of the learning process (RPP), learning methodology and evaluation of learning. The Consequences of education must be contrived in the timetable in a structured.

The advantages of this approach among other things the materials become more organized mature or focused, material that has been presented more structured. Now the weakness of this approach is very depending on the demands of the curriculum and then planting the values as though it were just the responsibility of the teachers simply, so also the impact that appears education characters only touch the cognitive aspects, do not touch the internalisasi.

b) Integrated Model in all fields of study

The second approach in education characters are integrated in every field of pelajaran, and therefore becomes the responsibility of all teachers. In this context every teacher can select the appropriate character education materials with a theme or subject field of study. Through this integrated model, then every teacher is a teacher education characters without exception. The superiority of the model of integrated in each field of study among others every teacher responsible will be the planting of the values of life to all the students, besides the understanding of the values of the character education cenderung not informative of cognition, but is applicative in accordance with the context in each field of study is the impact of the students are more likely to be familiar with the values that have been applied in various settings. The side of the weakness is the understanding and perception about the value that will be embedded must be clear and the same for all teachers. But ensure the similarity for each teacher is not easy, this remember the background of each of the different teachers. In addition if there is a difference in the interpretation of the values among teachers themselves will make students confused.

c) Outside the model of teaching

Planting life values that form the characters or Outstanding traits also inculcated through activities outside of teaching. The planting of the value with this model more priority value mellalui processing and planting a activities to discussed and peeled values of his life. The Model of this activity can be performed by the corresponding school teachers who received the task sampiran or entrusted to institutions outside the school to melaksanakannya.

The superiority of this method is that the children receive the value through concrete experience. The experience will be more embedded than just the information that is balaclava. The involvement of children in raising the value of- life values through the model of this activity more in depth and encouraging children.

The weakness of this method is not present in the structure that remains within the framework of the education and teaching children at school. Thus the need for more time for teachers and children to spend time in order to get the life values.this model requires creativity and understanding of the needs of children in depth, not just only mere event. Therefore, needed supplementation of the compact and have the ability to observe how much more

exploring the needs of children in depth. The implementation of activities such as this could not only held once a year or two years but must be repeatedly.

d) Composite Model

Composite Model means using a combination between the integrated model and the model outside of the lesson. Planting a recent study value formal instruction integrated with the activities outside of the lesson. This model can be implemented both in working with the team by teachers in cooperation with parties outside the school.

The superiority of this model is that all the teachers involved and even can and must be willing to learn from outside parties to expand students. Children learn to know the values of life to form their personal can be informative and strengthened by the experience through the activities of the planned with good.

The weakness of this model is requires the involvement of many parties, a lot of time for coordination, many costs and in-depth understanding, especially when the involved parties outside the school. In addition to all the

teachers have the skills and competencies for planting this value. This must be recognized and accepted as fact.<sup>41</sup>

### **C. A study of the religious characters**

#### **1. Character Values**

Kemendiknas (2010) launched its that based on the study of the values of religion and the principles of human rights, have identified 80 point value of the characters that are grouped into 5, namely: (1) values of human behavior in its relationship with the One True God, (2) values of human behavior in its relationship with themselves, (3) values of human behavior in its relationship with fellow human beings, (4) values of human behavior in its relationship with the environment, and (5) values of human behavior in relation to nationality. Kemendiknas (2010) in the book "Education Guide Characters", then detailing briefly the five values of the body that must be embedded to the students.

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<sup>41</sup> *Ibid.*, it. 243-246.

**Table 2.1**

**The values in the character education according to  
adopts 2010 is:<sup>42</sup>**

| Number | The value of the character that developed | Description of the Behavior                                                                                                                                                                               |
|--------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.     | The value of religious characters         | Associated with this value, thought, word and actions of someone who pursued always based on the values of the Godhead and or religious teachings.                                                        |
| 2.     | Honest                                    | Is the behavior that is based on efforts to make himself as someone who always can be trusted in the words of the action and the work of both the self and the other party.                               |
| 3.     | Responsible for                           | Is the attitudes and behavior of a person to carry out their duties and obligations as should he do with themselves, community environment (nature, social and cultural), the state and the One True God. |
| 4.     | Healthy Life Style                        | All efforts to implement good practice in creating a healthy living                                                                                                                                       |

<sup>42</sup> Heri Gunawan, *Character Education Concept and the implementation of* (Bandung: Alfabeta, 2012), page. 33-35.

|     |                                                     |                                                                                                                                                                                                                                                  |
|-----|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                                                     | and avoid bad habits that can interfere with the health.                                                                                                                                                                                         |
| 5.  | Discipline                                          | Is an action that shows the orderly behavior and comply with various rules and regulations.                                                                                                                                                      |
| 6.  | Hard Work                                           | Is a behavior that shows a serious effort to overcome the various obstacles in order to complete the task (study/work by the best.                                                                                                               |
| 7.  | Self Confidence                                     | Is the attitude sure own capabilities against the fulfillment of achieving every desire and hope.                                                                                                                                                |
| 8.  | Soulful Entrepreneurship                            | The attitudes and behavior that independent and intelligent or talented identify new products, determine how to arrange the new production operations for the procurement of new products, marketing, and set up capital expenditure operations. |
| 9.  | Logical thinking, critical, creative and innovative | Think and do things in fact or logic to produce the way or new results and the latest of what has been owned.                                                                                                                                    |
| 10. | Independent                                         | An attitude and behavior that is not easily depending on others in completing tasks.                                                                                                                                                             |
| 11. | Want to know                                        | The attitude and tindakan who always try to know more in depth and extended from what he                                                                                                                                                         |

|     |                                                                     |                                                                                                                                                                                                                                              |
|-----|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                                                                     | learned, seen and heard.                                                                                                                                                                                                                     |
| 12. | Love of science                                                     | The way of thinking, act and do that show faithfulness, care, and high appreciation of knowledge.                                                                                                                                            |
| 13. | Aware of the rights and obligations of themselves and others        | The attitude of know and understand and implement what belongs to/right ourselves and others and the task/liability themselves and others.                                                                                                   |
| 14. | Obedying the rules of the social order                              | According to the attitude and obedience to the rules regarding the community and public interest.                                                                                                                                            |
| 15. | Appreciate The work and achievements of others                      | The attitude and actions that encourage himself to produce something useful for the community and acknowledge and respect the success of other people.                                                                                       |
| 16. | Courtesy                                                            | The nature of the fine and good from the point of view of grammar and good behavior to all people.                                                                                                                                           |
| 17. | Democratic                                                          | The way of thinking, act and act to assess the rights and obligations of himself and others.                                                                                                                                                 |
| 18. | The value of the character in its relationship with the environment | The attitudes and actions that are always trying to prevent damage to the natural environment in the surrounding and develop efforts to repair the damage of nature that already happened and always want to give assistance to other people |

|     |                                  |                                                                                                                                                                              |
|-----|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                                  | and people in need.                                                                                                                                                          |
| 19. | The value of the national anthem | The way of thinking, act, and insights that put the interests of the nation and state in the interests of themselves and the group.                                          |
| 20. | Nationalist                      | The way of thinking, act and do that show faithfulness, awareness and high appreciation to the Bible, physical environment, social, cultural, economic and political people. |
| 21. | Appreciating diversity           | The attitude of giving respect/respect for the various kinds of good things in the form of physical, nature, indigenous peoples, culture, tribe and religion.                |

## 2. The Kind of Religious Values

Religious foundation in basic education is derived from the religion. The goal of the religious foundation in education is the entire process and the results from the education can have the benefits and the real meaning. Religion provides and directs the fitrah man meets the needs of inward, leads to happiness and show the truth. As specified in the Qur'an, Al'Alaq verse 1-5 which means:

- (1) Read in the name of thy Lord Who created,
- (2) He has created man from a clot of blood.
- (3) Read, and thy Lord is the Most Bounteous,
- (4) Teaching (man) with broken-kalam.
- (5) He taught to man that which he knew not.

Five verse above memrintahkan man to do a reading on all the creation of God based on the teleology. The religious education and education characters are two things that are related to each other. The values that developed in the character education in Indonesia in the identification comes from four source namely, religion, pancasila, culture and objectives of education.

Religion to be the source of the individual, community and the nation that is always based on the teachings and beliefs. Politically, the life of any state based on the values of religion. So the value of the character education must be based on the values and rules that comes from religion. Pancasila as the principles of the country, the values contained in pancasila contains political life, law, economic society, culture and the arts. Cultural Sednagkan became the basis in giving the meaning in the communication between members of the community. Culture is important because it as a source of value in the cultural education and the character of the nation.

### 3. The process of the implementation of religious values

The process of the implementation of religious values include the faith, acts of worship, and morals.

#### 1) The Faith

The faith is very important in the religion of Islam. With a strong faith one can fulfill acts of worship with the good and run live with the moral standards. The faith that supplied with the creed, is very dependent on the construction of both parents and other educators.

#### 2) Acts of worship

Worship is one of the joints of the teachings of Islam that must be upheld. Acts of worship including the value of the divine or the relationship between living things with God. Children should be taught and conditioned to perform all obligations according to the teachings of Islam. Now the acts of worship that need the habit since early age is worship prayer and fasting. Regarding the acts of worship as the morals to the Lord, the scope of the morals to the Lord in the form of a relationship with God expressed through behavior acts of worship or worship. In the religion of Islam, the worship of the people of Islam to God is the prayer fasting, charity, and

pilgrimage. Acts of worship will build closeness with God. Prayer five times a media relations to God directly.<sup>43</sup>

Prayer is one of the form of the ritual of worship as an means for every Muslim to always feel close in spiritual communication with God, so that every muslim can feel peace and calm in his appetite. So also works always terjga from abominations and arise out. In accordance with the word of God in Al-Ankabut verse 45, which means:

*"Please read what has been made mandatory to thee of the book the Qur'an) and establish salat. Verily the prayer prevents from (actions) shameful and unjust. And verily remembrance of Allah (prayer) is greater (benefits from worship). And Allah is well acquainted with all that ye do."*

Thus the very important for teachers and parents to best teach and instill prayer to his son. In Islam, children aged 7 years is commanded to run praying 5 times.

### 3) Morals

Morals is one of the teachings of Islam that cannot be ignored. The teachers have an obligation to guide and build the moral children since the small give their ideals to them so that they can be taught to respect the parents, family members,

<sup>43</sup> Zubaedi. *The design of the character education* (Jakarta: Kencana Prenada Media Group, 2011), page. 30- 87.

teachers and his friends. The scope of the morals is divided into two namely morals to God and morals to our fellow man.

#### **D. Aperception**

##### **1. Understanding Apersepsi**

Dotted Apersepsi decline from the effect of mental states or the perceptions or the sensation of the sensation. According to John Locke, the soul is like the white paper in the record of the effects of penginderaan. These experiences is the integration of three elements of the following:

- a. The effects of the earlier,
- b. The shadow or earlier response that has been associated,
- c. Happy and not happy.

The entire experience is called with the perception.

With this analysis can be known to the structure of the soul or consciousness. Therefore, according to Oemar Hamalik, this view is called the psychology of the structure of the proposed that the experience has the foreground and background. Foreground is the object of that noted, while the background is the ingredients that has been observed earlier. Consciousness is divided into two parts namely, focus and margin. The focus is the point at which most clearly, margin is the part that is less clearly far away from the focal point of the most obvious; the difference lies in the distance. Thus become clear that these experiences are from the

object outside and through the appliance senses there was a description of the response to the experience and not to the object itself.

The human soul is basically the collection of materials apersepsi or the experiences of the past. Apersepsi material is stored in the pool under the aware that during the time appear in consciousness. According to Aristotle, someone who watch football, not his eyes to see the experiences in the back of the eye that sees the experiences apersepsi. Therefore, experiences apersepsi hold an important role in learning.

Instruction will be more effective when teachers skilled using materials in the process of teaching blajar apersepsi. Some of the benefits from the use of teaching and learning in advanced by Oemar Hamalik:

- 1) Apersepsi can be considered as the recipient. With more esoteric ingredients apersepsi that has been owned by the learners, learners will be easier to receive new experiences that is conveyed by the teacher. In this case the experience apersepsi function as the recipient of the experience that will come.
- 2) Apersepsi coloring new pengalamn experience. Between the experience that has been owned and experience that new entrance happened the bonds of the association. This association manifests the form of the new response. The experience was still new then changed thanks to the influence and ties with the experience that have been there before. As an example suppose such experience apersepsi is the response of the chair. Then

enter the new experience, table. Both associated become experience associative, i.e. chair of the table. With this association and experiences will easily be reproduced again when there is a stimulant in the form of questions from the outside.

- 3) Apersepsi experience cause motivation to learn. When there is a question or problem that is intended to reveal apersepsi, then the participants students will be focused to answer or solve the problem. focusing and this mind will create conditions "ready to accept" new materials, not stuttering as the warming up when will exercise. We know that preparing the children to receive the lessons mental is a difficult job. But if the update successful, then this became the basis for the first teacher. These conditions are required by the teacher and as the right time to deliver the lesson materials that have been prepared before.
- 4) Apersepsi experience encourage do learn. When the learners successfully answer the questions teachers or successfully troubleshoot problems posed, then he will be satisfied. Thus arises a desire to know something new. This Motivation plus again thanks to the encouragement you want to know on the learners. On those who have not or could not answer the question or is not able to solve the problems that faced him will arise encouragement to ask questions and ask for an answer or

an explanation. Thus the two groups of students was successful groups and groups who cannot- feel boosted interest and motivation to school. The next lesson will be more easily implemented by teachers.<sup>44</sup>

## 2. Apersepsi orientation in Method

Almost in every teaching methods disclosure apersepsi business is done. Although with different terms, the intent is the same. There is the use of the term preparation, research, approach and the other term. The orientation among others in the following distributed method:

### a. Lecturing Method

The steps are as follows:

- 1) Introduction: Teachers questions or a problem to students.  
The meaning to check the knowledge of children who have never been given.
- 2) Presentation: Teachers presents new lesson materials in accordance with the subject that has been planned previously.
- 3) Those description: Teachers give those description and the explanation of the new material while providing examples, asked, and meragakan.

<sup>44</sup> Drs. A. Tabrani Rusyan, dkk. *The approach in the teaching and learning process* (Bandung: Remadja Paper CV, 1989), page. 90-92.

- 4) Conclusion: Teachers make the conclusion of the lessons recently given while write them on the blackboard.
- 5) The assessment: Teachers asking questions to the students to check if the class has understood the lesson. sometimes gurur provide home job task as assessment tool.

b. Formal methods Step

J. Herbart famous with formal methods step or five steps as follows:

- 1) Preparation: Teachers reveals the ingredients apersepsi students.
- 2) Presentation: Teacher must convey new materials related to apersepsi.
- 3) The Association and the comparison: Teachers associate and compare the ingredients that are being served with experiences or actual events.
- 4) Conclusion: teachers and students draw conclusions from the new lessons conveyed.
- 5) Application: students carry out the new knowledge acquired.

### CHAPTER III

### RESEARCH METHOD

#### A. The Approach and The Type Of Research

In this study researchers as the main instrument that directly involved in the research process from the beginning to the end, the presence of researchers are required to be pushed research. This is in line with one of the characteristics of qualitative research, the man as an instrument. The position of the researchers during this research as a key instrument and action, researchers also as a data collector and penganalysis data and as a reporter research results.<sup>45</sup> Then in this research activity is to define ecological intensively and detail about symptoms and phenomenon that is examined is about the problems that are associated with the formation of the character of students through the opening class/aperception SD Muhammadiyah BlitarCity of Blitar or problem regarding this object. So this research uses a type of descriptive research because the results of this research in the form of descriptive data in the form of a written or oral and the behavior of those who observed (interview, observation and documentation) as well as the other things related and required in this research.

Then the design that will be used is the case study, namely researchers attempt to reveal in detail over a background or one person or one place storage document or one specific events, or koprehensif explanation on various aspects

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<sup>45</sup> Moleong, *Qualitative Research Method*, (Jakarta: Teenagers Rosdakarya, 2004), page. 9.

of an individual, a group, organization (community), the program or the social situation. The study agencies and specific symptom. So this study attempts to examine the data as possible about the subject that examined.

The objective of this research is to examine the things in depth that used to be more understanding about how the model of the opening class developed in SD Muhammadiyah Blitar and enjoin the formation of characters students through the opening class. This is as mentioned by J. Moleong that the purpose of qualitative research is to be able to examine something in depth used for more can understand each social phenomenon through holistic picture and reproduce the deep understanding.<sup>46</sup> Where researchers can describe the meaning and social phenomenon with how to make a comparison or create a research object classification, attempting to discover every idea and perspective of informers.

The election of qualitative method in this research in order to obtained the depth of the data of this research topic. So that the obtained data that can describe the character education model in SD Muhammadiyah Blitar.

Social phenomenon is examined in social research. For more explained about the social phenomenon, then the type of research is divided according to time, the aim of the research, the benefits of research and data collection technique.

1. Based on Time

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<sup>46</sup> *Ibid.*, page. 31.

Based on the dimensions of the time of this research including to research in the case study that focuses in depth and special on a case or a specific social phenomenon. Therefore researchers using the type of case study method because researchers want to know in depth about the models character education through the opening class that is id SD Muhammadiyah Blitar in efforts to the formation of the character of the students.

2. Based on the purpose of

This research tries to give a picture of the issues raised in the research inni. Therefore, this research including in descriptive research where the researcher provides an overview or those description based on the circumstances or social phenomenon that happened clearly without any subjektifitas or giving special treatment to the research object. The researchers provide a description of the picture of how the process of the formation of character through the opening class in SD Muhammadiyah Blitar.

3. Based on the benefits

Author identify the benefits obtained in this research. This research is basis research is useful to increase the knowledge and understanding of how the process of a social phenomenon can happen. The theme of this research about education characters, because I hope the results of research can provide the benefits and

contribution for policy makers about education characters that can improve the quality of education is much better.

## **B. The Presence Of A Researcher**

In accordance with the type of qualitative research that is used by penelitik, the presence of a researcher in the field is very much needed because researchers here as the main instrument. In this case the researcher to do research with the interview method to principals and teachers in SD Muhammadiyah Blitar and observation when the gur do aperception process.

Based on the above statement, the presence of penliti here, besides distributed the instrument also become an important factor in this research activities selurtuh. Now the role of researchers in this research is as full observers where researchers do observation of the process of learning activities.

## **C. Research Location**

The subject of the research or respondents is the party who made the samples in a research. The subject of the research also discusses the characteristics of the subjects that used in research, including explanations of the population, samples and sampling techniques (random/non-random) used. The subject in this research is that the students ibrahim IV SD Muhammadiyah BlitarCity of Blitar. SD Muhammadiyah is located in the complex of education or called with Muhammadiyah University. SD is a full day school managed by Muhammadiyah foundation. In one there are

universities ECD, supervisor, Junior and Senior High School/SMK Muhammadiyah.

Researchers chose to do research on the formation of the character of students through the process of opening class in SDI Muhammadiyah Blitar is one of the private Islamic schools that uniksebelum memiliki kebiasaan start learning, opening class is not necessarily dilakukan di other schools.

To boost the morality and religion of their students, SD Muhammadiyah Blitar gives to the son of stimulus by means of some models of education characters. Character education itself was set apart on stage apercption done every before lessons start.

#### **D. Data and Data Sources**

The data is evidence or fact from an event that will researchers use as ingredients to solve a problem. According to the data source Lofland home in qualitative research is the rest of the action additional data such as a document. Data and data sources that will be used in this research is:

##### **1. The Primary Data Source**

Primary data is data collected processed and presented by the researchers from the first source. primary data data obtained and collected directly from informers by observation, note the field and interview.<sup>47</sup> primary Data is also the data taken researchers through wawancara and observations such as the words and actions of the main data

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<sup>47</sup> Suharsimi Arikunto, *research Procedure a practical approach* (Jakarta: Rineka Copyright, 2006), page. 157.

source recorded through written notes or through audio or video recording, the taking of photos. The recording of the data sources through interview or observation participate is a result of the merger of the activities see, hear, and asked. Interview conducted by the interviewer is to explore the information from informers in the location of the research directly.<sup>48</sup> data sources include:

- a. The schoolheadmasterSD Muhammadiyah BlitarCity of Blitar (through interview) because the head of the school is the most influential figures in realizing the formation of characters students through school culture in SD Muhammadiyah BlitarCity of Blitar.
- b. The Deputy Head of the curriculum SD Muhammadiyah BlitarCity of Blitar (through interview). The Deputy Head of the curriculum is the duty and responsibility to help the school head in the field of the curriculum in schools. Through the deputy head of the curriculum, expected researchers can obtain data about the formation of the character of students through apersepsi activities at the beginning of the lesson in SDI Muhammadiyah Blitar.
- c. Teachers (through the interview. Communion has doing interviews with the teacher so that the researchers can know the extent to which the formation of the character of students can be realized through the process of apersepsi.
- d. Students (through interview). Interview with students required to researchers can know the situation in the field. In order for the

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<sup>48</sup> Lexsi. J. Moleong, *qualitative research methodology* (Bandung: Teenagers Rosdakarya, 2002), page. 158.

researcher to know how the students response to apersepsi process is done.

## 2. The Secondary Data Source

Secondary data is data that has been processed in the form of a written script or document. Additional data source or a source of secondary data obtained outside the words and actions of the written data source. Written data sources divided into data sources from the book, magazines, archives, or documentation. Researchers obtained data written with how to sign directly the office of jurisprudence SD Muhammadiyah Blitar which have the documents that related with research on the strategy of the school head in developing SD Muhammadiyah Blitar is among others:

- a. The history of the establishment of sekolah SD Muhammadiyah Blitar
- b. School profile SD Muhammadiyah Blitar
- c. The vision and mission of the SD Muhammadiyah Blitar
- d. The curriculum structure SD Muhammadiyah Blitar
- e. The situation of teachers, students, staff employees, the state of infrastructure and SD Muhammadiyah Blitar
- f. The documentation about school activities that reflect the character education students
- g. The result of observation and note the field related to the activities of the students in the lesson

## E. The technique of Data Collection

Data collection procedures that will be used in this research is the observation, interview, observation partisipan, and documentation. Now the explanation of each of the procedures that are done by the author is:

### 1. Observation Method

The method of observation or observation is a technique of or how to collect data with the way make observation of the activities is in progress. In this observation method data collection technique is done with how to observe the social phenomenon that examined. The meaning is that the researchers saw and heard (including using three other senses tool) on cbm what to do, said, or that debated the informers (respondents) and daily kehidupn activity, both before, ahead, when, and after running their activities.<sup>4950</sup> The Data search for related with the formation of characters in which the students through the process of apersepsi in SD Muhammadiyah Blitar. This observation method used to view and collect data that appears related to inforfasi which is needed by the way to the Participant directly and sistematif against objects are examined with how to approach directly the location of the research object namely SD Muhammadiyah Blitar to obtain data about the formation of the students

<sup>49</sup> Nana Syaodih, *Education Research Method* (Bandung: PT Teenagers Rosdakarya, 2011), page. 220.

<sup>50</sup> Sanapiyah Faisal, *Dasar-Dasar qualitative research and its applications* (Malang: IKIP, 1990), page. 74.

through the process of apersepsi characters. This method is strengthened so that can be described easily.

Now the data obtained through the observation is:

- a. Geographically SD Muhammadiyah BlitarCity of Blitar
- b. A glance of SD Muhammadiyah BlitarCity of Blitar
- c. The condition of the environment
- d. The implementation of the *opening class* in SD Muhammadiyah BlitarCity of Blitar

## 2. Interview

The interview is one form of data collection techniques that many used in qualitative descriptive research. Interview conducted orally in face-to-face meeting. Before conducting the interview researchers preparing interview instrument which is called the guidelines interview. This manual contains a number of questions or statements that demanded to be answered or responded oleh respondents. Interview many used in qualitative research, even can be said as the main data collection technique.<sup>51</sup>

In this research interview method is done to get information about geographically, conditions in schools, the situation of the students and to obtain data that is concerned with the construction effort of characters through apersepsi activities.

<sup>51</sup> Nana Syaodih S, *opcit.*, page. 26-217.

The interview that is used is a structured interview and not structured. Structured interview used as a technique of data collection, when a researcher or data collector has been know for certain about what information will be obtained. Therefore in doing interviews, data collector has prepared research instrument in the form of the questions written that an alternative answer has been prepared. The interview is structured is free interview where the researcher does not use the guidelines interview that has been arranged in a systematic and complete for data collection.

### **3. Document Study**

To search for data through documentation method is to find data about things that a note, newspapers and magazines other.<sup>52</sup>

### **F. Data Analysis**

Data analysis done with how to search for and systematically menyusun data obtained from the results of the interview, note the field, and documentation with how to search for and arranged in a systematic data obtained from the results of the interview, note the field, and documentation with how to organize the data into a category, write out into these units, perform the synthesis, drawing up into the pattern, owning what is important and that will be learned and make the conclusion that is easily understood by themselves and others.<sup>53</sup>

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<sup>52</sup> *Ibid.* Page. 159.

<sup>53</sup> Sugiono, *research methodology of Education* (Bandung: Alfabeta, 2010), page.15.

For qualifying and organise and interpret the data with the purpose of so that the data can be understood the contents and the meaning, then the authors analyze in qualitative research. Qualitative data analysis according to Bogdan and Biklen quoted Lexy J. Moleong is effort done by way of working with data, organize data, select the milahnya become units can be managed, mensintesisnya, search for and find the patterns, find what is important and what is learned and decide what can be related to other people.<sup>54</sup>

To analyze the data obtained from observations, interview and documentation, researchers using qualitative descriptive data analysis techniques. Therefore, in analyzing data is the appropriate said sugiono as follows:

### **1. Data Reduction**

Reduce the data means summarizes, choose the main things, focus on the important search for the theme and pattern. Thus the data that has been reduced to give the impression that more clearly and makes it easier to researchers to perform the next data collection.

### **2. The display data or presentation of data**

After the data is collected the next step is to present data. In this research the data presented in the form of a brief description.

### **3. Verifikasi/withdrawal conclusion**

The third step in qualitative data analysis is the withdrawal of the conclusion. The conclusions put forward in qualitative research must be

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<sup>54</sup> Lexy J. Moleong, *qualitative research methodology* (Bandung: Teenagers Rosdakarya, 2002), page. 248.

supported by valid evidences and consistent so that the conclusion put forward a credible new findings and can answer the formulation of problems.<sup>55</sup>

## **G. Research Procedures**

In qualitative research, there are three basic steps that should be noted by the researchers are:

### **1. The Pre Field**

The pre field namely the orientation activities include determining the focus, paradigm adjustment with the theory and discipline, polling with the context of research includes the initial observation on the field in this case is SD Muhammadiyah Blitar, the formulation of the proposed research and research proposal seminar, then continued to manage the permissions of the research to the subject of the research.

### **2. Stage activities in the Field**

At this stage include data collection of data that is related to the focus of this research is about the process of apersepsi performed in SD Muhammadiyah Blitar.

### **3. Data analysis phase**

This stage activities include managing and mengorganisir data obtained through observation, interview, and dokumtasi, then carried

<sup>55</sup> Sugiono, *Understand qualitative research* (Bandung: Alfabeta, 2007), page. 92.

out the interpretation of the data in the context of the problems that are examined. Then check the validity of the data with how to check the data sources and the methods used to obtain data. As the data is really valid and akuntebel as the basis and the ingredients for the gift of the meaning or interpretation of the data is the process of peentuan in understands the context of the research that is being examined.



## CHAPTER IV

### DATA EXPOSURE

#### A. Data Exposure

##### 1. The Vision Of The School

This vision is used as a reference to achieve the goal of the long-term school, medium and short term. This vision animate the school community to always make it happen at any time and sustainable development in achieving the purpose of the school.

The Vision reflects the profil and the ideals of the school :

- a) Oriented to the fore with attention to the contemporary potencial.
- b) In accordance with community norms and expectations.
- c) Want to achieve excellence.
- d) Encourage the spirit and the commitment of all school citizen.
- e) Encourage a better changes.
- f) Directing the school strategic steps (mission).

To achieve the vision that need to be done a mission in the form of long term activities with a clear direction. The following is a mission which was formulated based on the vision of the above.

Indicators of success vision :

- a) In Excellent aqidah and apply the rites of Islam and akhlaqul karimah (Muslim).
- b) Facilities in the process of learning and curriculum development.

- c) Ahead of the Acquisition value and compete into SMP/MTs/Booths commodities.
- d) Excelling in the arts and sports.
- e) Ahead of the Human Resources and the management of the school.
- f) The students have the provision of skills in everyday life.

## **2. The Mission Of The School**

The mission of SD Muhammadiyah Blitar as follows :

- a) Educate Islamic generation in all aspects of life;
- b) Improve students potential;
- c) Develop scholarly creativity good academic, non-academic, and to form an independent soul;
- d) To train the students have life skills;
- e) Grow the soul of nationalism in the frame of faith and knowledge;
- f) Creating a generation of continuous nationality and love the environment .

## **3. The purpose of the School :**

The purpose of the school is consequently from the vision and mission of the school so that the communicative and can be measured as follows :

- a) The creation of the generation that are able to apply the values of religion in the aspects of life;

- b) The formation of a mature personal to have a sense of self-confidence is high;
- c) Academic talent sprouting, non-academic through art culture and Islamic Boy Scout;
- d) To develop the skills you acquired in the schools in the daily life;
- e) Love the land of water and his people with the way the next generation of believers and magicians;
- f) The actualization of the generation who are aware of the importance of the preservation of the environment and prevent pollution and prevent environmental damage in the apply in the day to day behavior.

The purpose of the school by bertahab will be monitored, evaluated and controlled each a specific period of time in order to reach the Standard Graduate Competency ( SKL ).

#### **4. The Education System And Into Effective Day**

##### **a) The education system.**

The education system that is used is a system " Full Day ". This means that students receive the material and is located in the school 50 % more than 12 hours X 1 days education pattern is applied "Edutainment" education are fun learning pattern is playing, play it learn.

With this system is expected to provide the material and life skills to children more maximum.

## **b) Effective Day**

The students into effective in school activities as follows :

A. Class I : Enter hours 07.00 s/d 10.00 ( for 1 weeks as stage the exercise ) Enter hours 07.00 s/d 14.00 (except Fridays home hours 11.00).

B. Class II – VI : Enter hours 07.00 s/d 14.00. Enter hours 07.00 until 14.00 (except Fridays home hours 11.00).

Note :

- For the formation of character, carried out the culture of characters in hour 0 with the schedule :

A. Monday : Ceremony / Enlightenment

B. Tuesday and Thursday : Physical Exercise

C. Wednesday : Reading Books

D. Friday : read the Qur'an

E. Saturday : the culture of morality / Saturday Clean.

## **c) Featured program the school**

### **1. Learning the al-Qur'an**

- a. Tahfidz (al-Qur'an, prayer yaumiyah, Hadith)
- b. Iqra al-Qur'an

### **2. Self-development program through ekstrakurricular required**

- a. Islamic Boy Scout Hizbul Wathan

- b. The art of self-defense the soleplate of the tabernacle

### **3. Self development program through ekstrakurricular elect**

- a. Arts and culture
- b. The art of dance
- c. Art read the Quran
- d. Painting
- e. Football Schools

### **4. Self Development Program Sunday School**

- a. Class 3 ICT
- b. Class 4 recycling and small Physician
- c. Class 5 sewing and cooking class
- d. Green field

### **5. Students Care Programs**

The success of the education of children is not merely the responsibility of schools for the education of children is basically the responsibility of the parents in wadahi by educational institutions and boosted by the community. For that the participation of the parents santri/students in the program "Concerned Santri / Students" is very important.

Now the care programs for students is designed as follows :

- a) Charging the bridge book by the parents of students and or by the parents of a grade.

- b) The meeting between the parents with the parents of a grade, both routinely and insidentil (according needs).
- c) Students consultation to other students and or parents to school.
- d) The visit the students to other students and or parents/class teachers to parents/parents.

## **6. Education Model Characters in SD Muhammadiyah Blitar**

In SD Muhammadiyah Blitar there are 2 models of education characters. Both models are practicing morning and opening class. The conditioning of the morning and opening class is held every day except Monday due to the ceremony. Every monday watu has timed out for impressions made on the flag at 07:00 to 08:00.

Outline the development of the character of the divided into several main activities i.e. the refraction of the morning, opening class, ekstrakurikuler activities and non-kulikuler. This is as conveyed by Ibu Nur Wahyuni S.Pd as the headmaster SD Muhammadiyah Blitar:

For the development of himself was practicing, opening class, extra activities as well as non-kulikuler kulikuler. for opening class and practicing it is because we think teachers want to create something that is different from other schools. Finally we specify that our school is school religious aspects and independently. This independent we though in the form of courage, corporate responsibility, there must be a special hours in the curriculum. We can the idea or inspiration from a friend from school creative Muahammadiyah in Surabaya have implemented opening class. Finally we study visits to the school and then these

activities are perceived to be good and then done in Sd Muhammadiyah Blitar.<sup>56</sup>

#### **a. Opening Class**

Opening class is the morning activities done before lessons start. Opening class done 30 minutes before the lesson. This is in line with the information from Mr Alwi as parents of a grade 2 Sharks:

Opening class activities pre learning. because before entering pembelajaran, children must be ready to receive the lesson. There are a few things that need to be embedded to the students. That is for the establishment of the characters in accordance with the vision of the mission of the school.<sup>57</sup>

So the opening class has a special purpose is to make the students the spirit to follow the next learning. This is done to build the proximity of students with teachers. In the opening class there are some models that is used by teachers. As has been described by the Mother Sita:

Usually listening to the stories, read story. Sometimes I give the paper then my children ask to write about their experiences or can also any story. Then I ask them to go to the fore tells the story. So the story become vary. I usually wore media such as the ball during a game.<sup>58</sup>

<sup>56</sup> Interview with Nur Wahyuni as headmaster date May 6 2017 schools at the office of theheadmasterSD Muhammadiyah Blitar at 10.00.

<sup>57</sup> Interview with Mr Alwi of the grade 2 Sharks on April 27 2017.

<sup>58</sup> Interview with the Mother Sita of the grade 2 Octopuse on April 28 2017 at 08:23

But the character education in SDI Muhammadiyah really stressed on the process of opening the class and practicing morning. So there are two models in the physio- characters are practicing morning and opening class. In practicing this morning is the model again. seprti revealed by Mr Arif:

Before entering the classroom each day students keep practicing morning. Monday no because the ceremony. On Tuesday the children read the Qur'an in the page before entering grade. Then the sons of the line in front of the class each read pancasila, promise students, Pillars of faith, pillars of Islam then entered class. The next day also in the same way. If wednesday the students read the book, as also the entry. Thursday the sons of morning aerobics process are also the same. Friday for the recitation of the Qur'an, and sabtunya day to practice.<sup>59</sup>

There are some models in the activities of the practice during the morning namely, read the Qur'an, read the book, morning aerobics and practicing. While for the model of the opening class there is also a wide variety of model. As remarks from participants during by Novita sbagai Mother of the grade 3 such as banana.

Monday no opening class because children ceremony. Tuesday and Wednesday I fill with pemansan mathematics such as multiplication, addition, division, and other questions about. If thursday was praying forenoon, so there is no opening class. Friday was to play guess the riddle recitation of the Qur'an. Saturday i usually read stories to the children and then the children

<sup>59</sup> Interview with Mr Arif gunawan as parents of a grade 4 on 6 May 2017.

answered questions from the story that I have read earlier.<sup>60</sup>

But even though there is a class that has been rescheduled, generally the schedule class teachers themselves who make. No ketentuan from the head of the schools for opening class.

According to Ibu Widarti as parents of a grade 1 Bee:

There are no planned to perform the opening class, meaning that remain to be done every day but type up from class teachers. headmaster gives freedom to the governor of each class. This is to create the variation in the implementation of the opening class.<sup>61</sup>

Opening class indeed vary in every class, but there is one common namely activities recite the Qur'an. As explained by Ibu Nita as parents of a grade 4 Mas Mansur:

Recitation of the Qur'an is done every day on the first 15 minutes when opening class. For then 15 minutes both filled with any activity up teachers each. This is done in the whole class.<sup>62</sup>

This is strengthened by the information from the Mother Widarti as parents of a grade 1 Bee:

If to memorize all classes do. Start from grade 1 up to grade 6. So the morning recitation new first after the implementation of opening class. From there opening classnya vary in each class.

<sup>60</sup> Interview with the Mother of Novita Faidhatul Amanati, S.Pd as the parents of a grade 3 Such as Banana on April 29 2017 at 08:05.

<sup>61</sup> Interview with the Mother Widarti S.Pd as the parents of a grade 1 Bees on April 26 2017 at 08:07.

<sup>62</sup> Interview with Ibu Nita as parents of a grade 4 Mas Mansur on 3 May 2017.

So all of classes in grade 1 to grade 6 do the recitation of the Qur'an. Although there are some models of opening class that is done by the parents class. As the explanation from the Mother Novita that there is some model of the opening class is applied in its class:

Monday no opening class because children ceremony. Tuesday and Wednesday I fill with pemansan mathematics such as multiplication, addition, division, and other questions about. If thursday was praying forenoon, so there is no opening class. Friday was to play guess the riddle recitation of the Qur'an. Saturday i usually read stories to the children and then the children answered questions from the story that I have read earlier.

From the explanation of the Mother of Novita had some models, quiz related to learning, praying forenoon, games guess the riddle, read story. Besides that of course in every class has the model of the opening class of different. As the model of the opening class that is in class 1 Bee:

Usually i do is games, such as drawing up the words to the correct sentences to train the speed and concentration, I told after that the children to know the content of the story is then analyzed together about the title, penokohan, and moral message that can be taken. I usually read stories fable, mild stories for children. And then there is the story of chain.

Education Model the characters in class 1 the bee is the game, tells, and chain story. Each class has different model.

The Model varies. If monday if there is time after the ceremony, for example 15 minutes or ten minutes of children i invite a story. For example, 'children yesterday mr empty the streets. There find something." from the story of children I ask again, from my story they hear what is not there that tells, singing, some read the Qur'an, write a story or experience that day.<sup>63</sup>

The activities of the opening class that is in class 4 Ahmad Dahlan namely, teachers tells in front of the class, singing, children writing experiences and read the Qur'an. Different again with the opening of the class that is in class 6. As has been described by Ibu Tiwik as parents of a grade 6:

For opening class in class as class 6 monday no, because the ceremony. Tuesday made ice breaking train the brain right and left brain, be it the idea of the teacher can also from the children. Wednesday sixth grade opening class namely praying forenoon, Thursday used to tahfids edutainment, so the students were asked to repeat the material tahfids already made ritual during one week. Or made other games seprti continue verse, defines the letter. Friday filled with moral culture, cultural morals, sometimes also continued taste. Continued the taste of it as the children take one paper, made in groups and then made the story in turns. Initially happen funny, not nyambuing, but this eventually become better. Although not sesempura if he authored his own story. continued taste also we can create sports, wonderful trips, guess chain words. So Friday was made to play. Or on Friday it can also be used for problem resources'. Usually the students of grade 6 they have many issues about teenagers, disinah function problem resources' which is to help the children. Or the children tells about a pleasant experience or a sad. This can reduce the problems of children, melatif verbal is

<sup>63</sup> Interview with Mr Arif gunawan as parents of a grade 4 on 6 May 2017.

paramount. Saturday class six charged for the weekly in preparation for the national examination.

Grade 6 more varied model opening class that applied namely, ice breaking to train the brain right and left, tells about the experience of children, praying forenoon, tahfids education, cultural morals and problem resources'. Different again with the class 2 Sharks:

Opening class is an activity. Sometimes read, with children read one by one to the fore. contohnya class when the next lesson bahasa Indonesia, opening class read the letter and terjemahnya. This is to integrate with the next lesson. Therefore always commences from the letters of the Qur'an so that children know the meaning of the letter which read each day.

In order to carry out the opening class in class 2 Sharks, mayor classrooms more stressed to the planting of the characters from the Qur'an. So the children more often invited to read surah of the Qur'an and means and then taken lessons from surah. Different from the grade 1 ants. As has been revealed in the mother Innayah:

There are usually a game. If I often do the game. Suppose recitation of the Qur'an, I create a game so that children are not bored. Then a story.<sup>64</sup>

<sup>64</sup> Interview with the Mother Innayah parents of a grade 1 Ants on April 28 2017 at 08:05

## b) Morning Activities

The conditioning of the morning is the additional activities done on the clock to zero. Practicing this was followed by all students from grade 1 to 6 in the school yard. Practicing this morning done every day except Monday. There is no Monday morning habit because time is running out for a ceremony. On the activities of the innovations in the morning which is done every day different-b-da, from Tuesday to Saturday.

As conveyed by Ibu Nur Wahyuni as head of school:

If practicing every morning was done hours to zero. Usually at seven or less 15 minutes the children have already started to practice. There is a separate schedule namely, Monday no due to the ceremony and then the day selasanya read the Qur'an, Wednesday read the book, Thursday to morning aerobics Friday for the recitation of the Qur'an, and sabtunya day to practice. Practicing on Saturday was filled with clean living, stories of wisdom.<sup>65</sup>

Practicing this morning done every day and followed by all students. When the morning, usually teachers rota will prepare the vessels that will be used for the activity of the conditioning of the morning. This is in accordance with the description of the described by Mr Arif Gunawan:

Before entering the classroom each day students keep practicing morning. Monday no because the

<sup>65</sup> Interview with Nur Wahyuni date May 6 2017 schools at the office of the headmaster SD Muhammadiyah Blitar.

ceremony. On Tuesday the children read books in the page before entering grade. Then the sons of the line in front of the class each read pancasila, promise students, Pillars of faith, pillars of Islam then entered class. The next day also the same sepertiitu. If wednesday the students read the Qur'an, as also the entry. Thursday nak of morning aerobics process are also the same.<sup>66</sup>

The conditioning of the morning there is already a separate schedule, this is done karenakan so that more organized. The children on Tuesday invited to read the Qur'an with in the page. Wednesday read the book, Thursday morning exercise. Friday for the recitation of the Qur'an and the day to pmbiasaan sabtunya. On practicing saturday filled with tells or other activities.

## **7. The implementation of Character Education / Opening Class in SD Muhammadiyah Blitar**

### **a. Planning Characters in SD Muhammadiyah**

Character education is applied in SD Muhammadiyah. When will implement character education in this school teachers think what activities that matches done. This is based on because less enthusiastic when students follow the lesson. As for example the children are still difficult and ashamed to answer is buzzing from the teachers. It is from the head of the school thought to create a program that is set aside to form the character of. Furthermore terfikirilah to organize the opening class and morning activities in SDI Muhammaiya. This is as conveyed by Ibu Nur Wahyuni S.Pd as the headmaster SDI Muhammadiyah:

<sup>66</sup> Interview with Mr Arif gunawan as parents of a grade 4 on 6 May 2017

For opening class and practicing it is because we think teachers want to create something that is different from other schools. Finally we specify that our school is school religious aspects and independently. This independent we though in the form of courage, corporate responsibility, there must be a special hours in the curriculum. We can the idea or inspiration from a friend from school creative Muhammadiyah in Surabaya have implemented opening class. Finally we study visits to the school and then these activities are perceived to be good and then done in Sd Muhammadiyah Blitar.<sup>67</sup>

From here it can be concluded that the headmaster want to create an enjoyable learning. The characters want to created is like the responsibility, courage. This program has not been long in progress, which is about 2 years. As said by Ibu Nur in as the headmaster of the school:

It first for opening class it began to be applied to the year 2012, so already walking around 2 years. At the beginning of the implementation of the opening class there were indeed schedules. We emphasize only one to train the courage. But after walking one year, Mr ibu teachers have to understand the form of opening class so that we give liberty, no longer rescheduled as the first year. For now all the more berfariasi, so all different then consigned to Mr ibu teachers will give the opening class such as what is basically include character education. As the courage, independence, skills. Teachers who invites clean classrooms, vacuumed the floor, clean the glass. Opening class itself berfariasi. So for the sat is up the parents of each class.<sup>68</sup>

Physio- Program characters (opening class) is already running more or less for 2 years. Where in the first year of the implementation of

<sup>67</sup> Interview with Nur Wahyuni as kepala date May 6 2017 schools at the office of the headmaster SD Muhammadiyah Blitar at 10.00.

<sup>68</sup> Interview with Nur Wahyuni as kepala date May 6 2017 schools at the office of the headmaster SD Muhammadiyah Blitar

the opening of the class is done only ten minutes, then 15 minutes. As has been described by Ibu Tiwik as deputy head of the curriculum:

Opening class has been running is 2 this year. If that earlier in the use of the opening class was originally 10 minutes, 15 minutes now become 30 minutes.<sup>69</sup>

In SDI Muhammadiyah 1 Blitar no separate curriculum in the obligation to carry out the opening class. Physio- characters on opening class and practicing this morning is the hidden curriculum that is owned by the school. This has been explained by Ibu Tiwik as deputy head of the curriculum in SD Muhammadiyah Blitar:

Opening class is only available on the timetable. If in the curriculum, this enter on the hidden curriculum and even there who says there is no programd. Only Hnya for addressing this so that walk according to the purpose of, therefore the teacher gives a portion of time and a half hour. when it says not scheduled may not be accomplished. Opening class should be scheduled. Then we will know the achievement of the characters of the children. All classes wabib do opening class, of course portion of the teachers give opening class on the class of the top and the bottom of the course is different. Opening class was terprogramkan, as the hidden curriculum. In the sense that it is not written, even there are not programd. But when the teachers on the sidelines of the teaching entrust messages to children, is called character education. For the curriculum actually remain programd, we take in the early pembelajaran. At the beginning of children come in the morning and then senanm, read, recitation for practicing in the morning.<sup>70</sup>

<sup>69</sup> Interview with Tiwik as the deputy head of school curriculum 3 May 2017 at the office of teachers SD Muhammadiyah Blitar at 09:00.

<sup>70</sup> Interview with Tiwik as the deputy head of school curriculum 3 May 2017 at the office of teachers SD Muhammadiyah Blitar at 09:00.

Character education is being put in SDI Muhammadiyah already berjalan for 2 years even though it is not yet the curriculum in writing. Opening class and morning activities only done according to the schedule. Planning the opening class and practicing this morning due to the school headmaster's need to holding the opening of the lesson is also seen in the character of that should be established since the early. As has been described by Ibu Tiwik that character education starting from the needs of students:

Yesterday the headmaster respect mental children when learning, memandnag necessary to perform the opening class. Such as in SD Muhammadiyah Malang, start morning until the ninth hour only studying religion. Come praying forenoon, recitation of the Qur'an. Perhaps because the view is well we apply in our schools. All the programs need to be reviewed and evaluated.<sup>71</sup>

From the various interviews conducted with the school headmaster and teachers and the deputy head of the curriculum, in implementing character education has been planned from the beginning, start from practicing in the morning until the opening class. All have been made in the schedule even though there is no written curriculum and also all already agreed upon by all parties involved as the principal, mayor class and all the teachers are also staff in SD Muhammadiyah Blitar. Character education is applied especially in the opening class and practicing this morning aimed to form the children who have good moral.

<sup>71</sup> Interview with Tiwik as the deputy head of school curriculum at 3 May 2017 at the office of teachers SD Muhammadiyah Blitar

**b. The implementation of Character Education in SD Muhammadiyah Blitar**

**1) The implementation of the Opening Class**

Implementation of the opening of the class and the refraction of the morning is done every day. For the implementation of the opening class done every day except Monday, because on Monday used to flag raising ceremony. There is no specific timetable for the implementation of the opening class, only the opening class is done every day except Monday. As has been described by the Mother Wit as the parents of a grade 1 bee:

There are no planned to perform the opening class, meaning that remain to be done every day but type up from class teachers.<sup>72</sup>

There are no special schedule to perform the opening class due to the head of the school want to give freedom to the parents class. This is aimed to the variations in the opening class. This has been explained by Ibu Nur Wahyuni as head of school:

For now all the more berfariasi, so all different then consigned to Mr ibu teachers will give the opening class such as what is basically include character education. As the courage, independence, skills. Teachers who invites clean classrooms, vacuumed the floor, clean the glass. Opening class itself berfariasi. So for the sat is up the parents of each class.<sup>73</sup>

<sup>72</sup> Interview with the Mother Widarti as parents of a grade 1 bees on April 26 2017 at 08:07

<sup>73</sup> Interview with Nur Wahyuni as kepala date May 6 2017 schools at the office of the headmaster of SD Muhammadiyah Blitar.

Even though the activities opening class is not scheduled but done every day. This is in accordance with the description of Bapaka Arif as parents of a grade 4:

There is no specific schedule for opening class, Monday to Saturday was changed schedules. Here teachers are required to smiths, must understand. Children when told to read the Qur'an every morning will be bored, children are encouraged to tell continue will also feel bored. We must vary in implementing the opning class. As we eat tempe every day, will surely feel bored. So also with the children.<sup>74</sup>

The lack of schedule opening class due to create a variation so that children are not easily bored. Although not scheduled because the schoolheadmasterdeliver fully the activities of opening class to the parents of each class, there was one of the teachers who have the schedule opening class. This is derived from the description of the mother Tiwik as parents of a grade 6:

For opening class in class as class 6 monday no, because the ceremony. Tuesday made ice breaking train the brain right and left brain, be it the idea of the teacher can also from the children. Wednesday sixth grade opening class namely praying forenoon, Thursday used to tahfids edutainment, so the students were asked to repeat the material tahfids already made ritual during one week. Or made other games seprti continue verse, defines the letter. Friday filled with moral culture, cultural morals, sometimes also continued taste. Continued the taste of it as the children take one paper, made in groups and then made the story in turns. Initially happen funny, not nyambuing, but this eventually become better.

<sup>74</sup> Interview with Mr Arif gunawan as parents of a grade 4 on 6 May 2017 at 08:03

Although not sempurna if he authored his own story. continued taste also we can create sports, wonderful trips, guess chain words. So Friday was made to play. Or on Friday it can also be used for problem resources'. Usually the students of grade 6 they have many issues about teenagers, disisah function problem resources' which is to help the children. Or the children tells about a pleasant experience or a sad. This can reduce the problems of children, melatif verbal is paramount. Saturday class six charged for the weekly in preparation for the national examination.<sup>75</sup>

## 2) The implementation of Morning Activities

Character education is applied in SD Muhammadiyah Blitar is 2, opening class and practicing morning. Practicing in the morning is the activities to be carried out in the school yard every morning. This activity started on the clock to zero. Practicing this morning many different kinds, besides this also scheduled. The conditioning of the morning was done by all the students in the school yard simultaneously. Not like the opening class that is only done in each class. This is illustrated from a description of the principal:

If practicing every morning was done hours to zero. Usually at seven or less 15 minutes the children have already started to practice. There is a separate schedule namely, Monday no due to the ceremony and then the day selasanya read the Qur'an, Wednesday read the book, Thursday to morning aerobics Friday for the recitation of the Qur'an, and sabtunya day to practice. Practicing on

<sup>75</sup> Interview with Tiwik as the deputy head of school curriculum 3 May 2017 at the office of the primary school teachers Muhammadiyah Blitar.

Saturday was filled with clean living, stories of wisdom.<sup>76</sup>

Practicing the morning usually started from at 06:45. Practicing this morning carried out in the school yard or at the core of the class. Practicing this morning there is already schedules and different activities each day. As has been expressed by Mr Arif Gunawan:

Before entering the classroom each day students keep practicing morning. Monday no because the ceremony. On Tuesday the children read the Qur'an in the page before entering grade. Then the sons of the line in front of the class each read pancasila, promise students, Pillars of faith, pillars of Islam then entered class. The next day also in the same way. If wednesday the students read the book, as also the entry. Thursday the sons of morning aerobics process are also the same. Friday for the recitation of the Qur'an, and sabtunya day to practice.<sup>77</sup>

Different from the opening class, practicing this morning there is already schedules every day. Monday no because the wonderful ceremony, Tuesday the children read the Qur'an together, Wednesday the children read the book, Thursday to morning aerobics Friday for the recitation of the Qur'an, and sabtunya day to practice. Practicing on Saturday was filled with

<sup>76</sup> Interview with Nur Wahyuni as headmaster date May 6 2017 schools at the office of the school principal

<sup>77</sup> Interview with Mr Arif gunawan as parents of a grade 4 on 6 May 2017

clean living, stories of wisdom. This habit diikuti by all students and supervised by teachers in the school yard.

**c. The result of Education Character in SD Muhammadiyah Blitar**

The character education implemented SD Muhammadiyah 1 Blitar is expected to be able to improve the morals of the students. Education neither indeed could not be done spontaneously and instant messaging. Physio- these characters need a long time and happens continuously. This can be seen from the Mother Tiwik statement as the deputy head of the curriculum:

The character education must be done every moment, start children go to return. Even if teachers teach, sellau at the end of the lesson to entrust the attitude noted the effect of how the moral message like what, during the discussion group he can appreciate friends what does not. The teachers must teach as a facilitator, motivator. So the opening class is the hidden curriculum in SDI Muhammadiyah. And the formation of the character could not directly, all it takes the process. Suppose that in class 6 this day apply discipline. Then the children really trained to discipline, if that is the discipline and it is guaranteed.<sup>78</sup>

For that education character must be done since early age and done on an ongoing basis. Also the result of this character education is usually not directly visible. Can be so peilaku children changed when he teenagers. As stated to be the mother of Tiwik:

<sup>78</sup> Interview with Tiwik as the deputy head of school curriculum 3 May 2017 at the office of the primary school teachers Muhammadiyah Blitar.

If the problem of change in attitude was very varied. Because there are children who receive the opening class with ordinary baikada only. But can be so characters were formed from the view of others. Therefore the formation of characters could not be broken. Must continyu. In essence to entrust positive things, simple process in the brain is not the same every child. Terkantung children or conditions see the benefits for him. And this changes that can happen now, tomorrow or maybe even later. Therefore sometimes kadnag a child at SD quiet, but in SMPnya appears the soul of leadership. This is derived from the pnanaman characters since the early.<sup>79</sup>

Although it is clear that the result of the character education can only be seen after a long time, here there are some teachers who reveals that after the imposition of the opening class is the nature of children to be better. As revealed by Ibu Nita as parents of a grade 4 Mas Mansur:

The children have become more discipline. Sometimes the children are reminded that the "opening class bu". From the stories were also i insert this advice will make the children to change for the better attitude. When the beginning in grade 4 first, especially the children in class 4 are likely to individuals, there is still the nature of antics and childishly, selfish. So i slide the advice, "that you live is not itself", quarrelsome also sons and daughters. After I provide advice gradually change. That had been contentious and selfish is reduced.<sup>80</sup>

This is evidence that the opening class can form the moral children become better. In addition to form akhlah children become better, also train courage children. This has been delivered by the Mother Nura as head of school:

<sup>79</sup> Interview with Tiwik as the deputy head of school curriculum 3 May 2017 at the office of the primary school teachers Muhammadiyah Blitar.

<sup>80</sup> Interview with Ibu Nita as parents of a grade 4 Mas Mansur on 3 May 2017 at 07:43.

To change the visible was like this, down early 2013 it we feel that children if appointed, are given questions. Want to raise your hands alone durst no, shame. Deeply after the opening class every day children in eksplora feeble, ability so that they dare to stretch out my hand, dare to speak of the opinion. Regardless of the opinion or the answer is true or false. So the children have the courage berbica anything when children near with his teacher.<sup>81</sup>

Opening class can form the courage children. The beginning tidka dare berbicara, afraid to raise my hand, difficult to mengungkapkan opinions. With adanya opening class children become more confident to answer the questions from the teachers.

#### **8. Character education obstacles / opening class in SD**

##### **Muhammadiyah Blitar**

The implementation of character education in SD Muhammadiyah remain alone will not in accordance with that always hoped, there are a few things that might become constraint from each of the activities to be carried out in the school. These constraints can be derived from the students and teachers.

##### **a) The obstacles from the Students**

One of the obstacles is derived can come from the students. As has been described by the Mother Sita as the mayor of the octopus class:

If the obstacles always there. Such as when there are many children, was also obstacles. When no one, two sons that many will disrupt the opening

<sup>81</sup> Interview with Nur Wahyuni as headmaster date May 6 2017

class. But it depends on how a teacher responded. When such a thing happens i misterious moral message that the students must obey the teachers must be good, cannot see ksalahan others.<sup>82</sup>

From the above information we can get info that not all children in an orderly manner follow the process of opening class. This is due to the character of the different. As has been described by Ibu Tiwik as parents of a grade 6 and the deputy head of the curriculum:

The obstacles in this sense. In fact there are no obstacles that bterlalu difficult. Sometimes there are children who are not acceptable following the opening class. But that is not what, sometimes there are children who already feel more mature. So when given the activities of the ice breaking them less spirit. But it was not considered barriers, when teachers find such thing happen teachers should not be angry. The teacher can follow kemamuan children, therefore the opening class can be from the idea of children. As the forenoon prayers we schedule for speeches, that as many belongings as they could the children. Whether it by reading, or already versed gathering we give know to parents in order to assist that tomorrow is lecturing for the forenoon prayers.<sup>83</sup>

Teachers must be able to control the class during the opening class. When there are students who are less follow the instructions from the teachers, Therein lies the challenge of teachers. Teachers should not be angry and must be patient in the face of the students. In addition

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<sup>82</sup> Interview with the Mother Sita of the grade 2 Octopuses on 28 April 2017

<sup>83</sup> Interview with Tiwik as the deputy head of school curriculum 3 May 2017 at the office of the primary school teachers Muhammadiyah Blitar

hambatannya also there are some students who are often too late so that they could not follow the opening class. As has been described by the Mother of Novita as parents of a grade 3 such as banana:

There are no obstacles that is difficult. There may be 2 children who are often too late so that he did not follow the opening class. Because the opening class textual only briefly namely 30 minutes hours 07:00 to 07:30. Not only that the students were late of course also does not follow the instructions of activities practicing morning.<sup>84</sup>

In addition to the students that less focus following the opening class, there are also a number of students who are often too late. The students are often too late to interfere with the process of the operation opening class and practicing morning, will interfere with the attention of the students who are doing the activities opening class or practicing morning. So we can deduce that the problems of the students is (1) students who often many in the class at the time of opening class, (2) students who often too late.

#### **b) Resistance from Teachers**

One of which interferes with the process of education progressed characters (opening class and practicing in the morning) is the factor of teachers. This is in the form of a teacher who sometimes run out of ideas in implementing the opening class. As revealed by the mother Innayah as parents of a grade 1 bee:

Sometimes hambatananya teachers were less reference. Wondering What will be done when

<sup>84</sup> Interview with the Mother of Novita Faidhatul Amanati, S.Pd as the parents of a grade 3 Such as Banana on 29 April 2017.

opening class, such as running out of ideas. But I usually usually sharing to other teachers. Search for the opinion of the other teachers.<sup>85</sup>

At the opening of the class teachers are required to be more creative and always vary in doing opening class. Sometimes there are teachers who lack of ideas. But it can be resolved with exchange thoughts with other teachers. So that the teacher menemuka many models opening class. So it can be concluded that the obstacles in character education that is in SD Muhammadiyah 1 Blitar is 2 namely from the students and the obstacles that comes from the teachers. The obstacles that comes from the teacher is

## **B. Research Findings**

### **1. The model of the character Education / opening class in SD Muhammadiyah Blitar**

SD Muhammadiyah is school priority character education for their students. Character education is stipulated in the activities of the opening class and practicing morning. This is done intensively and sustainable. Where the opening class and practicing this morning is done every day in the school. Except for monday no kegoatan opening class or morning activities due to the ceremony. Until that time in haris shrimp consumed to perform a ceremony. There are two models of education character that

<sup>85</sup> Interview with the Mother Widarti S.Pd as the parents of a grade 1 Bees on 26 April 2017.

applied in SD Muhammadiyah Blitar namely opening class and practicing morning.

#### **a. Morning Activities**

The conditioning of the morning is the activities to be carried out before the children go to the class. That is started at 06:45 before the hour into the school. This activity is done in the school yard and in front of the class. When the students come to school students were greeted by the teacher rota. When hours morning activities started or at around 06:45 the students gathered dihalam schools. The teachers help condition the students. The activities of practicing this morning was done according to the schedule that had been arranged.

#### **b. Opening class**

The activities of the opening class is done on the first hours after the students do activity practicing morning. Opening class starting from 07:00 to 07:30. After the students keep morning activities they will perform simple sremonial to the class. they marched in front of the class and speak pancasila, promise disciples, Pillars of faith, pillars of Islam and the promise of Muhammadiyah students. After that with the appointed by the leaders of the army they enter the class in an orderly manner. The students shakes hands with static teachers and also their friends. When all the students are entering the classroom teacher will open the activities opening class with a greeting. After that teachers lead the way opening class. In the

first 15 minutes used for the recitation of the Qur'an. Then on 15 last minute for the activity of opening class. The activities of the opening class is always done in the class. The activities of the opening class always done in the class because its time only 30 minutes. When opening the class done outside the classroom would need a longer time. Although there are some teachers who want to encourage students to perform the opening class outside the classroom.

## **2. The implementation of character education / opening class in SD Muhammadiyah Blitar**

### **a. Character education planning to raise the morals of students at SD Muhammadiyah Blitar**

There are many ways to form the characters of children, one of them is through education character that applied dissemination. Because of the character education should be established and taught since early. Character Education can not be done in an instant. This character education must be continued - continuously and sustainable. In SD Muhammadiyah have models of education special characters and different from other schools. Character education is transmitted on the activities of the opening class and practicing morning.

This character education initiated by Ibu Nur Wahyuni as the head of the school. The Program opening class and practicing this morning started in 2012. This was inspired from a study visit is done

by the head of the schools in SD Muhammadiyah Surabaya. From there appears the idea to imitate the character education has been applied in SD Muhammadiyah Surabaya. At the beginning of the implementation of this character education, opening class only duration of approximately ten minutes. Because they thought it was less, then changed to 15 minutes. Until the second year of the operation of opening class has been changed to 30 minutes. While practicing activities performed on the morning hours to zero.morning activities started at 7 less 15 am. Until this year the opening class and morning activities has been running for 2 years.

**b. The results of the character Education in SD Muhammadiyah Blitar**

From the character education that is done of course there are the results expected. This character education has been formed in the character of a better. The results of the implementation of education character is done in SD Muhammadiyah namely the existence of the behavior or morals that can be seen from the daily lives of students such as the children read the prayer before meal, prayer after eating, dare to convey the opinion in front of the class a hearty when entering the classroom, greet teachers or friends when met, and others.

The results of the religious character education for the activities of the many children that tahfids already memorized surah of the Qur'an and early Hadithic. As a grade one has memorized Surah

an-Naba, Surat al-Abasa and annaziat. One of the teachers said that the students of grade 3 also has memorized the entire chapter 30 the Qur'an.

From the activities of practicing morning and ceremonial before entering that class form the discipline of the students. The children have become accustomed to come on time, learn untur behaves tetib, and to always discipline anywhere. When used to keepmorning activitieschildren will follow the activities in the orderly.

In the activities of the opening class more characters that can be formed. As the students that previously quarrelsome, to better appreciate the friend. Students become more tolerance toward his neighbor. When opening the class often made cooperative games, this train students to be able to work together with good, not selfish. For example the students in grade 4 Mas Mansur which previously quarrelsome with his neighbor, become more akur with friends.

Before the applied education characters, students more shame and did not dare mengungkapkan opinions in front of the class. When teachers ask questions, no students who dare to answer. When the teacher asked the opinion of the students on learning in the classroom, only a few students who want to answer. After the operation of education characters during 2 this year the students become more confident opinion, even have lifted up his hands before

appointed. No matter with the answer is true or false, the students become more confident to answer the questions from the teachers.

The most important thing from the existence of this character education is to build the proximity of the teachers and students. Since practicing morning and opening class the students have become more often interact with the teacher in class. This makes the students lebih familiar with teachers. When the students are familiar with teachers learning will be more comfortable and easy for the students. Because the students are not afraid again to the teacher.

### **3. Character education obstacles / opening class in SD Muhammadiyah Blitar**

In a program of course there are things that have to be repaired and evaluated. There is no program that completely and good. But it does not mean the program and then deleted, thus the solution has to be found. Such as education character that applied in SD Muhammadiyah Blitar. Of course there are some obstacles from the students and from the teacher. The following is the obstacles:

#### **1) The obstacles from Teachers**

2. The minimum of the idea to do opening class.
3. The minimum of funds from the school.

#### **2) The obstacles from the Students**

- a) The students that many when opening class progress.
- b) The students are often too late to come to school.

It can be concluded that the obstacles faced in implementing such education characters in SD Muhammadiyah Blitar which is derived from the teachers and students. The obstacles that comes from the teacher is the lack of creativity from some of the teachers in implementing the opening class. Then the school also does not provide a special fund to support the education process characters. Opening class and morning activities only use the vessels that were dissemination. Teachers are required to be always creative in using select the model of the opening class to more varied and enjoyable for the students.

The second is the resistance from the students. Students who often come too late to sabotage the way the activities of practicing morning and opening class. This can interfere with the focus of the other students. Next is the existence of the students is difficult to be conditioned asat operation opening class. Students who often make many will interfere with the concentration of other students. Plus when there is the work of the house that has not been completed the students will be more focused to do the work of the house. This is where the role of the teachers who must restore the concentration of students. Teachers must be able to control the class so that more conducive and opening class running smoothly.

## CHAPTER V

### DISCUSSION

#### **A. The Model of Educational Character to Morals Build in SD Muhammadiyah Blitar**

SD Muhammadiyah is school different from other schools. In this school apply intensive character education. Character education in schools is done every day and has been scheduled. There are some models of education character is seen from the way forwarding. According to dr. Zubaedi book, M.Ag, there are 4 delivery model from education characters:

##### **1. The Model as the Subject**

In this pendekatan model, education character is considered as a separate subject. Therefore, education characters have the same position and are treated in the same way as the lessons or the other study bidang. In this case, teachers character education field of study to prepare and develop the curriculum, develop syllabus, create the design of the learning process (RPP), learning methodology and evaluation of learning. The Consequences of education must be contrived in the timetable in a structured.

## **2. Integrated in all Subject of study**

The second approach in education disampaikan menyampaikan characters are integrated in every field of pelajaran, and therefore becomes the responsibility of all teachers. In this context every teacher can select the appropriate character education materials with a theme or subject field of study. Through this integrated model, then every teacher is a teacher education characters without exception.

## **3. Outside of the Subject**

Planting life values that form the characters or Outstanding traits also inculcated through activities outside of teaching. The planting of the value with this model more priority value melalui processing and planting a activities to discussed and peeled values of his life. The Model of this activity can be performed by the corresponding school teachers who received the task sampiran or entrusted to institutions outside the school to melaksanakannya.

## **4. Combined Model**

Joint Model means using a combination between the integrated model and the model outside of the lesson. Planting a recent study value formal instruction integrated with the activities outside of the lesson. This model can be implemented both in

working with the team by teachers in cooperation with parties outside the school.<sup>86</sup>

Character education in SD Muhammadiyah apply 2 activities are practicing morning and opening class. On the conditioning of the morning and opening class has the characteristic of each. From both the character education model has different activities:

#### 1. Opening Class

The manifestation of the character education in SD Muhammadiyah Blitar, this is including

- a. Tahfidz
- b. Praying dhuha
- c. Playing
- d. Read story books/the Qur'an
- e. Telling
- f. The Problem solving

#### 2. Morning Activities

- a. Read the book
- b. Read the Qur'an
- c. Morning Exercise
- d. Tahfidz
- e. Practicing

<sup>86</sup> Dr. Zubaedi, M.Ag., M.Pd., *loc cit*

**Table 5.1****The models of educational character in SD Muhammadiyah Blitar:**

| Number | The Kind           | The Activities                    | The Model of Educational Character Based on Bruce & Marsha |
|--------|--------------------|-----------------------------------|------------------------------------------------------------|
| 1.     | Morning activities | a. Read the book                  | Education as a subject                                     |
|        |                    | b. Read the al-Qur'an             |                                                            |
|        |                    | c. Morning exercise               |                                                            |
|        |                    | d. Memorize the al-Qur'an         |                                                            |
|        |                    | e. Cleaning up school environment |                                                            |
| 2.     | Opening Class      | a. Praying dhuha                  | Education as a subject                                     |
|        |                    | b. Read book story                |                                                            |
|        |                    | c. Playing a game                 |                                                            |
|        |                    | d. Memorize the al-Qur'an         |                                                            |
|        |                    | e. Story telling                  |                                                            |
|        |                    | f. Problem solving                |                                                            |

From the four models of education character that no one of them is that has been applied in SD Muhammadiyah. The Model used is the model as a separate subjects. Opening class is a model of character education as subjects. The activities of the opening

class are given the portion of the one hour lessons or 30 minutes. While the activities of practicing morning using the character education model that is outside of the teaching. Where the activities of practicing this morning was done on the clock to zero namely 15 minutes every morning before the first hour started.

#### **B. The implementation of character education / opening class in SD Muhammadiyah Blitar**

SD Muhammadiyah Blitar is school apply physio- characters with intensive. Character education is applied namely, 1) religious, 2) tolerance, 3) discipline, 5) friendly or communicative, 6) reading. Character education is applied here is addressing critical of the Qur'an.

In Indonesia there is also character education which is the basis of the formation of a character to construct levels of education, the following are 9 value according to Suyanto. The characters must be developed to construct the school: nine pillars of character that comes from the universal noble values are as follows:

- 1) The love of God and all her
- 2) The independence and responsibility
- 3) Honesty or mandate
- 4) Respect and politeness
- 5) Generous, prefer to help, and cooperation
- 6) The leadership and justice
- 7) Good and humble

8) Tolerance, peace, and courtly.<sup>87</sup>

Character education also called Moral education. Moral education (moral) is education about the foundations of the moral and the merit of disposition, behavior which must be owned and made conventions by children since of youth or youth to adulthood. If since the time of their children grow and develop stand on faith to Allah SWT and educated to fear, remember, rests, ask help and submit to him and he will have the potential and in response received every merit and glory in addition to high moral standards.

### **1. Planning Character Education in SDI Muhammadiyah**

Planning characters conducted in SD Muhammadiyah Blitar not detailed in the curriculum for education planning these characters also there was a meeting between all the parents and the teachers and principals to mmebicarakan activities.

In the early stages of the planning of implementing such character education which is derived from the teachers who want to build the character of the students become better. The head of the sekolah view mental students less good. Students who did not dare to express his opinion to teachers. Then the headmaster study visits to schools creative Muhammadiyah in Surabaya. In SD Muhammadiyah Creative Surabaya have adopted the first character education. In the creative schools have adopted the model of the opening class

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<sup>87</sup> Akhmad Muhaimin Azzet. *Op,cit*, it. 29

and practicing morning. It is from the beginning of the formation of character education in SD Muhammadiyah. In SD Muhammadiyah Blitar finally imitate the model of education character that applied in the school

This character education began to be implemented in the year 2012. Opening class and morning activities has done for 2 years. In the first year of its implementation, opening class only given ten minutes, then 15 minutes. This is done to test first. Until the character education is good for applied, finally was given time to 1 hour lessons are for 30 minutes. At the opening of the class and practicing morning already have the schedule of each. Although the opening class have different activities in each class.

## **2. The implementation of Characters Education in SD Muhammadiyah Blitar**

The implementation of character education in SD Muhammadiyah done every day except on Monday because there is a ceremony. Character education here is done every morning. Inni activities done by all the teachers and principals as supervisors.

In accordance with the observation that researchers do, character education especially on the activities of practicing this morning was done according to the schedule. Teachers must be able to create a good environment and conducive to form the character of. Based on the factors that affect the character education:

### 1. Instinct factor (spontaneous)

Various pattern of the reflection of the attitudes and actions of human behavior motivated by the potential will powered by instinct someone (in Arabic called *ecstatic*). Instinct is a set of behavior which brought man since birth. The psychologist explained that instinct (spontaneous) function as motivator motivator that encourages the emergence of the behavior among others sensory eat, sensory fit together, maternal instincts/fatherly, sensory struggling, sensory godless people.

### 2. The factors that affect the success of character education is a custom/habits

Indigenous peoples/habit is that each of the actions and deeds of a person that is done repeatedly in the same form and became fashionable as clothed, eat and sleep and sports

### 3. That also influence the successful/failure of character education is the seed of

Directly or indirectly descendants of greatly affected the formation of characters or the attitude of a man. In the science of education we know the difference of opinion among others nativisme pioneered by Schopenhaur holds

that a person is determined by the talent which brought since birth. Education can affect the development of the soul of man. Now according to the flow of empirisme, as said by John Locke in the theory of tabula taste, that the development of the soul of the son is absolute determined by education or their surroundings. Addressing two kobfontatif flow, arising out of the theory that is the second mengompromikan convergence theory to emphasize that the basic and instructed together influenced the development of the soul of man. Two twin sons that children be schooled together, different kepandaiannya found.

#### 4. The factor *milieu* or environment

One of the aspects that contributes to the formation of the pattern of the attitudes and behavior of a person is the environmental factor where a person is located. Milieu means a that covers the body of the living upon the land and the air while the human environment is what the round, such as the land, sea, air and the community. In other words, milieu is all things yangyang cover man in the sense that in the widest sense. Various kinds of milieu:

##### a. The natural environment

Nature enfolds the man is the factors that influenced the mennentukan the behavior of a man. The natural environment can break or break the talent that brought by a man.

b. The Environment Association

Human life is always related with the other man. That is why the man must interact. Therefore, in the association will be influenced each other in mind, nature, and behavior. The Environment association is alpha hydroxyl acids is divided into several categories:

- 1) The environment in the household: morals parents in houses can also influence the morals of his son.
- 2) The school environment: morals children sekolah can be maintained and developed according to the education that is given by the teachers in the school.
- 3) Work environment: The atmosphere of the work as employees in a company dapat influenced also the development of the mind, nature, and the behavior of a man.
- 4) The jamaah organization environment: who became a member of an organization will gain an appreciation of the ideals of which are outlined by the organization.

- 5) The environment economic life: because economic issues is the primary in a latrine human life, economic relations also affect the mind and the nature of a man.
- 6) The environment association of general and free, e.g. due to sex someone adolescents with his colleagues who have been addicted drug abuse, then he will be involved become drug addicts anaesthetic.<sup>88</sup>

There are 2 models of education character that applied in SD Muhammadiyah. The two models of education characters are practicing morning and opening class. Character education in schools is not integrated in each subject, but has its own clock.

#### **a. The implementation of the Opening Class**

The implementation of the opening class is done every day except Monday. Opening class is done in the first hour is at 07:00 to 07:30. The activities of the opening class has a portion of the radio itself that is one hour learning. so that the position of the opening class is equal to the other subjects. Activities opening class is done by all the students simultaneously. This activity is done in their own classes and guided by each of the grade.

The activities of the opening class is done by the mayor of each class. The object of the activity of opening class this is the

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<sup>88</sup> *Op,cit.*, it. 178-184

students from grade 1 up to grade 6. Character education is done starting from grade 1 up to grade 6. No pengkhususan in physio-characters. 30 minutes used for opening class is divided into 2, each 15 minutes. The activities to be carried out on the opening class is:

- a. The first 15 minutes tahfidz activities
- b. 15 The last minute for the activity of opening class.

This activity depends on each class. activities included singing, tells, read and others.

**Table 5.2**  
**Opening Class Schedule**

| Day       | Classes       | Activities                            | Explanation                                                                    |
|-----------|---------------|---------------------------------------|--------------------------------------------------------------------------------|
| Monday    | 1-6           | Flag ceremony                         | Every day, 15 minutes first for memorization of al-Qu'an, prayers, and hadist. |
| Tuesday   | 1-4           | Dhuha                                 |                                                                                |
|           | 2, 3, 4, 5, 6 | Presentasi (after reading), feed back |                                                                                |
| Wednesday | 2, 5          | Dhuha                                 |                                                                                |
|           | 1, 3, 4, 6    | Listening story                       |                                                                                |
| Thursday  | 3, 6          | Dhuha                                 |                                                                                |
|           | 1, 2, 3, 4, 5 | Telling experience                    |                                                                                |
| Friday    | 1-6           | Problem solving                       |                                                                                |

As stated in the national education ministry began the school year 2010/2011 has been doing Pioneering Educational Implementation characters on 125 education units the largest at 16 regency/city on the province in Indonesia. A plan to begin the year 2011 all education units in the Unitary State of the Republic of Indonesia must be started to implement character education. The term characters are often associated with various terms such as morals, Budi, traits, moral and ethics.<sup>89</sup>

Remember start digalkkannya character education in Indonesia, therefore education characters in SD Muhammadiyah is done in all classes start in grade 1 to with teak 6.

#### **b. The implementation of the Morning activities**

The implementation of the innovations in the morning also done every day except on Monday. Practicing this morning was done at 07.00. Before the students entered class. pembiasaanmpagi is done hours 06:45 to 07:00. The activities of the opening class is done in the school yard. When come morning students gathered dihalaman schools. Usually has held the carpet to sit the students. Then the activities will be guided by one of the teachers on duty. The other teachers also participated in a school to oversee the activities of the conditioning of the morning.

<sup>89</sup> Dr. Zubaedi, Ulcers., M.Pd., *opcit.* This. 72

**Table 5.3**  
**Schedule Morning Activities**

| Day       | Employee                                                                                       |                       |
|-----------|------------------------------------------------------------------------------------------------|-----------------------|
|           | Teachers                                                                                       | Activities            |
| Monday    | 1. Drs. Munarko Alwi, S.Pd<br>2. Yuwanita Ariyanti, S.Pd<br>3. Sitta Sulistya, S.Pd<br>4. Sari | Flag ceremony, speech |
| Tuesday   | 1. Fiki Fatwa Khunaifi, S.Pd<br>2. Innayah, S.Pd                                               | Reading al-Qu'an      |
| Wednesday | 1. Irman Kusnadi, S.Pd<br>2. Shinta Dewi Krisnawati, S.Pd                                      | Reading book          |
| Thursday  | 1. Arif Gunawan, S.Pd<br>2. Novita Hardani, S.Pd                                               | Gymnastic             |
| Friday    | 1. Tiwik Kusrini, S.Pd<br>2. Novita Fidhotul, S.Pd                                             | Reading al-Qu'an      |
| Saturday  | 1. Moetmainah, S.Ag<br>2. Widarti, S.Pd                                                        | Akhlak habit          |

There are 4 character education principles namely, 1)  
sustainable development: contains the meaning that the process of the

development of the values of the characters is a process that there is no interruption, starting from the beginning learners go to complete from the education units and even to jump into the community. 2) melalui all subjects: pengembangan themselves and the culture of schools and the local content. 3) value is not taught but developed and implemented. One thing that always must remember that suatu learning activities can be used to develop the capacity of the jurisdiction of cognition, affective, and psychomotoric aspects, and 4) education process done learners actively and enjoyable. Teachers must plan learning activities that cause learners actively formulate questions, looking for the source of information and collect information from the source, processing information that already belongs to, and grow the culture and values of the characters on themselves through various learning activities that occur in the classroom, schools and tasks outside the school.<sup>90</sup>

Character education must be done periodically and intens. Because the results from the character education cannot be directly seen, perhaps new can be seen when a few years later or even when the children become adults.

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<sup>90</sup> Dr. Zubaedi, M.Ag., M.Pd., *opcit.* page. 138

**c. The result of Education Karakter in SD Muhammadiyah Blitar**

Character education is applied in SD Muhammadiyah already show the real results and can improve the morals children become better. The result of the character education cannot be viewed directly in a very short period of time. In the character education , would need a relatively long even years.

**Table 5.4**

**There are values in education characters in SD Muhammadiyah Blitar**

| No | The value of the character that developed | Description of the Behavior                                                                                                                        | Example of behavior                                       |
|----|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| 1. | The value of religious characters         | Associated with this value, thought, word and actions of someone who pursued always based on the values of the Godhead and or religious teachings. | without the ruled, students already carry out Duha prayer |
| 2. | Responsible for                           | Is the attitudes and behavior of a person to carry out their duties and obligations as should he do with themselves, community                     | students understand the responsibility to work on         |

|    |                        |                                                                                                                   |                                                                                     |
|----|------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|    |                        | environment (nature, social and cultural), the state and the One True God.                                        | homework                                                                            |
| 3. | Discipline             | Is an action that shows the orderly behavior and comply with various rules and regulations.                       | students come to school on time                                                     |
| 4. | Stand alone            | An attitude and behavior that is not easily depending on others in completing tasks.                              | students can take their own ablution water                                          |
| 5. | Curiosity              | The attitude and tindakan who always try to know more in depth and extended from what he learned, seen and heard. | When the teacher gives a problem, then the student will answer and give his opinion |
| 6. | Friendly/Communicative | The actions that show a sense of love to talk, walked, and work together with the other.                          | Between students love each other                                                    |
| 7. | Social Care            | The attitude and actions that always want to give assistance to other people and people in need. <sup>91</sup>    | at the moment there are students that fall, his friend will help                    |

<sup>91</sup> *Op.cit.*, p. 835). 75-76.

Schools can add or reduce these values in accordance with the needs of the people who served the school and the fact of the matter SK/KD and materials adjacent a subjects. However there were five values that are expected to become a minimum value that developed in schools namely, comfortable, honest, care, intelligent and work hard.

After doing the character education for 2 years in SD Muhammadiyah of course there is a change in the behavior of the students. Even though there are no valid measurement tools that can be used to see the change in attitude of children, this can be seen from some of the attitude of the son. Based on the results of the interview done researchers, the following is a change in attitude that is on themselves students:

1. The students become more confident mengungkapkan opinion. Before carrying out the activities of the opening class, students tend to shy. When teachers in class asked, rarely students raise their hands to ask opinions.
2. Students become more closely with teachers. Because during the opening class, will occur the interaction between the teachers and students. And this is done every day that can make students become more closely with his teacher.

3. The students get to know more about the attitude of tolerance toward a friend. Based on the results of the interview with the parents of a grade 4 Mas Mansur, the teacher said that the students become more pillars of with friends because when opening class many group games. This makes the students more familiar with his neighbor.
4. The students more pillars of with friends. When the Activities lined up before entering grade. The students required shakes hands with the other friends. This creates closeness and harmony with friends.
5. Recitation of the Qur'an increased. At the time of the conditioning of the morning and opening class, there is a special schedule to recite the Qur'an. Even there is a grade 3 students who have already learned chapter 30.
6. Students become more discipline. With the existence of the line or ceremonial simple each will enter the classroom, the students learn to be more discipline and learn to wait for the turn/queue.
7. Fond of Reading. Intense movement read on when morning activities makes the students more often read. This activity to train students to get accustomed to read the book.

The sixth of the results have been found, there are some values in education of the character that has been created during

the 2 years of the character education namely, 1) discipline, 2) like reading, 3) tolerance, 4) friendly/communicative, 5) and love of peace.

### **3. Obstacles of Character Education / Opening Class In SD Muhammadiyah Blitar**

In implementing such a program of course there is a constraint on the implementation of the program. The obstacles from the implementation of character education that is in SD Muhammadiyah there are two namely obstacles that comes from the students and from teachers themselves.

#### **a. The obstacles from the Students**

Based on an interview with a teacher at SD Muhammadiyah some obstacles come from students. headmaster mengungkapkan that basically this character education (opening class and practicing in the morning) students only become the object and not the perpetrators. The students only become a target for their own character education. so that the operation opening class and practicing morning with smoothly or not more depending on the teachers. But there are some teachers said the obstacles derived from the students are:

- a) The students are often too late. So that the students were late cannot follow the activities of the innovations in the morning or even opening class. When there is a student

who is late will interfere with the concentration of the students who are doing activities.

- b) Students who cabal when doing opening class. When in the classroom, there must be a student who always make cabal or many. The students that many will interfere with the other students. But this depends on the teachers who must be able to control the class to more conducive environment.
- c) Students who are less active. Various characters children causing various response when opening class and morning pebiasaan done. There are students who are very active, students active, students who are less active, and students snagat pasih. One of the obstacles is students who pasih and tend to be shy. The students that shame will become more difficult to unruk followed activities such as at the time of the game. But disinal the purpose of character education is to form the students become more confident.

#### **b. Obstacles from Teachers**

The obstacles that come from teachers:

- i. Teachers who are less creative.

When the activities of opening class done every day, teachers must be more creative in using media. Sometimes teachers less the idea in doing opening class. Because of the activities of the

opening class should be more varied so that the students are not bored. The solution is to exchange ideas between teachers to the other. So the opening class that has been applied in grade "A" can be applied in class "B" which has never been applied.

ii. Teachers discipline.

Other obstacles in the implementation of character education in SD Muhammadiyah is when teachers terlambata come into the school and into the classroom. Because the opening was done on the first hour is at 07:00, every parents class should come most slowly at 06:45. Because before opening no nkegiatan practicing morning also.

We can deduce that the obstacles of this character education there are 2 which is derived from the students and from the teacher. The obstacles that comes from the students namely, 1) students membuata badly behaved during the course of the activities especially, 2) students terlamabat come to school. While the obstacles that comes from the teacher is, 1) teachers who come terlamabat, 2) lack the idea of teachers in activities mengisis opening class.

But from the barriers can search for the way out. Such as Correcting the teacher or students who come late series ng and give sanctions num;a nsudah too often too late, mutual bertukan ideas between teachers to do the opening class.

## CHAPTER VI

### THE CLOSED

#### A. Conclusion

The bachelor theses titled "The Models of Educational Character to Build The Students Morals in SD Muhammadiyah Blitar" have 3 conclusion:

1. Education karater model is applied in SD Muhammadiyah is 2:
  - 1) Practicing morning, and 2) Opening class.
2. The implementation of character education in SD Muhammadiyah is done since 2012. The implementation of character education in SD Muhammadiyah operational work would have done this day except Monday due to the ceremony. Character education (practicing morning and opening class) does not have a special curriculum in SD Muhammadiyah. Character education here only scheduled.
3. The obstacles in the implementation of character education that is in SD Muhammadiyah is 2, 1) resistance from students and 2P) resistance from teachers. The obstacles that comes from the teachers are teachers who come too late, lack of creativity of teachers in the implementation of the opening class. While the

resistance from the students are students who often come terlambata so that they could not follow the activities and the students that distrub when following the opening class.

### **B. Suggestions**

Based on the conclusions of the research, then the author recommends be suggestions as follows:

2. Teachers must develop more ideas to do the opening class and morning activities.
3. There must be punishmet for students who arrive late.

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## APPENDIX

### A. Interview with Mr Alwi teacher of 2 grade Hiu (27 april 2017)

Pewawancara : assalamualaikum pak, saya ingin bertanya mengenai pendidikan karakter di kelas 2 Hiu?

Informan : iya silahkan.

Pewawancara : apakah yang dimaksud dengan opening class?

Informan : opening class adalah kegiatan pra pembelajaran. karena sebelum memasuki pembelajaran, anak-anak harus siap untuk menerima pembelajaran. ada beberapa hal yang perlu ditanamkan kepada siswa. Yaitu untuk pembentukan karakter yang sesuai dengan visi misi sekolah.

Pewawancara : apa ada tujuan khusus dari opening class?

Informan : yang pertama yaitu mengenalkan karakter yang baik dan karakter yang tidak baik kepada anak, yang kedua membiasakan. Makanya opening class dilakukan setiap hari. Harapannya, opening class yang kemarin masih diingat hari ini. Seperti bertemu teman tidak boleh murung, seperti yang terkandung dalam surah abasa yang saya jelaskan tadi.

Pewawancara : apa saja model opening class?

Informan : yang dilakukan adalah take and give, guru memberikan cerita kemudian siswa menanggapi. Namun sebenarnya masih banyak model yang lain. Seperti contoh pembiasaan rasa hormat kepada guru, saat anak lewat didepan guru harus seperti apa.

Pewawancara : apakah ada bercerita, membaca?

Informan : opening class adalah sebuah kegiatan. Kadang membaca, dengan cara anak-anak membaca satu persatu kedepan kelas. contohnya saat pelajaran selanjutnya bahasa indonesia, opening class itu membaca surat dan terjemahnya. Hal ini untuk mengintegrasikan dengan pelajaran selanjutnya. Makanya selalu bermula dari surat al-qur'an supaya anak-anak tau makna dari surat yang dibaca setiap hari.

Pewawancara : apakah ada jadwal opening class di kelas 2 Hiu?

Informan : ada, jadwalnya hari selasa, Kamis, jum'at dan Sabtu. Hari Rabu tidak ada opening class karena ada sholat dhuha.

Pewawancara : apakah ada hambatan dalam melaksanakan opening class?

Informan : hambatannya seperti ada anak yang kurang tertib saat melakukan opening class. Kadang saat anak mempunyai tugas di pelajaran selanjutnya, dia tidak akan fokus pada kegiatan opening class. Hal ini menjadikan anak-anak akan menjadi kurang fokus pada kegiatan opening class. Biasanya terjadi karena anak yang belum mengerjakan pekerjaan rumah. Makanya saat awal di opening class itu anak-anak harus difokuskan terlebih dulu.

Pewawancara : apakah ada hambatan dari gurunya?

Informan : hambatan dari guru itu tergantung dari gurunya. Mampu apa tidak mengungkapkan ayat-ayat al-qur'an untuk menjadikan contoh pada kehidupan sehari-hari.

### **C. Interview with Mr Arif Gunawan teacher of 2 grade 4 (6 mei 2017)**

Pewawancara : assalamualaikum pak ingin bertanya mengenai pendidikan karakter yang ada di kelas 4.

Informan : iya silahkan.

Pewawancara : opening class itu seperti apa pak?

Informan : opening class adalah sebuah program yang ada di SDI Muhammadiyah, kurang lebih progrma ini sudah berjalan 2 tahun sejak kepala sekolah yang baru.

Pewawancara : pukul berapa pak opening class ini dilakukan?

Informan : opening class dilakukan sejak pukul 07:00 sampai dnegan 08:00. Yang diikuti seluruh siswa dari kelas 1 sampai kelas 6.

Pewawancara : untuk model opening class itu seperti apa saja pak?

Informan : modelnya bervariasi. Kalau hari senin jika ada waktu setelah upacara, misalnya 15 menit atau 10 menit anak-anak saya ajak bercerita. Contohnya begini, “anak-anak kemarin bapak habis jalan-jalan. Disana

menemukan sesuatu.” Dari cerita itu anak-anak saya tanya kembali, dari cerita saya tadi mereka mendengarkan apa tidak.

Pewawancara : apakah tetap seperti itu pak modelnya?

Informan : tidak, hari senin sampai dengan sabtu itu berubah jadwalnya. Disini guru dituntut untuk pandai, harus mengerti. Anak kalau disuruh membaca al-qur'an setiap pagi itu akan bosan, anak diajak bercerita terus juga akan merasa bosan. Kita harus bervariasi dalam melaksanakan opening class. Seperti kita makan tempe setiap hari, pasti akan merasa bosan. Begitu juga dengan anak-anak.

Pewawancara : apakah ada bercerita, bernyanyi pak?

Informan : ya ada yang bercerita, bernyanyi, ada yang membaca al-qur'an, menulis cerita atau pengalaman hari itu.

Pewawancara : untuk pelaksanaannya apakah hanya di dalam kelas pak?

Informan : iya, untuk sementara ini opening class di kelas saya masih berada di dalam kelas. tapi untuk besok-besok akan saya ajak keluar supaya anak-anak tidak bosan. Kalau diluar mungkin saat jadwal sholat dhuha, karena anak-anak diajak berjalan ke masjid. Dimasjid juga saya selingi dengan bercerita lagi. Siswa kelas 4 cenderung suka untuk diajak bercerita.

Pewawancara : selama melakukan opening class di kelas 4 apakah pernah ada hambatan pak?

Informan : yang jelas ada. Dari beberapa anak itu ada satu anak yang sangat aktif, tidak bisa diam, suka berjalan, mengganggu temannya. Bahkan sampai

jengkelnya saya pernah melakukan menghukum anak saat opening class. Saat opening class berlangsung dia itu terus berjalan, akhirnya dia saya suruh keluar dan anak itu saya minta berjalan terus selama 15 menit hingga opening class berakhir. Ini dilakukan agar anak-anak itu mengerti bahwa ada hal-hal yang tidak boleh dilakukan, supaya anak-anak itu jera tidak mengulangi perbuatannya lagi. karena menghukum secara fisik itu tidak boleh. Khirnya di opening class yang selanjutnya anak itu sudah menjadi lebih baik sikapnya.

Pewawancara : tujuan opening class sendiri apa pak?

Informan : untuk melatih anak agar lebih disiplin, mandiri, menghargai teman, toleransi. Banyak macam nilai di dalam opening class. Untuk melatih kejujuran, kedisiplinan.

Pewawancara : setelah dilakukannya opening class ini apakah sudah ada perubahan dari sikap anak?

Informan : tentu ada. Contohnya seperti anak yang saya berihukuman tadi. Saya katakan kepada Bily tadi, “kalau kamu ingin berubah, ayo menjadi lebih baik. Karena masa depan mu itu ada di tanganmu sendiri, bukan di bapak ibu guru. Kalau kamu masih kecil saja sulit diatur, apalagi kalau sudah besar.”

Pewawancara : untuk opening class di kelas 4 ini apakah ada jadwal khusus pak? Seperti membaca, menulis dan lainnya.

Informan : tidak, saya membuat variasi sendiri. hanya saja instruksi dari kepala sekolah untuk melakukan opening class ini setiap hari. Jadwal khususnya

hanya shalat dhuha yaitu hari kamis. Sholat dhuha ini diatur supaya tidak gabung dengan kelas yang lain.

Pewawancara : kalau untuk pembiasaan pagi sebelum masuk kelas itu ada jadwalnya pak?

Informan : iya, sebelum masuk kelas setiap hari siswa melakukan pembiasaan pagi. Hari senin tidak ada karena upacara bendera. Hari selasa anak-anak membaca buku di halaman sebelum masuk kelas. kemudian anak-anak baris didepan kelas masing-masing membaca pancasila, janji pelajar, rukun iman, rukun islam kemudian masuk kelas. hari-hari berikutnya juga sama seperti itu. Kalau hari rabu para siswa membaca al-qur'an, sama juga masuknya. Hari kamis nak-anak senam pagi, prosesnya juga sama.

Pewawancara : perbedaan dari opening class dan pembiasaan pagi itu apa pak?

Informan : sebenarnya tidak ada yang membedakan. Tujuannya sama, untuk mendidik anak supaya memiliki karakter berani, jujur.

#### **D. Interview with Mrs Ibu Innayah teacher of grade 1 Semut (28 april 2017)**

Pewawancara : assalmualaikum Bu, saya ingin bertanya mengenai pendidikan karakter yang ada di kelas 1.

Informan : iya silahkan.

Pewawancara : apakah yang dimaksud dengan opening class?

Informan : opening class adalah pemanasan sebelum pembelajaran sebelum pembelajaran, untuk pendekatan antara anak dengan guru. Misalkan untuk mengulang materi di pembelajaran yang belum maksimal.

Pewawancara : apakah ada hubungan antara hubungan opening class dengan pembelajaran selanjutnya?

Informan : tidak selalu berhubungan. Kadang tahfid, membca cerita, juga brmain permainan. Permainannya seperti permainan tahfids, permainan matematika.

Pewawancara : opening class yang seperti apa bu?

Informan : dulu di semester 1 opening class saya gunakan untuk hafalan bacaan sholat, sekarang anak-anak sudah hafal. Kalau anak-anak terlihat bosan, saya akan buat game.

Pewawancara : apakah ada jawalnya?

Informan : kalau di kelas saya tidak ada. Saya melihat kondisi anak-anak.

Pewawancara : apa saja modelnya bu?

Informan : ada game. Kalau saya sering melakukan permainan. Misalkan hafalan al-qur'an itu saya buat game supaya anak-anak tidak bosan. Kemudian bercerita.

Pewawancara : tempatnya dimana?

Informan : di dalam kelas, kalau keluar kelas hanya waktu sholat dhuha.

Pewawancara : apakah ada hambatan?

Informan : belum ada hambatan. Kalau mislakan anak-anak bosan langsung saya ganti permainan atau getiatan yang lain. Kadang juga kehabisan ide untuk kegiatan opening class.

Pewawancara : bagaimana dengan fasilitas opening class?

Informan : kalau dana, kurang mendukung. Kadang saya pakai uang pribadi sendiri atau dari uang infaq anak-anak. Tidak ada dana dari sekolah.

Pewawancara : kalau foto copy, print bagaimana?

Informan : kalau foto copy itu saya minta dari sekolah, atau saya biasanya print langsung dari sekolah.

Pewawancara : apakah ada hampatan adari anak-anak?

Informan : mungkin kadnag anak-anak bosan saat kegiatan hanya seperti itu, tidak ada variasi.

Pewawancara : bagaimana respon anak-anak?

Informan : tidak semua anak-anak antusias saat dibuat permainan. Karena karakter anak itu bermacam-macam. Saat diajak bermain ada yang belum melakukan instruksi. Seperti diajak game duduk dilantai, itu juga masih ada anak yang masih duduk di atas. Jadi harus dirayu-rayu.

Pewawancara : apakah ada solusi darihambatan itu?

Informan : untuk hambatan tersebut biasanya saya selesaikan sendiri.

Pewawancara : apakah tujuan dari opening class?

Informan : tujuannya untuk mempermudah guru dan siswa di dalam pembelajaran. Contohnya seperti saat mereka hafalan bacaan sholat, biasanya saya perdalam di opening class. Sehingga saat sholat mereka bisa membaca sendiri dan menjadi fokus dalam solat.

**E. Interview with Mrs Sita teacher of 2 Gurita (28 april 2017) 08:23**

Pewawancara : asslamuuaikum, ingin bertanya tentang pendidikan karakter yang ada di kelas 2 Gurita.

Informan : iya silahkan.

Pewawancara : apakah yang dimaksud dengan opening class?

Informan : opening class itu untuk membuka pembelajaran. kalau dari awal anak-anak sudah malas mengikuti pembelajaran, nanti anak-anak akan males belajar. Untuk membuat suasana hati anak menjadi senang.

Pewawancara : apakah ada relasi anantara opening class dengan pembelajaran selanjutnya?

Informan : tidak ada. Kalau saya lebih untuk membentuk akhlak ank-anak. Bagaimana akhlak merek, seperti tadi. Apakah tadi solat subuh apa tidak, itu hal yang sepele tapi harus selalu dibiasakan kepada anak.

Pewawancara : apakaha ada tujuan khusus?

Informan : membentuk kejujuran anak, membentuk akhlak anak. Membentuk akhlak anak itu dengan cara seperti tadi, mengoreksi sholat anak. Apakah dia sudah sholat subuh apa belum. Kalau belum biasanya saya suruh sholat terlebih dulu. Dan yang terpenting adalah menciptakan kedekatan dengan anak-anak. Penerapan sikap jujur, kalau mereka jujur akan mendapat konsekuensi apa dan jika tidak jujur akan mendapat konsekuensi apa. Hal ini saya tanamkan dieopening class.

Pewawancara : model opening class apa saja yang pernah diterapkan?

Informan : biasanya mendengarkan cerita, membaca cerita. Kadang saya beri kertas kemudian anak-anak saya minta untuk menceritakan pengalamannya atau bisa juga cerita apapun. Kemudian saya minta mereka untuk maju kedepan menceritakan ceritanya. Sehingga cerita tersebut menjadi bervariasi. Biasanya saya memakai media seperti bola saat melakukan permainan.

Pewawancara : apakah ada hambatan saat melaksanakan opening class?

Informan : kalau hambatan itu selalu ada. Seperti saat ada anak yang ramai, itu juga hambatan. Saat ada satu, dua anak yang ramai itu akan mengganggu jalannya opening class. Namun, itu tergantung bagaimana seorang guru menanggapinya. Saat hal seperti itu terjadi saya selalu menyelipkan pesan moral, bahwa siswa harus patuh kepada guru, harus bersikap baik, tidak boleh melihat kesalahan orang lain.

Pewawancara : hambatan dari iu sendiri?

Informan : sertinya tidak ada hambatan dari saya sebagai guru. Saya melakukan itu santai dan menikmati. Saya malah senang karena dapat membangun hubungan dengan anak-anak. Pernah kehabisan ide, tapi bukan hal yang besar. Saya kalau hari jum'at dan sabtu itu tidak mengajar di kelas jadwal saya kosong, jadi bisa digunakan untuk mempersiapkan opening class di hari selanjutnya.

Pewawancara : apakah pelaksanaan opening class selalu di kelas?

Informan : sementara ini belum ada, karena waktunya hanya 30 menit.

Pewawancara : apakah ada jadwal dalam pelaksanaan opening class?

Informan : tidak ada, terserah dari guru masing-masing. Dari awal kepala sekolah sudah mengatakan bahwa opening class adalah untuk menjaga hubungan guru dan siswa. Itu yang saya jadikan pedoman dalam melaksanakan opening class. Misalnya anak-anak saya beri satu topik, mereka akan berbicara dan mengungkapkan dengan sendirinya dengan sendirinya. Itulah yang saya cari, anak-anak mau bercerita didepan gurunya itu sudah sangat bagus.

#### **F. Interview with headmaster (Ibu Nur Wahyuni S,P.d), 6 mei 2017**

Pewawancara : asslamu'alaikum ibu Nur sebagai kepala sekolah SDI Muhammadiyah, saya ingin bertanya mengenai pendidikan karakter yang diterapkan di SD Muhammadiyah Blitar.

Informan : waalaikusalam. Iya silahkan.

Pewawancara : opening class itu pengertiannya seperti apa bu?

Informan : opening class itu sebenarnya hanya sebuah nama, tapi inti kegiatannya adalah melakukan sebuah penerapan pendidikan karakter. Jadi di sekolah kami ada satu jam pelajaran (30 menit) setiap harinya mulai hari salasa hingga sabtu karena hari senin digunakan untuk upacara bendera.

Pewawancara : untuk pembiasaan setiap pagi itu sendiri seperti apa bu?

Informan : kalau pembiasaan setiap pagi itu dilakukan jam ke nol. Biasanya pukul tujuh kurang 15 menit anak-anak sudah mulai pembiasaan. Ada jadwal tersendiri yaitu, hari senin tidak ada dikarenakan upacara bendera, kemudian hari selasanya itu membaca al-qur'an, hari rabu membaca buku, hari kamis untuk senam pagi, hari jum'at itu untuk hafalan al-qur'an, dan hari sabtunya untuk pembiasaan. Pembiasaan di hari sabtu ini diisi dengan hidup bersih, cerita-cerita hikmah.

Pewawancara : pembiasaan ini dilakukan dimana bu?

Informan : pembiasaan ini dilakukan di halaman, atau teras kelas.

Pewawancara : untuk pembacaan cerita juga dilakukan di halaman?

Informan : iya di halaman, tapi ada juga yang di dalam kelas. intinya anak-anak diharapkan pada saat pembiasaan itu semuanya membaca buku.

Pewawancara : untuk opening class, model yang diterapkan seperti apa saja bu?

Informan : dulu untuk opening class ini mulai diterapkan pada tahun 2012, jadi sudah berjalan sekitar 2 tahun. Pada awal penerapan opening class memang ada jadwalnya. Kami menekankan hanya satu untuk melatih keberanian. Namun

setelah berjalan satu tahun, bapak ibu guru sudah memahami bentuk opening class itu sehingga kami memberi kebebasan, tidak lagi dijadwal seperti tahun pertama. untuk sekarang semuanya lebih bervariasi, jadi semuanya berbeda-beda kemudian terserah kepada bapak ibu guru akan memberi opening class seperti apa yang pada intinya adalah memasukkan pendidikan karakter. Seperti keberanian, kemandirian, keterampilan. Ada guru yang mengajak membersihkan kelas, mengepel lantai, membersihkan kaca. Opening class sendiri bervariasi. Jadi untuk saat ini terserah wali kelas masing-masing.

Pewawancara : untuk pelaksanaan apakah harus selalu dikelas bu?

Informan : untuk sementara ini opening class masih dilakukan di dalam kelas. Karena opening class adalah jalan untuk masuk pada pembelajaran pertama, jika ini dilakukan diluar kelas akan membutuhkan waktu yang cukup lama. Sehingga kami menekankan untuk melakukan opening class di dalam kelas.

Pewawancara : dalam pelaksanaan opening class dan pembiasaan, apakah pernah ada hambatan bu?

Informan : hambatan dari anak-anak saya kira tidak ada, karena mereka disini hanya sebagai objek. Namun kalau kita lakukan supervisi untuk guru-guru, kadang ada yang terlambat masuk ke dalam kelas, kurang bervariasi, kurang kreatif. Tapi ini akan selalu kami evaluasi di dalam rapat. Metode-metode yang baik seperti apa kemudian kelas yang sudah melaksanakan ini bisa sharing dengan guru yang lain terkait opening class yang dilakukan di kelasnya. Jadi tidak semua

guru bisa melakukan opening class dengan baik. Jadi pelaksanaannya opening class ini harus selalu di evaluasi.

Pewawancara : jadi solusinya hanya dengan sharing dnegan guru-guru lain ya bu ya?

Informan : iya, hanya sharing dan supervisi itu yang dilakukan. Sebgaai kepala sekolah juga mengingatkan pada guru yang masih kurang dalam melakukan opening class.

Pewawancara : Untuk guru yang terlambat masuk kelas apa ada sangsinya?

Informan : tentunya ada sangsi yang diberikan. Di buku kode etik kepegawaian, tata kelola sekolah muhammadiyah di dalamnya terdapat yaitu pelanggaran ringan. Ketika guru 3 kali terlambat masuk kelas, guru tersebut sudah melakukan 1 pelanggaran ringan dan ini wajib diperingatkan secara lisan oleh pihak sekolah. Jika guru terlambat lagi, maka akan dilakukan peringatan secara tertulis oleh pihak sekolah.

Pewawancara : untuk opening class dan pembiasaan tadi, apakah ada kurikulum tersendiri bu?

Informan : kalau kurikulum tidak ada. Opening claas hanya sebuah program, yaitu progrma pembeda antara Sd Muhammadiyah dengan sekolah yang lainnya. Sehingga kami menitikkan pada pola pendidikan karakter. Jadi untuk kurikulum secara nasional tidak ada, tapi ada di kurikulum intern. Untuk pengembangan diri itu ada pembiasaan, opening class, kegiatan ekstra kulikuler maupun non kulikuler.

Pewawancara : berarti sekolah membuat kurikulum tersendiri bu?

Informan : opening class dan pembiasaan ini tidak ada kurikulum secara tertulis. Tapi hanya merupakan sebuah jadwal kegiatan, jadi tidak berbentuk kurikulum. Opening class dan pembiasaan itu ada karena kami para guru berfikir ingin menciptakan sesuatu yang berbeda dengan sekolah lainnya. Akhirnya kami menetapkan bahwa sekolah kami adalah sekolah yang religi dan mandiri. Mandiri ini kami olah dalam bentuk keberanian, tanggung jawab, harus ada jam khusus di dalam kurikulum. Kami dapat ide atau inspirasi dari seorang teman dari sekolah Muhammadiyah kreatif di surabaya yang telah menerapkan opening class. Akhirnya kami studi banding ke sekolah tersebut kemudian kegiatan ini dirasa baik dan kemudian dilakukan di Sd Muhammadiyah Blitar.

Pewawancara : setelah dilakukan opening class ini apakah ada perubahan dari sikap anak-anak bu?

Informan : untuk perubahan jelas pasti ada, tetapi untuk alata ukurnya saat ini belum ada. Karena pendidikan karakter merupakan proses yang cukup panjang, sehingga alat ukur yang kami butuhkan itu belum tertulis.

Pewawancara : contoh perubahan sikap itu seperti apa bu?

Informan : untuk perubahan yang nampak itu seperti ini, dulu awal tahun 2013 itu kami merasakan bahwa anak-anak kalau ditunjuk, diberi pertanyaan. Ingin mengangkat tangan saja tidak ada yang berani, malu. Sehingga setelah adanya opening class setiap hari anak-anak di explore keberaniannya, kemampuannya sehingga mereka berani mengacungkan tangan, berani berbicara

mengemukakan pendapat. Terlepas dari pendapat atau jawaban tersebut benar atau salah. Sehingga anak-anak memiliki keberanian berbicara apapun saat anak-anak dekat dengan gurunya.

#### **G. Interview with curriculum, Mrs Tiwik (3 mei 2017)**

Pewawancara : opening class apakah memiliki jadwal khusus bu? Dan apakah ada kurikulum sendiri bu?

Informan : kalau dikatakan tidak terjadwal kemungkinan tidak akan terlaksana. Opening class itu seharusnya terjadwal. Maka kita akan tahu pencapaian karakter anak-anak. Semua kelas wajib melakukan opening class, tentunya porsi guru memberi opening class pada kelas atas dan bawah tentunya berbeda. Opening class itu terprogramkan, sebagai hidden kurikulum. Dalam artian memang tidak tertulis, bahkan ada yang tidak terprogram. Tapi ketika guru di sela-sela mengajar menitipkan pesan ke anak-anak, itulah yang disebut pendidikan karakter. Untuk kurikulum sebenarnya tetap diprogramkan, kita ambil di awal pembelajaran. Di awal anak-anak datang pagi kemudian senam, membaca, hafalan itu untuk pembiasaan paginya. Untuk opening class di kelasnya seperti kelas 6 hari senin tidak ada, karena upacara. Hari selasa dibuat ice breaking melatih otak kanan dan otak kiri, boleh itu ide dari guru juga boleh dari anak-anak. Hari rabu kelas enam opening class yaitu sholat dhuha, hari kamis digunakan untuk tahfids edutainment, jadi siswa diajak untuk mengulang materi tahfids yang sudah dihafalkan selama satu minggu. Atau dibuat permainan yang

lain seperti melanjutkan ayat, mengartikan surat. Hari jum'at diisi dengan budaya akhlak, budaya akhlak, kadang juga sambung rasa. Sambung rasa itu seperti anak-anak mengambil satu kertas, dibuat berkelompok kemudian dibuat cerita secara bergiliran. Pada awalnya ceritanya lucu, tidak nyambung, tapi lama-kelamaan ini menjadi lebih baik. Walaupun tidak sempurna jika orang itu mengarang cerita sendiri. sambung rasa juga bisa kita buat olah raga, estafet, tebak kata berantai. Jadi hari jum'at itu dibuat untuk bermain-main. Atau di hari jum'at itu juga bisa digunakan untuk problem solving. Biasanya siswa kelas 6 itu punya banyak masalah tentang remaja, disinilah fungsi problem solving yaitu untuk membantu anak-anak. Atau anak-anak bercerita tentang pengalamannya yang menyenangkan atau yang menyedihkan. Hal ini dapat mengurangi masalah anak, melatifikasi verbal itu yang terpenting. Hari sabtu kelas enam diisi untuk pendalaman untuk persiapan ujian nasional.

Pewawancara : budaya akhlak itu seperti apa bu?

Informan : budaya akhlak itu seperti ini, ketika anak-anak datang dia akan bersalaman dengan guru, teman. Ketika anak-anak masuk kelas dengan berbaris, maka itu akan melatih disiplin anak. Anak-anak sedekah pagi, itu juga budaya akhlak untuk lebih dermawan. Kadang-kadang berdoa kadang ada yang belum lancar, disitulah kegunaan dari opening class.

Pewawancara : pendidikan karakter yang baik itu seperti apa bu?

Informan : pendidikan karakter itu harus dilakukan setiap saat, mulai anak-anak masuk sampai pulang. Bahkan kalau guru mengajar, selalu di akhir

pembelajaran untuk menitipkan sikap seperti kesannya bagaimana, pesan moralnya seperti apa, pada saat diskusi kelompok dia bisa menghargai teman apa tidak. Guru itu mengajar harus sebagai fasilitator, motivator. Jadi opening class itu adalah kurikulum tersembunyi di SDI Muhammadiyah

Pewawancara : untuk opening class apakah ada tujuan khusus bu?

Informan : jelas ada. Untuk opening class itu banyak sekali tujuannya seperti disiplin, tanggung jawab. Seperti jika ada sampah jatuh, bagaimana sikap anak-anak. Saat guru menghapus papan tulis, bagaimana sikap anak-anak. Hal ini untuk menumbuhkan rasa kepedulian anak terhadap lingkungannya. Dan pembentukan karakter itu tidak bisa secara langsung, semua itu butuh proses. Misalkan di kelas 6 hari ini menerapkan disiplin. Maka anak-anak benar-benar dilatih untuk disiplin, kalau sudah disiplin maka semuanya terjamin.

Pewawancara : model opening class yang ada di kelas 6 itu seperti apa bu? Apakah ada membaca, bercerita?

Informan : kalau untuk membaca, bercerita sudah dilakukan di pembiasaan. Tapi untuk jam 07:00 sampai 07:30 seperti yang telah saya jelaskan tadi.

Pewawancara : setelah melaksanakan opening class, apakah pernah melihat perubahan sikap anak-anak bu?

Informan : kalau masalah perubahan sikap itu sangat bervariasi. Karena ada anak yang menerima opening class dengan baik ada yang biasa saja. Tapi bisa jadi karakter itu terbentuk itu dari melihat orang lain. Makanya pembentukan karakter itu tidak boleh putus. Harus kontinyu. Intinya untuk menitipkan hal positif,

pemrosesan di otak itu tidak sama setiap anak. Tergantung kondisi anak, atau melihat manfaat untuk dia. Dan perubahan ini ada yang bisa terjadi sekarang, besok atau bahkan mungkin nanti. Makanya kadang-kadang ada anak yang di SD pendiam, tetapi di SMPnya muncul jiwa kepemimpinan. Ini berasal dari penanaman karakter sejak dini.

Pewawancara : selama melakukan opening class ini apakah pernah ada hambatan bu?

Informan : iya, hambatan itu dalam artian begini. Sebenarnya tidak ada hambatan yang terlalu sulit. Terkadang ada anak-anak yang tidak berkenan mengikuti opening class. Tetapi itu tidak apa-apa, kadang ada anak yang sudah merasa lebih dewasa. Sehingga saat diberi kegiatan ice breaking mereka kurang semangat. Namun itu jangan dianggap hambatan, ketika guru menemui hal seperti itu terjadi sebaiknya guru tidak boleh marah. Guru boleh mengikuti kemampuan anak-anak, makanya opening class itu bisa dari ide anak-anak. Seperti sholat dhuha itu kita jadwalkan untuk ceramah, itu yang sebisanya anak-anak. Entah itu dengan membaca, atau sudah pandai, disitu kita memberi tahu kepada wali murid agar mendampingi bahwa besok ada ceramah untuk sholat dhuha.

Pewawancara : untuk hambatan dalam melaksanakan opening class apakah ada hambatan secara finansial bu?

Informan : kalau opening class itu tidak butuh alat peraga. Kita hanya butuh anak-anak dan sesuatu yang ada di dalam kelas. jadi ketika anak-anak siap, itulah medianya. Ketika anak-anak paham, itu opening class lancar. Sesuatu yang baru

dalam opening class itu kadang-kadang kurang menyenangkan, tapi kalau itu sudah diulang, ada variasi maka akan menyenangkan. Dan ingat jika ada kendala dalam opening class, disitulah tantangan guru. Yang sering mengganggu itu pada saat ice breaking, tapi lama-kelamaan akan terbiasa.

Pewawancara : jadi jika ada anak yang malas mengikuti opening class itu dibiarkan dulu ya bu?

Informan : sebenarnya anak-anak tidak malas mengikuti opening class. Karena kita buat menyenangkan. Hanya saja di tahfid biasanya anak yang belum hafal, itu akan muncul kemalasannya. Tapi saat tahfid edutainment kita memberikan pertanyaan yang berulang-ulang pada anak yang berbeda, anak yang belum hafal akhirnya bisa menjawab.

Pewawancara : sebagai waka kurikulum, berarti tidak ada opening class secara tertulis bu?

Informan : opening class ini hanya ada di jadwal pelajaran. Kalau di kurikulum, ini masuk pada kurikulum tersembunyi dan bahkan ada yang bilang ada yang tidak terprogram. Hanya saja untuk menyikapi ini supaya berjalan sesuai tujuan, makanya guru memberikan porsi waktu setengah jam.

Pewawancara : opening class ini tadi tidak ada kurikulum tertulis, lalu dari mana adanya opening class?

Informan : pembelajaran itu harus menyenangkan, ketika di awal pembelajaran anak sudah senang maka pelajaran akan mudah bagi anak. Membuat refresh otak anak itu adalah awal pembelajaran yang perlu disiapkan. Ketika anak

duduk di kelas itu ada sesuatuyang diharapkan oleh anak. Ketika guru akan mengajar, kondisi awal atau apersepsi kurang menyenangkan bagi anak, mereka akan sulit menerima pembelajaran. tantangan guru mengelola kelas itu ada di opening class. Sat kondisi senang, otak akan menerima hal baru dengan lebih baik.

Pewawancara : sejak kapan opening class diterapkan?

Informan : sudah 2 tahun ini. Kalau yang diawal penggunaan opening class itu awalnya 10 menit, 15 menit sekarang menjadi 30 menit.

Pewawancara : waktu 30 menit itu apakah tidak mengganggu jam pulang anak-anak, bu?

Informan : tidak, untuk jam anak-anak belajara tetap. Kurikulum nasional dan muatan lokalnya tetap, hanya saja ada jam lebih di jam istirahat ditata ulang.

Pewawancara : saat opening class hanya ada di hidden kurikulum, itu tidak ada surat kuasa ya bu?

Informan : tidak, itu hanya terjadwalkan saja.

Pewawancara : opening class ini dapat inspirasi dari mana bu?

Informan : kemarin kepala sekolah memandang mental anak ketika belajar, memandang perlu untuk melakukan opening class. Seperti di SD Muhammadiyah malang itu, mulai pagi hingga jam sembilan hanya belajar agama. Datang sholat dhuha, hafalan al-qur'an. Mungkin karena melihat ada baiknya kita terapkan di sekolah kita. Semua program itu perlu ditinjau ulang dan dievaluasi.

Pewawancara : apakah pernah diadakan evaluasi mengenai opening class bu?

Informan : iya, waktu rapat bulanan. Nantinya akan terlihat wali kelas yang tidak masuk saat opening class. Ketika jam opening class ada guru-guru yang masih diluar itulah yang perlu dievaluasi. Saat ada yang kurang bukan dihilangkan, tapi dicari solusinya dan diinovasi.

Pewawancara : apakah ada guru yang kadang tidak melaksanakan opening class bu?

Informan : ada.

Pewawancara : sebagai kurikulum, apakah ada hambatan dalam melaksanakan opening class?

Informan : jelas ada. Dalam suatu program hambatan itu pasti ada. Tetapi hambatan itu selalu dicari jalan keluarnya. Ketika ada guru yang tidak melakukan opening class. Awalnya dari sekolah sudah menata jadwal seperti sholat dhuha. Saat sudah ada jadwal tetapi tidak dilakukan 100%. Tantangan kurikulum itu banyak sekali. Hambatan ini kita diskusikan di akhir bulan. Dan variasi dalam opening class itu juga dari guru-guru.

Pewawancara : SDI Muhammadiyah sendiri menggunakan kurikulum apa bu?

Informan : masih menggunakan KTSP karena terkait dana yang kurang.

#### **H. Interview with Mrs widarti teacher of 1 lebah**

Pewawancara : assalamuailaikum bu, boleh meminta waktunya sebentar untuk melakukan wawancara terkait dengan proses opening class khususnya di kelas 1 lebah?

Narasumber : iya silahkan.

Pewawancara : opening class ini mulai kapan bu dilakukan?

Informan : untuk opening class sudah dilakukan sekitar 2 tahun yang lalu. Sejak Bu Nur menjadi kepala sekolah, kemudian kita studi banding ke sekolah kreatif Muhammadiyah Surabaya. Disana ada program opening class. Setelah itu Bu Nur memiliki program yang hampir sama, sekolah dasar negeri di Blitar belum ada yang menerapkan. Akhirnya kita mencoba untuk melakukan opening class.

Pewawancara : kemudian untuk istilah “opening class” ini guru-guru menciptakan sendiri apa bagaimana bu?

Informan : tidak, kebetulan kita meniru SD Kreatif itu.

Pewawancara : jadi untuk namanya dan konsep opening class ini semua dari sekolah di Surabaya itu ya bu?

Informan : iya, istilah opening class itu dari sana.

Pewawancara : untuk tujuan diadakannya opening class ini apa bu?

Informan : sebelum masuk ke pembelajaran inti, ada waktu 30 menit untuk melakukan pembiasaan. Opening class adalah pembiasaan di semua materi, tidak hanya pelajaran. Seperti pembiasaan budaya akhlak, atau pembiasaan bercerita.

Intinya untuk menyiapkan anak-anak itu sebelum melakukan pembelajaran, supaya tetap semangat dalam belajar.

Pewawancara : lalu kenapa pendidikan karakter itu diterapkan di opening class, bukan di yang lain?

Informan : pendidikan karakter tidak hanya ada di opening class, pendidikan karakter sebenarnya ada di setiap pembelajaran, di setiap kegiatan sebenarnya anak-anak sebenarnya sudah diberikan pendidikan karakter. Hanya saja, pada waktu opening class, karena untuk pembiasaan anak-anak tidak hanya sekali dua kali. Tetapi kita harus melakukan secara rutin, opening class itu untuk membentuk karakter anak-anak. Apalagi di kelas satu, karena anak-anak baru saja dari taman kanak-kanak yang sifatnya masing-masing kekanak-kanakan. Disini untuk menata sikapnya anak-anak supaya baik itu membutuhkan waktu.

Pewawancara : dimana tempat melaksanakan opening class, bu? Apakah harus di dalam kelas?

Informan : untuk pelaksanaan opening class sebenarnya fleksibel, tergantung kreatifitas guru kelas. bisa dilakukan di dalam kelas atau di luar kelas.

Pewawancara : karena fleksibel, apakah ada jadwal untuk melakukan opening class pada setiap kelas?

Informan : tidak ada jadwal untuk melakukan opening class, maksudnya tetap dilakukan setiap hari namun jenisnya terserah dari guru kelas. Kepala sekolah memberi kebebasan kepada wali kelas masing-masing. Hal ini untuk menciptakan variasi didalam pelaksanaan opening class.

Pewawancara : apakah juga untuk hafalan al-qur'an juga ada jadwalnya bu?

Informan : kalau untuk hafalan semua kelas melakukan. Mulai dari kelas 1 sampai dengan kelas 6. Jadi, pagi hafalan dulu baru setelah itu pelaksanaan opening class. Dari situ opening classnya berbeda-beda pada setiap kelas.

Pewawancara : kalau untuk solat dhuha, apakah ada jadwalnya?

Informan : untuk sholat dhuha sudah ada jadwalnya. Seperti kelas 1 sholat dhuha setiap hari selasa.

Pewawancara : apakah ada kurikulum dari sekolah mengenai opening class ini, bu?

Informan : opening class hanya terjadwal begitu saja. Untuk kurikulum mungkin bisa ditanyakan pada Bu Tiwik selaku kurikulum.

Pewawancara : untuk model opening class ada apa saja bu?

Informan : biasanya yang saya lakukan adalah permainan, seperti menyusun kata menjadi kalimat yang benar untuk melatih kecepatan dan konsentrasi, saya bercerita setelah itu anak-anak menjadi tahu isi dari cerita itu kemudian dianalisis bersama tentang judul, penokohan, dan pesan moral yang dapat diambil. Biasanya saya membacakan cerita fabel, cerita-cerita yang ringan untuk anak-anak. Lalu ada cerita berantai.

Pewawancara : kemudian tanggapan dari anak-anak sendiri bagaimana, bu?

Informan : anak-anak sebenarnya enjoy, tapi ada beberapa anak yang kurang bersemangat mengikuti. Ketika berdo'a hanya diam, anak-anak itu unik karakternya dan pasti berbeda-beda.

Pewawancara : apa sajakah hambatan dalam melaksanakan opening class?

Informan : hambatannya kadang guru-guru itu kurang referensi. Bingung apa yang akan dilakukan saat opening class, seperti kehabisan ide.

Pewawancara : dari segi finansial, fasilitas apakah ada hambatan, bu?

Informan : kalau itu kita ada infaq harian, biasanya saya ambilkan dari uang itu untuk foto copy atau ngeprin.

Pewawancara : dari hambatan itu tadi apakah ada solusinya bu?

Informan : biasanya sharing ke guru yang lain. Mencari pendapat guru yang lain.

### **I. Interview with Mrs Novita Faidhatul Amanati, S.Pd teacher of 3 Banana (29 april 2017)**

Pewawancara : apakah arti dari opening class bu?

Informan : opening class di sekolah kita itu sebagai sarana untuk mempersiapkan anak. Kalau pagi otak anak itu masih segar jadi di awal itu kita memberikan permainan agar anak semangat. Kalau diawal anak sudah semangat, maka mereka akan lebih mudah untuk menerima pelajaran. Intinya untuk membuat anak lebih tertarik pada pembelajaran selanjutnya.

Pewawancara : apa saja model opening class yang diterapkan di kelas 3 banana?

Informan : kalau semester satu kemarin ada jadwalnya namun sekarang sudah tidak ada. kalau di kelas saya itu saya sesuaikan sesuai kondisi kelas. hari senin tidak ada opening class karena anak-anak upacara bendera. Hari selasa dan hari rabu saya isi dengan pemansan matematika seperti perkalian, penjumlahan, pembagian, dan soal-soal lainnya. Kalau hari kamis itu sholat dhuha, jadi tidak ada opening class. Hari jum'at itu untuk bermain tebak-tebakan hafalan al-qur'an. Hari sabtu biasanya saya membaca cerita kepada anak-anak kemudian anak-anak menjawab soal dari cerita yang telah saya bacakan tadi.

Pewawancara : jadwal opening class di kelas 1 sendiri itu bagaimana bu?

Informan : sebenarnya dari kepala sekolah itu memberi kebebasan, tidak ada jadwal khusus. Saya sendiri yang membuat jadwalnya. Dan karena kelas saya berpindah-pindah dan semester satu kemarin saya cuti melahirkan, jadwalnya sekarang hilang. Tiap kelas memiliki kegiatan opening class yang berbeda-beda.

Pewawancara : apakah ada tujuan khusus di opening class bu?

Informan : iya, permainan itu biasanya yang bertujuan untuk memacu kekompakan, kejujuran.

Pewawancara : contoh permainan seperti apa bu?

Informan : permainan seperti kuis. Kuis itu nanti untuk membangun kerjasama, dan terkadang masih berhubungan dengan pelajaran. Misalkan kertas

itu saya bagi menjadi 16 bagian. Itu nanti setiap kotak ada jawaban dari soal tersebut dan cara menjawabnya juga dengan bekerja sama.

Pewawancara : apakah anak-anak pernah diajak bernyanyi, bercerita?

Informan : kalau bercerita biasanya hari sabtu. Kadang saya ambil buku dari perpustakaan, kemudian saya ceritakan didepan kelas. Setelah itu anak-anak saya minta untuk menjawab pertanyaan. Karena dari semester 1 siswa di kelas 3 ini kurang minat membacanya, kadang saya bilang ke anak-anak “besok siap yang berani bercerita kedepan akan ibu beri bintang”. Karena di kelas saya yang berani akan mendapat penghargaan berupa bintang. Sehingga anak-anak menjadi termotivasi untuk membaca. Dan melatih keberanian anak, anak maju kedepan dan menceritakan apa yang telah dibaca.

Pewawancara : respon anak bagaimana bu?

Informan : tidak semua anak selalu semangat karena karakter anak itu berbeda-beda. Ada anak yang sifatnya pendiam, agresif. Untuk anak yang agresif mereka pasti semangat. Tapi untuk anak yang pendiam, dia kurang mengikuti.

Pewawancara : apakah ada hambatan dalam melaksanakan opening class ini?

Informan : tidak ada hambatan yang susah. Mungkin ada 2 anak yang sering terlambat sehingga dia tidak mengikuti opening class. Karena waktu opening class jug hanya sebentar yaitu 30 menit jam 07:00 sampai 07:30.

Pewawancara : apa tidak ada hukuman untuk anak yang sering terlambat?

Informan : saya tidak memberi hukuman. Mungkin saya perintah untuk pancasila dan membaca doa sendiri.

Pewawancara : kalau tahfid itu setiap hari?

Informan : iya setiap hari. 15 menit awal itu untuk hafal al-qur'an dan 15 akhir untuk opening class. Jadi waktunya sangat sebentar.

Pewawancara : apakah ada hambatan dari guru?

Informan : saya belum menemukan hambatan. Kadang kalau bercerita, bukunya masih kurang lengkap, hanya itu saja. Karena opening class itu tidak membutuhkan fasilitas yang banyak. Mungkin hanya buku tulis, buku cerita.

Pewawancara : apakah pernah menggunakan media seperti video?

Informan : kalau audio visual itu saya gunakan pada saat pembelajarannya. Seperti IPS, IPA.

Pewawancara : pernahkah dilakukan di luar kelas?

Informan : belum pernah. Karena waktunya yang hanya sebentar.

Pewawancara : apakah ada perubahan dari sikap anak?

Informan : ada perubahan sikap dari anak-anak. Saya amati dari semester 1 hingga saat ini. Contohnya seperti anak yang mulanya tidak mau mengerjakan tugas, anak lama-kelamaan mau mengerjakan. Kemudian untuk sikap kerjasama dan kekompakan, yang anak sebelumnya sangat individualis. Setelah adanya opening class anak-anak menjadi mau bekerja sama.

Pewawancara : apasaja yang dihafal anak-anak bu?

Informan : hafalan anak-anak kelas 3 sudah lumayan banyak. Biasanya anak-anak sudah hafal an-naba, at-taqwir, dan al-infithor karena hafan juz 30 dari depan. Hafalan itu sudah diatur oleh guru tahfids. Hafalan hadisnya anak-anak sudah hafal 4 hadist.

#### **J. Interview with Mrs Nita teacher of 4 Mas Mansur (3 mei 2017)**

Pewawancara : assalamualaikum bu, saya ingin wawancara tentang opening class khususnya yang ada di kelas 4 ini bu.

Informan : iya.

Pewawancara : menurut ibu sendiri opening class itu apa bu?

Informan : opening class adalah kegiatan untuk mengawali pembelajaran. yaitu kegiatan-kegiatan yang dapat membangkitkan semangat anak, konsentrasi, motivasi anak.

Pewawancara : apakah harus ada kaitannya antara opening class dengan pelajaran selanjutnya?

Informan : tidak harus ada kaitannya. Karena opening class itu untuk membangun semangat anak dnegan cara apa saja.

Pewawancara : model opening class yang pernah dilakukan apa saja bu?

Informan : kalau di kelas 4 ini biasanya permainan, kuis, cerdas cermat, membaca cerita.

Pewawancara : yang membaca cerita siapa bu?

Informan : saya sendiri. kemudian dari cerita-cerita itu tadi diambil hikmah dan nilai moral dari cerita tersebut.

Pewawancara : apakah pernah diajak untuk bernyanyi?

Informan : bernyanyi juga pernah.

Pewawancara : untuk pelaksanaannya apakah selalu di dalam kelas?

Informan : sementara ini masih dikelas saja. Karena untuk diajak keluar masih sulit mengkondisikan anak-anak. Tapi ada rencana untuk diajak keluar kelas saat melakukan opening class.

Pewawancara : untuk hafalan al-qur'an apakah dilakukan semua kelas bu?

Informan : iya. Hafalan al-qur'an dilakukan setiap hari pada 15 menit pertama saat opening class. Untuk kemudian 15 menit kedua diisi dengan kegiatan apapun terserah guru masing-masing.

Pewawancara : sebagai wali kelas 4 apakah ada hambatan selama melakukan opening class ini bu?

Informan : kalau hambatan hanya ada satu, yaitu ide yang harus dikeluarkan. Guru harus melakukan hal yang berbeda setiap harinya, agar siswa tidak bosan.

Pewawancara : dari hambatan tersebut apakah ada solusinya?

Informan : biasanya guru-guru itu saling bertukar pikiran, mencari sesuatu yang baru. Karena kadnag guru yang lain juga bingung saat akan melakukan opening class. Dari sharing itu dapat diterapkan. Biasanya mendapat ide dari guru-guru yang lain, saat ada yang belum pernah saya lakukan di opening class di kelas 4. Maka saat mendapat masukan dari guru yang lain akan saya terapkan di kelas, seperti itu sebaliknya.

Pewawancara : apakah ada perbedaan antara opening class dan pembiasaan setiap pagi bu?

Informan : kalau pembiasaan itu meliputi membaca, hafalan al-qur'an, dan senam pagi. Dilihata dari kegiatannya saja sudah berdeda, kalau senam itu untuk kesehatan, membaca untuk membiasakan akan agar gemar membaca. Untuk opening class ini arahnya untuk memberi motivasi, memberikan nasihat-nasihat, mendidik agar sikap anak jadi lebih baik.

Pewawancara : apakah ada tujuan khusus dari opening class?

Informan : iya, terutama melalui cerita-cerita, dati cerita itu nanti ada nilai-nilai, nasihat seperti kedisiplinan, kasih sayang dal lainnya. Kalau dari permainan-permainan itu lebih emngarah untuk menciptakan semangat anak, kerja sama anak.

Pewawancara : setelah diterapkan opening class, apakah ada perubahan sikap anak?

Informan : iya. Anak-anak menjadi lebih disiplin. Terkadang anak-anak yang mengingatkan, "opening class bu". Dari cerita-cerita itu juga saya sisipkan nasihat

itu akan membuat anak-anak berubah menjadi lebih baik sikapnya. Saat awal di kelas 4 dulu, terutama anak-anak kelas 4 ini cenderung individualis, masih ada sifat kekanak-kanakan itu masih ada, egois. Jadi saya selipkan nasihat-nasihat, “bahwa kalian ini hidup tidak sendiri”, suka bertengkar juga anak laki-laki dan perempuan. Setelah saya berikan nasihat-nasihat lama-kelamaan ada perubahan. Yang tadinya suka bertengkar dan egois menjadi berkurang.

Pewawancara : apakah ada jadwal khusus opening class?

Informan : kalau jadwal khusus di kelas 4 ini memang ada. Kalau hari senin kosong karena upacara bendera, hari selasa dan rabu itu untuk permainan seperti kuis, permainan kerjasama. Hari kamis digunakan untuk sholat dhuha. Hari jum'at membaca cerita, kalau hari sabtu untuk pelajaran. Ini untuk kelas tinggi.

MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH BLITAR

*Sekolah Terampil*

**SD MUHAMMADIYAH BLITAR**

Visi : "Pencetak Generasi Islami dan Berilmu"

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بسم الله الرحمن الرحيم

**SURAT KETERANGAN**

Nomor : 054/III.4.AU/F/2017

Yang bertanda tangan dibawah ini, Kepala Sekolah Sekolah Terampil SD Muhammadiyah KotaBlitar, menerangkan bahwa:

Nama : **Okta Mela Cikal Santoso**

NIM : 13140021

Program Studi Agama Jurusan Pendidikan Guru Mdrassah Ibtidaiyah Fakultas Ilmu Tarbiyah dan Keguruan Islam Negri Maulana Malik Ibrahim

Yang bersangkutan benar-benar mengadakan penelitian di Sekolah Terampil SD Muhammadiyah Kota Blitar pada bulan April – Mei 2017

Judul Skripsi: "The Model of Educational Karakter To Build The Students Morals in SD Muhammadiyah Kota Blitar"

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Blitar, 6 Mei 2017

Kepala Sekolah

SD Muhammadiyah Kota Blitar

**NURWAHYUNI, S.Pd**

**PICTURE**

Picture. Morning activities, reading al-Qu'an



Picture. Morning activities, gymnastics



Picture little ceremony after morning activities



Picture. Morning activities, reading book



Picture. Morning activities, reading al-Qu'an



Picture opening class activities



Picture opening class activities



Picture opening class activities



Interview with headmaster



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**BUKTI KONSULTASI SKRIPSI**  
**JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Nama : Orla Mela C.S.  
NIM : 13140021  
Judul : The Models Educational Character To Build  
The Students Morals in SD Muhammadiyah  
Blitar  
Dosen Pembimbing : Ulta Muhayani, M.PP

| No. | Tgl/ Bln/ Thn | Materi Konsultasi                    | Tanda Tangan Pembimbing Skripsi |
|-----|---------------|--------------------------------------|---------------------------------|
| 1.  | 20 - mrt - 17 | Konsultasi proposal (latar belakang) | <i>Ju</i>                       |
| 2.  | 24 - mrt - 17 | Konsultasi bahasa                    | <i>Ju</i>                       |
| 3.  | 17 - apr - 17 | Revisi proposal                      | <i>Ju</i>                       |
| 4.  | 8 - mei - 17  | Konsultasi bab 4-6                   | <i>Ju</i>                       |
| 5.  | 16 - mei - 17 | Konsultasi bahasa                    | <i>Ju</i>                       |
| 6.  | 22 - mei - 17 | Revisi bahasa                        | <i>Ju</i>                       |
| 7.  |               |                                      |                                 |
| 8.  |               |                                      |                                 |
| 9.  |               |                                      |                                 |
| 10. |               |                                      |                                 |
| 11. |               |                                      |                                 |
| 12. |               |                                      |                                 |

Malang, 22 mei 2017.

Mengetahui

Ketua Jurusan PGMI,

Dr. Muhammad Walid, MA

NIP. 197308232000031002



Certificate No. ID08/1219



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Nomor : Un.3.1/TL.00.1/1460 /2017 10 Mei 2017  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala SD Muhammadiyah Kota Blitar  
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 : Ok.a Mela Cikal Santoso  
NIM : 13140021  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
Semester – Tahun Akademik : Genap - 2016/2017  
Judul Skripsi : *The Models of Educational Character to Build the Students Morals in SD Muhammadiyah Blitar*

Lama Penelitian : April 2017 sampai dengan Juni 2017 (3 bulan)  
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

*Wassalamu'alaikum Wr. Wb.*



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