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Implementation of Character Education Based on Islamic Boarding Schools in Musical Arts Education

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ABSTRACT

The existence of problems or a decrease in students' character in lectures is inversely proportional to their activities while at the cottage. The problems of students being in the field (campus), namely lack concern for the environment such as lack of discipline, being late for class, chatting during lectures, and low responsibility for college assignments. This study aims to apply Islamic boarding school-based character education in music education. This type of research is classroom action research. The subjects of this study amounted to 20 people. This writing uses the descriptive analysis method. Data collection techniques used are interviews, observations, and documentation. Data analysis with a qualitative descriptive approach uses descriptive techniques using three steps, namely data reduction, data presentation, and concluding. The implementation of pesantren-based character education in learning music initially received a poor response from the students. However, after walking, the students experienced changes in attitudes and behavior and began to know the importance of learning and studying. This paper concludes that applying Islamic boarding school-based character education in music education courses can instill character values in students. These character values include; independence/toughness, cooperation, honesty, discipline, and activity and diligence in learning.

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Implementation of Character Education Based on Islamic Boarding Schools in Musical Arts Education

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Abstrak

Adanya permasalahan atau penurunan karakter mahasiswa dalam perkuliahan berbanding terbalik dengan aktivitasnya selama di pondok. Permasalahan mahasiswa berada di lapangan (kampus), yaitu kurangnya kepedulian terhadap lingkungan seperti kurang disiplin, terlambat masuk kelas, ngobrol saat kuliah, tanggung jawab tugas kuliah rendah. Tujuan penelitian ini yaitu menerapkan pendidikan karakter berbasis pesantren dalam pendidikan musik. Jenis penelitian ini yaitu penelitian tindakan kelas. Subjek penelitian ini berjumlah 20 orang. Penulisan ini menggunakan metode deskriptif analisis. Teknik pengumpulan data yang digunakan adalah wawancara, pengamatan, dan dokumentasi. Analisis data dengan pendekatan deskriptif kualitatif menggunakan teknik deskriptif dengan menggunakan tiga langkah yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil pelaksanaan pendidikan karakter berbasis pesantren dalam pembelajaran pendidikan musik pada awalnya mendapat respon yang kurang baik dari santri, namun setelah berjalan santri mengalami perubahan sikap dan perilaku, serta mulai mengetahui pentingnya belajar dan menuntut ilmu. Kesimpulan dari penulisan ini adalah melalui penerapan pendidikan karakter berbasis pesantren pada mata kuliah pendidikan musik mampu menanamkan nilai-nilai karakter pada diri santri, nilai-nilai karakter tersebut antara lain; kemandirian/ketangguhan, kerjasama, kejujuran dan disiplin serta aktif dan rajin belajar.

Kata kunci: Implementasi, Nilai, Karakter, Pesantren. Latihan Musik

Abstract

The existence of problems or a decrease in students' character in lectures is inversely proportional to their activities while at the cottage. The problems of students being in the field (campus), namely lack concern for the environment such as lack of discipline, being late for class, chatting during lectures, and low responsibility for college assignments. This study aims to apply Islamic boarding school-based character education in music education. This type of research is classroom action research. The subjects of this study amounted to 20 people. This writing uses the descriptive analysis method. Data collection techniques used are interviews, observations, and documentation. Data analysis with a qualitative descriptive approach uses descriptive techniques using three steps, namely data reduction, data presentation, and concluding. The implementation of pesantren-based character education in learning music initially received a poor response from the students. However, after walking, the students experienced changes in attitudes and behavior and began to know the importance of learning and studying. This paper concludes that applying Islamic boarding school-based character education in music education courses can instill character values in students. These character values include; independence/toughness, cooperation, honesty, discipline, and activity and diligence in learning.

Keywords: Implementation, Values, Character, Islamic Boarding School, Music practice

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1. INTRODUCTION

Character education is a fundamental concept that applies to physical morals in, mentally and personally than ever before in overcoming the moral crisis that hit this country. According to experts, the term character education can be formed to have a personality in terms of values and morals (Indah Septiani et al., 2020; Khuriyah et al., 2017; Singh, 2019). Character education is critical to get in school. Schools are not only obliged to improve education but are responsible for shaping the character of students (Davies et al., 2017;

Ibrahim et al., 2020; Lewis & Ponzio, 2016). To support students' character development, all components in the school must involve aspects of curriculum content, learning processes, quality of relationships, handling of subjects, implementation of co-curricular activities, and the ethos of the entire school environment (Dalmeri et al., 2015; Putrayasa, 2017; Sudirman, 2019). In addition, to realize that not objectively good human qualities are only suitable for individuals and society. So character is a collection of values that lead to a system based on the thoughts, attitudes, and behaviors that are displayed. Character refers to attitudes, behavior, motivation, and skills (Hulawa, 2019; Metcalfe & Moulin-Stozek, 2020). Higher education also teaches character education at Hasyim Asy'ari University, Tebuireng Jombang. Hasyim Asy'ari University Tebuireng Jombang is a pesantren-based university that aims to produce mature and characterized individuals. The characters are developed here by reading the Koran, religious experience, and the practice of certain skills such as entrepreneurship or entrepreneurship. Hasyim Asy'ari University, which is based on a pesantren, has always made efforts and innovations in various fields of education, including art, in preparing a better generation. Recognizing the importance of superior education in science and technology, as well as strong aqidah and faith, noble character, with an adequate balance of religious knowledge, Hasyim Asy'ari University is the pioneer of a pesantren-based university in Indonesia which was built with the intelligence of the heart and maximizes all the potential of human intelligence. (multiple intelligence), to be able to give birth to a superior generation who believes has a noble character, masters science and technology correctly, and is beneficial to society and the nation. The results of the observations made by the author are very much different, there is a problem or the decline in the character of students in lectures is inversely proportional to their activities while in the cottage, student problems are in the field (campus), namely a lack of awareness of the environment such as lack of discipline, being late for class, chat during lectures, the responsibility for college assignments is low. In addition, there are still students who smoke in class (Basuki & Febriansyah, 2020; Kurniawan, 2021; Sirmayatin, 2017). It can be concluded that the behavior above does not reflect my character as a student. Education is demanding all the natural strengths that exist in children, so that they can achieve the highest safety and happiness as humans and as members of society (Darma et al., 2018; Hasanah, 2013; Wayan, 2020).

So far, several formulations and studies have been carried out, such as improving the learning outcomes of music art education through the cooperative script method for PGSD Unhasy students, so that students' interest, motivation, and learning outcomes increase but the increase in student learning outcomes does not go hand in hand with character values with a pesantren perspective (Basuki & Febriansyah, 2020; Taufiqurrahman, 2018). This research is unique and different from previous research that already exists. The difference and uniqueness lie in the cultivation of character values based on Islamic boarding school education. Etymologically, the word character comes from the Greek 'character', English 'character', and Indonesian 'character', from harassing which means to make sharp, to make deep (Khoiri et al., 2017; Saihu & Mailana, 2019). So character is a behavior that appears in everyday life both in attitude and in acting (Andika Wadi, 2020). Character is a characteristic of an object or individual. These characteristics are genuine and ingrained in the individual's personality and are a machine that can increase how a person acts, behaves, says, and responds to something (Darma et al., 2018; Hasanah, 2013; Rulianto, 2019; Wayan, 2020). There are many ways to integrate character values into learning materials, including; first, expressing the values that exist in learning materials. Second, integrate character values into an integrated part of learning materials. Third, use parables and make comparisons with similar events in the lives of students. Fourth, turn negative things into positive values, and express values through discussion and brainstorming. Fifth, using stories to generate values.

Six, telling the life stories of great people. Seven, using songs and music to integrate values. Eighth, using drama to depict values-filled events. Ninth, using various activities such as service activities. Tenth, field practice through clubs or activity groups to bring out human values (Suhaida & Idham, 2018; Wahab, 2016). From the problems described previously, it is exciting to study; Hasyim Asy'ari University Tebuireng Jombang is a boarding school-based university where the input comes from various regions in Indonesia that have different personalities ranging from personality, language, region, and ethnicity to different regions. University of Hasyim Asy'ari Tebuireng Jombang, so it becomes a challenge separate for lecturers to change the personality of students who are not good and improve students' music education competence. Seeing this condition, the author tries to find a solution by including the content of music education in the implementation of Islamic boarding school-based character education at Hasyim Asy'ari University Tebuireng Jombang. Through the Implementation of Islamic Boarding School-based Character Education in Music Education Learning. This research is essential because it aligns with the vision and mission of the PGSD study program and Hasyim Asy'ari University, which produces young scholars who have broad scientific insights with Islamic character and spirit of entrepreneurship. This study aims to apply Islamic boarding school-based character education in music education. In line with that, this research is expected to be a bridge and a solution in dealing with the problems so far.

2. METHODS

This writing is written with a design that is set in the form of a class action writing plan for the Kemmis & Taggart model, which is collaborative writing between educators, writers, and students based on problems that arise in the learning activities of Music Education at Hasyim Asy'ari University, Jombang. The object of this writing is the 5th-semester PGSD study program students who take the "music arts education" course, totaling 20 people. This writing uses the descriptive analysis method. The descriptive analytical writing method is used to solve or answer the problems that are being faced in the current situation and the main goal is to make a description of a situation objectively in a descriptive analysis of the situation. The data collection techniques used are as follows; a. Observation, b. In-depth Interview, c. Documentation. Data analysis with a qualitative descriptive approach uses descriptive techniques by using three steps according to Miles & Huberman namely: (a) data reduction, (b) data presentation, and (c) conclusion drawing/verification (Miles & Huberman, 2007). These three components are interrelated in the data analysis process. While the quantitative data comes from the validator of product trials, student trials, and questionnaire results which will then be analyzed by simple statistical techniques in the form of frequency distribution tables with Likert scale calculation criteria. The procedures and steps of this writing follow the basic principles that apply in action writing. Action writing design consists of four components is a cyclical process starting from the planning stage, implementation of the action, observation, and reflection followed by re-planning. In action writing, collaboration, and participation are the main principles operationally, between lecturers, students, and writers who seek to obtain optimal results through methods and procedures that are considered the most effective which are presented in [Figure 1](#).

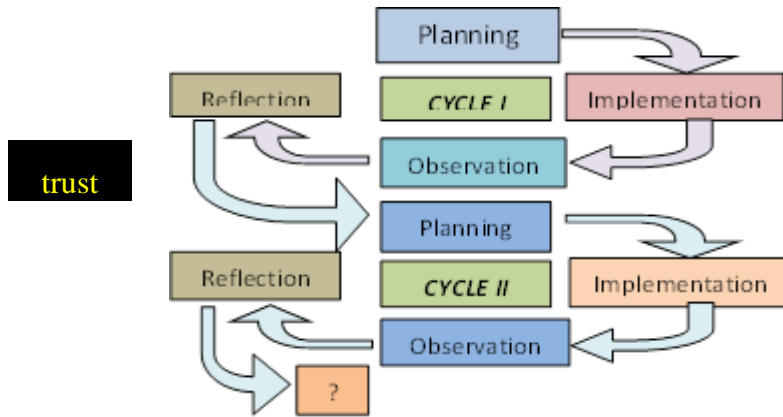


Figure 1. Class Action Writing Plan Model Kemmis & Tagart

3. RESULTS AND DISCUSSION

Result

Globalization is a fact that cannot be avoided. The revolution in technology, information, communication, and transportation has become a world without boundaries. Humans easily find out something that is happening in other parts of the world in a matter of seconds only through the internet. Knowledge and technology are important points that become priorities in the era of globalization. Globalization has penetrated all corners of the world, even remote areas, into homes, so that moral and religious defenses are not spared from invasion. Education is a cultural process in individuals and society so that they become civilized. Education is not only a means of transferring knowledge but also a means of cultivating and distributing values (enculturation and socialization). Students must obtain an education that is relevant to the basic dimensions of humanity. Universities are institutions that have a role as providers of education and development of science, technology, and the arts. The purpose of education is to form personality, independence, social skills, and character. Therefore, various programs are created and implemented to realize these educational goals, especially in character building.

An object that attracts the attention of students will greatly affect the formation of a student's mindset after becoming an adult human. Likewise, the cultivation of values or character through various ways (including through the art of music), is most effective if it starts from an early age, from adolescence to adulthood. Through the educational process, every individual in society will recognize, absorb, inherit, and incorporate within himself all the elements of his culture, namely in the form of values, beliefs, knowledge, or technology, which are needed to deal with the environment. Through education, each individual is expected to be able to learn social institutions, and cultural symbols, and can make the values of what he learns as guidelines for meaningful behavior for the individual concerned in his social life. Value is an abstract thing, the value of which is characteristic of a thing and whose characteristics can be seen from behavior is related to the terms facts, actions, norms, morals, ideals, beliefs, and needs. In the reality of individual and social life, values are closely related to actions, norms, morals, psychological aspects, and ethics. The relationship between values with these terms reflects more as a unified process than as separate terms. For example, between values and actions, values act as goals inherent in actions. It's just that in a psychological perspective, the manifestation of values towards actions begins with a series of psychological processes, such as desire, motive, attitude, and value. A very simple illustration of value concerning the elements involved in changing individual behavior can be described in Figure 2 (Agus & Fitri, 2012).

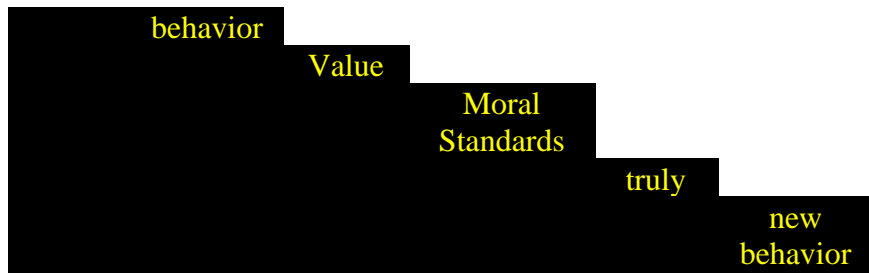


Figure 2. Changes in Individual Behavior

It can be explained that belief or belief is the highest element of human behavior. That belief then gives birth to behavior. Behavior that is common or causes decisions made to succeed following the standards or principles by which the action can be measured creates value. A moral is a set of values (standards or principles) that should be considered to be acceptable in the cultural context. A serious attitude indicates a person's level of commitment to an action or behavior in a definite way. The level of commitment is based on individual values and moral standards. Based on the study of religious values, social norms, regulations/laws, academic ethics, and human rights principles, values have been identified which are grouped into five main values, namely the values of human behavior concerning God Almighty. One, oneself, fellow human beings, and the environment, as well as nationality. Value of character in relation to God, Religious; Thoughts, words, and actions that are pursued are always based on divine values and or religious teachings; Value of character in relation to oneself; Honest, Behavior based on efforts to make himself a person who can always be trusted in words, actions, and work, both towards himself and others; Responsible, the attitude and behavior of a person to carry out his duties and obligations as he should do to himself, society, the environment, (nature, social and culture), the state and God Almighty; Healthy lifestyle, all efforts to implement good habits and create a healthy life and avoid bad habits that can interfere with health; Discipline, Actions that show orderly behavior and comply with various provisions and regulations; Hard work, behavior that shows a genuine effort in overcoming various obstacles in order to complete the task (or work) as well as possible; Confidence, the attitude of being confident in one's own ability to fulfill every desire and hope; Entrepreneurial spirit, attitude and behavior that is independent and smart or talented in recognizing new products, marketing them, and managing operating capital; Thinking logically, critically, creatively, and innovatively, Thinking and doing things based on reality or logic to produce new and up-to-date ways or results from what they already have, Independent, Attitudes and behaviors that are not easy to depend on others in completing tasks; Curious, Attitudes and actions that always seek to know more deeply and widely from what is learned, seen, and heard.

Music art education prioritizes providing musical art experience, which will later give birth to the ability to utilize the art of music in everyday life. Music art is taught in schools because of its uniqueness, meaning, and usefulness to the developmental needs of students, which lies in the aesthetic experience in the form of expressive/creative and appreciative activities through the approaches: "learning with art," "learning through art" and "learning about art." ". The "Learning with the Arts" approach, this approach emphasizes the process of acquiring and understanding the knowledge gained by music art activities, for example, students learning to sing the song Indonesia Raya, so by studying the song students can know and understand what attitudes are contained in the song. Students should know about eating what is contained in the song, and from this knowledge, they can draw a conclusion that the anthem Indonesia Raya wants the realization of an attitude of love for the homeland, pride in the homeland, and an attitude of defending the homeland, as well as instilling a patriotic

spirit. The "Learning Through Art" approach, this approach emphasizes emotional understanding which is reflected in the cultivation of values or attitudes that are formed through artistic activities. As in singing a song, it is required to make a regular tempo/beat. If we can't match the tempo, then the song that is sung becomes chaotic or disorganized. So through singing will be embedded a high discipline attitude to make the order. The "Learning about Art" approach emphasizes learning about mastery of music art material which is reflected in its elements such as rhythm, time, notation, melody, scale, song form/structure, and expression (tempo, dynamics, and color).

Rien expressed the opinion of education experts who stated that the art of music has an important role in the life of a student. Students who participate in musical arts activities, apart from being able to develop creativity, can also help individual development, develop sensitivity, build a sense of beauty, express emotions, provide challenges, practice discipline, and introduce students to the cultural history of their nation. Music education also aims to increase concentration, seriousness, and sensitivity to the environment. To sing or play beautiful music, requires full concentration, seriousness, and sensitivity to the concept of the song or music being played. So that the message implied in the song or music can be reached and accepted by listeners. Based on several views on the function of music education for students which are in line with the approach of "Learning with Art, Learning Through Art, and Learning about Art", the following are presented in the order of the functions of music education as a means or medium of expression, communication, play, talent development, and creativity. Pesantren is defined as a place of education and teaching that emphasizes Islamic religious studies and is supported by dormitories as a permanent residence for students. From the above understanding, it can be concluded that the understanding of the potential of Islamic boarding schools is an ability possessed by Islamic boarding schools that can be developed. The potential in this Islamic boarding school has a goal for the coaching and development process to achieve the vision and mission of the Islamic boarding school, one of the potentials in the Islamic boarding school is economic problems. The pesantren community is faced with efforts to improve the standard of living and welfare of the community in the form of joint business activities. In addition, there are other potentials in Islamic boarding schools, including:

The main independence, teaching, or upbringing in Islamic boarding schools is (النَّاعِمِ) *النَّاعِمِ*, in Dutch Help/ Help, not depending on oneself to others. In other words, learn to be sufficient or help yourself. Santri- Students who are educated to help themselves can face the future with hope, the way of life is wide open in front of them. On the other hand, students who do not believe in themselves, always feel anxious and doubtful, and will not get the trust of the community, while he did not believe in himself. Freedom, the students are given the freedom to choose their way of life later in society. They are free to determine their future armed with a big soul and the optimism they get while being forged at the Islamic boarding school as long as it is still considered in line with the educational values they get at the Islamic boarding school. Sincerely, life in Islamic boarding schools is always inspired by an atmosphere of sincerity, which is one of the characteristics of Islamic boarding schools. Sincerity is something that is intrinsic and essential for the prophets and heirs of the prophets and is the source of their strength. Sincerity can be interpreted as honesty, sincerity, and purity. A person who is sincere in doing charity and worship will have purity of intention, frankness in mind, not seeking worldly gains concerning Allah and being obedient in His service. In learning the art of music which is connected with character education based on this pesantren, students are given an understanding of the importance of having character attributes and realizing its benefits for life in society. The stages proposed in the theory are as follows: Curiosity (arouse students' curiosity), Share (invite discussions), Planning (what will be done), Action (children carry out the prepared plans), and Reflection (children

evaluate what they have learned). he did). All of this was done during lectures using several learning cycles, the results of which greatly improved from cycle 1 to cycle 3.

Discussion

Discipline is an individual aspect that leads to an attitude to obey what is expected from the environment, both in the family, school, and community environment (Finnane & Smaal, 2020; Hidayati et al., 2019; Wang & Kuo, 2019). In a family environment, discipline is meant obeying the rules that have been made by the family. In a school environment, discipline is meant by obeying the rules that have been made in the school environment, while in a community environment, discipline is meant by obeying the rules that have been made by the community (Asih & Sunarso, 2020; Fathema & Akanda, 2020; Prima & Lestari, 2018). To form a discipline needs to be made some rules and activity schedules must be obeyed by students, then students are invited to discuss the rules/regulations and their sanctions, students also need to be invited to exchange ideas about the objectives and benefits of implementing activities (Fitriani, 2019; Sapulette & Wardana, 2016; Ulfat, 2020). The integration of discipline formation in subjects is the completion of tasks assigned responsibly with a clear work plan (Aditya et al., 2019; Ramdan & Fauziah, 2019). In this case, students were asked to reflect on what they did and the obstacles they encountered in completing the tasks or activities given by the lecturer. Through the implementation process of Islamic Boarding School-based Character Education in Music Education Learning, it can form and instill character values in students including; Discipline; Tough; Independent; Cooperation; and Honest. And can also improve student academic achievement, especially in music education courses. This success cannot be separated from the student discipline values that are instilled in the lecture process (Anggraini et al., 2018; Permatasari et al., 2021). The novelty and difference of this study from other similar studies lie in the emphasis on Islamic boarding school education while research in the field of character education focuses more on the development of character education. While this research seeks to collaborate between character education and existing education in Islamic boarding schools.

Not all implementations of character education can run optimally, but there are still some shortcomings or failures. One of the factors causing the failure of value and character education (religion and morals) is because schools are still very focused on delivering moral knowing and moral training, but they do not reach the stage of moral being, namely the habituation process where children continue to do moral actions (Khoiri et al., 2017; Taufiqurrahman, 2018). In implementing this character education, the inhibiting factors for its implementation include: first, lecturers have not been able to optimally implement integrated character education in music education learning due to time constraints so that moral being has not been fully touched and run optimally. Second, incomplete facilities and infrastructure. The inhibiting factor for the assessment is the absence of attitude assessment documentation because lecturers experience problems in conducting assessments with many aspects and a large number of students so authentic assessments cannot be carried out optimally. The findings of previous research stated that character education helps improve students' character in a better direction (Fathul Amin, 2019; Saihu & Mailana, 2019). The findings of previous studies also state that character can be formed through good habits (Mawangir, 2018; Munawwaroh, 2019; Prabowo et al., 2020). Several supporting and inhibiting factors in the implementation process of implementing character education based on Islamic boarding schools in learning the art of music education at Hasyim Asy'ari University Tebuireng Jombang; supporting factors, (1) the vision and mission of the university and university background; (2) the existence of rules and regulations that have been regulated by the university. Factors supporting the implementation include (1) good support and cooperation between the university environment and university residents, (2) the

condition of students who already have a good character base, and (3) examples of positive behavior of lecturers as role models. While the inhibiting factors include planning inhibition factors: first, lecturers still do not understand the concept of character education, especially implementation in learning the art of music that is applied. Second, lecturers still have difficulty identifying character values from basic competencies in educational learning. music Art. These obstacles or inhibiting factors will later become a reference for the development of further research so that the implementation process of character education can run optimally.

4. CONCLUSION

The results of this study showed that the implementation of Islamic boarding school-based character education in music education courses was successful with an increase in the development of character values and student academic achievement. Character values that can be instilled in students through research on the Implementation of Islamic Boarding School-based Character Education in Music Education Learning include the values of discipline, toughness/independence, cooperation, and honesty.

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