

Implementation of ISMUBA learning in shaping islamic character at SMK Muhammadiyah Bangunjiwo Bantul Yogyakarta

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KATAKUNCI

ImplementasiKeyword_2
Karakter islami
Pembelajaran ISMUBA

ABSTRAK

Penelitian ini dilatarbelakangi oleh maraknya kasus kenakalan yang terjadi di lingkungan masyarakat seperti tawuran, klitik dan pencurian, sehingga penulis mengangkat tema pembelajaran ISMUBA dalam membentuk karakter Islami siswa kelas X di SMK Muhammadiyah Bangunjiwo.bantul Yogyakarta

Metode penelitian yang digunakan dalam penelitian ini berjenis kualitatif dengan penelitian lapangan. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Kemudian Analisis data dilakukan dengan pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Adapun cek keabsahan data dilakukan dengan triangulasi sumber data.

Hasil ini dapat disimpulkan bahwa: *Pertama*, Implementasi pembelajaran ISMUBA dalam pembentuk karakter islami yaitu dengan adanya pembiasaan yang dilakukan di kelas dengan membaca doa bersama, hafalan Al-Qur'an dan hafalan hadist, tadarus bersama dan menghafal bacaan sholat. Adapun kegiatan pengimplementasian juga didukung dengan pembiasaan yang dilakukan di sekolah dengan sholat duha bersama, tahsin, murojaah dan sholat berjamaah. *Kedua*, faktor pendukung dalam membentuk karakter Islami yaitu adanya sarana dan prasarana, pembiasaan islami dan guru yang berkompeten yang menunjang proses pembelajaran dalam membentuk karakter islami siswa, sedangkan faktor penghambat dalam pengimplementasian pembentuk karakter islami siswa yaitu kurangnya kesadaran yang ada dalam diri siswa tentang pentingnya karakter islami, kurangnya dukungan dan motivasi dari orang tua dan metode yang digunakan masih monoton. *Ketiga*, manfaat dalam membentuk karakter Islami pada pembelajaran ISMUBA yaitu mendekatkan diri kepada allah, memiliki sikap disiplin, memiliki sikap jujur dan sopan santun yang tinggi serta disenangi oleh banyak orang

KEYWORDS

Implementation;Keyword_2
Islamic Character;
Learning

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This research was motivated by the rise of crime cases that occurred in the community such as brawls, clitics and theft, so the authors raised the theme of ISMUBA learning in shaping the Islamic character of class X students at SMK Muhammadiyah Bangunjiwo. Bantul Yogyakarta

The research method used in this research is qualitative with field research. Data collection techniques using interviews, observation and documentation. Then data analysis was carried out by collecting data,

reducing data, presenting data and drawing conclusions. As for checking the validity of the data is done by triangulation of data sources. These results can be concluded that: First, the implementation of ISMUBA learning in the formation of Islamic character, namely by habituation carried out in class by reading prayers together, memorizing the Qur'an and memorizing hadiths, tadarus together and memorizing prayer readings. The implementation activities are also supported by the habituation carried out at school by praying Duha together, tahsin, murojaah and praying in congregation. Second, the supporting factors in forming Islamic character are the existence of facilities and infrastructure, Islamic habituation and competent teachers who support the learning process in forming students' Islamic character, while the inhibiting factor in implementing the formation of Islamic character of students is the lack of awareness that exists within students about the importance of character. Islamic education, lack of support and motivation from parents and the methods used are still monotonous. Third, the benefits in forming Islamic character in ISMUBA learning are getting closer to Allah, having a disciplined attitude, having an attitude of honesty and high courtesy and being liked by many people

Introduction

The author raises the theme of ISMUBA learning in shaping Islamic character, seeing the rise of crime cases that occur in the community such as brawls, clitics and theft. This explanation is supported by data from the Central Statistics Agency that criminal cases in Indonesia have decreased from 2016 to 2020. In 2016, 1,292 incidents were recorded, the highest in the last five years. This figure decreased in 2017 to 1,150 incidents, in 2018 to 1,024 incidents, in 2019 to 964 incidents and fell again in 2020 to 898 incidents. So with this research it is hoped that in the future the value of crime will decrease (Statistik, 2021).

Education is an important component in life. However, currently the decline in education in Indonesia is still experiencing many problems related to the morals or character of students such as acts of bullying, discrimination, and low interest in reading among students. This action occurs due to many factors, one of which is lack of self-control, influence of the media, association and lack of parental attention. The existence of ISMUBA learning is expected to improve the character of students to be more moral and have good morals according to the guidance of the Islamic religion that we believe in (Syafe, 2012).

Character is the main thing, because character can measure the state of the nation in humility or glory. If people have good character, they will get glory and vice versa. In Law no. 20 of 2003 concerning national education chapter II article 3 namely national education functions to develop capabilities and shape dignified national character and civilization in order to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, competent, creative, independent and become a democratic and responsible citizen (Ridwan Abdullah Sani, 2016).

The national education system is not only focused on students' academic mastery but must be balanced with character building. The balance of character formation and academic education is very important for educators and parents to pay attention to because both have roles as adults who are considered capable of being a good example for them. If the academic and character aspects can be applied properly, then education can turn children into more qualified ones in terms of faith, knowledge and morals. (Ridwan Abdullah Sani, 2016).

Muhammadiyah Bangunjiwo Vocational School was established on January 17 2013 inaugurated by Amien Rais and was founded by the Muhammadiyah Foundation thanks to the

ideas of the founders who were mostly Muhammadiyah administrators. In this study, SMK Muhammadiyah Bangunjiwo is the place for research that researchers will conduct. Muhammadiyah Bangunjiwo Vocational School is a private school in Bantul Regency, Yogyakarta. In this school there are still students who have characters that are not in accordance with the standards desired by the school and parents of students. Therefore ISMUBA learning is expected to be able to shape the character of students better and have good character such as being honest, trustworthy and responsible (Wibowo, 2016).

The implementation of ISMUBA learning has an important role in the formation of Islamic character in students. This can be seen in the research conducted by Nesi Apriyadi on the Implementation of Islamic Religious Education Learning in Forming Islamic Character Students of SD Negeri 45 Bengkulu City. In this study, it was explained that ISMUBA learning has an impact which is significant to the formation of student character. The 2013 curriculum is oriented towards developing integrative character education so that it is protected from negative influences from outside. (Nugroho Warasto, 2018).

The Ministry of National Education states that character is the nature, character, morals or personality of a person which is formed from the results of a combination of goodness that is believed and used as a guide for perspective, thinking, behaving and acting. Meanwhile, character education is education that develops the values of the nation's character in students (Hanum, 2013).

According to Khan defines character education as a process of activities that are carried out with all resources and conscious and planned efforts to direct students. Character education is a process of activities that leads to improving the quality of education and the development of a harmonious mind that always invites, guides and fosters every human being to have intellectual competence, character and skills. (Falahuddin, 2020).

The reason researchers are interested in researching the implementation of ISMUBA learning in shaping Islamic character at Muhammadiyah Bangunjiwo Vocational School is that there are changes in behavior in students after participating in ISMUBA learning such as being diligent in praying in congregation and reading the Qur'an. Meanwhile, before participating in ISMUBA learning, students were less enthusiastic about worship (Fadillah, 2021).

Based on the results of an interview with ISMUBA teacher Mr. Darusman on April 11, 2022 at the Muhammadiyah Bangunjiwo Vocational School, that learning PAI affects character. students are more diligent in praying in congregation because before going home it is obligatory to pray dhuhur in congregation at the prayer room. The delivery of the material is balanced with the practice of praying, reading the Qur'an and Arabic, the purpose of delivering the material is to prevent students from carrying out behaviors that deviate from the provisions of the Islamic religion. In addition, cooperation with parents of students is also carried out to control the behavior of students (Aisyah dan Ali, 2018)

Method

This type of research is qualitative with field research (Field research). Qualitative research is used to understand situations or phenomena experienced by subjects related to perceptions, behaviors, and actions that are packaged in the form of language or words in a real context using research that you want to use in a study. It can be concluded that this type of qualitative research is research that collects information compiled using words and language to explain the subject you want to study

Results and Discussion

1. Implementation of ISMUBA Learning in Forming the Character of Class X Students in SMK Muhammadiyah Bangunjiwo Bantul Yogyakarta

In the world of education the teacher has a very important role in learning, namely as a facilitator. Therefore the teacher becomes a model, role model, so that he becomes the center of attention for students, every move he makes will receive the spotlight that will be emulated by his students. With the application of Islam applied by teachers and principals will encourage students to better understand and apply Islamic character. Therefore the teacher must be a good example for his students, the role of the teacher is very heavy and complicated which involves the formation of mental behavior which will be shown in an action in the form of behavior carried out in daily life, namely Islamic morals. The formation of good character will lead students to become human beings who can benefit other humans (Kasus et al., 2017).

"In the lessons that I am capable of, the form of implementing Jurisprudence and Arabic learning in shaping the Islamic character of students is by carrying out tadarus habits, praying duha and reading prayers together before starting teaching and learning activities. In addition, I also apply honest behavior by taking attendance for children who carry out morning prayers or not at home. Apart from that, we as teachers also carry out tahsin activities, religious activities, Duha and midday prayers together which can be used as examples for all students in this school."

Based on Mr. Darusman's explanation above, it is in accordance with what was expressed by Mochtar Buchori that good religious education will be reflected in the morals and character possessed by students. There needs to be a significant form of support from teachers which can become a habit that is applied in the school environment. awareness of the values (religion) of good moral development must be applied in the school environment. As a role model for students and even the community where they live, teachers must accustom their students to doing good things continuously which in the end become habits that are inherent in students, teachers always give advice to students and the surrounding community who carry out behavior that is not

2. Supporting and Inhibiting Factors in the Implementation of ISMUBA Learning in SMK Muhammadiyah Bangunjiwo Bantul Yogyakarta

a. Supporting factors

1) Facilities and infrastructure

The existence of facilities and infrastructure in schools is one of the supporting factors for the success of learning. The learning process can run well if the facilities are adequate during learning. Schools must be able to facilitate everything that is needed by all school members in order to achieve school quality and learning objectives can be achieved properly (Sugiharto, 2017).

"There is an Al-Qur'an in tadarus activities and memorization of Al-Qur'an juz 30, there is a prayer room, Islamic habituation activities, and supporting books during learning"

2) Islamic habit

One of the supporting factors in the success of the goals to be achieved in the formation of Islamic character of students. Therefore ISMUBA teachers make Islamic habits that can shape the character of students, not only that there are Islamic habits that are also applied in the school environment. With the habituation

of students with various religious activities so that students have Islamic attitudes and characters and can be implemented in everyday life. The following is the response of Mr. Darusman as a teacher of jurisprudence and Arabic:

"Every day at school there are Islamic habits such as Duha prayers together and tadarus which are carried out at the muishollah, whereas in my studies I get used to reading short surahs and memorizing hadiths as well as praying together"

3) Competent teacher

Competent teachers are also one of the factors supporting the successful implementation of learning in the classroom, therefore, as a school principal can be able to facilitate students with superior, qualified and competent teachers in their fields so that the learning process. The following is Mr. Panjang's response as the principal regarding qualified and competent teachers in ISMUBA learning activities at the Muhammadiyah Bangunjiwo Vocational School.

b. obstacle factor

Every learning process, of course, has supporting factors so that the learning process can run well, however, besides the supporting factors, there must be inhibiting factors (Sugiharto, 2017).

"In my opinion the inhibiting factors in implementing the formation of Islamic character in students are: lack of awareness about the importance of Islamic character, methods in learning are still monotonous, lack of support and motivation from parents."

3. The Benefits of Implementing ISMUBA Learning on the Formation of Islamic Character Values at SMK Muhammadiyah Bangunjiwo.

In essence, Islamic education is a vehicle for the formation of human character with high morality. In Islamic teachings, morals or morals cannot be separated from faith. Faith is the confession of the heart in believing in Allah Subhanahu Wata'ala. Morals are reflections of faith in the form of behavior, speech, and attitudes or in other words, morals are good deeds. Faith is meaningful, while morals are proof of faith in the form of actions done with awareness and for the sake of Allah alone. According to Megawangi, character education is an effort to educate children to be wise and contribute positively to the environment. These characters also eventually form moral intelligence. Moral intelligence is formed because of good moral development (Handayani et al., 2020).

"In my opinion there are many benefits in character building in students, namely students are closer to the creator, embedded in a disciplined spirit, embedded in a spirit of mutual help, have noble character, liked by many people."

Based on Mr. Darusman's explanation above, according to what was expressed by Muslim scholar Adian Husaini, he argued that in terms of character education for students, various religions can meet. Islam, Christianity and various other religions can meet in respect for the values of virtue. The values of honesty, hard work, chivalry, responsibility, spirit of sacrifice, and commitment to defending the weak and oppressed can be recognized as noble universal values and are recognized by every religion.

Conclusion

1. Implementation of ISMUBA learning in the formation of Islamic character, namely by

- habituation in class by reading prayers together, memorizing the Qur'an and memorizing hadiths, tadarus together and memorizing prayer readings. The implementation activities are also supported by the habituation carried out at school by praying Duha together, tahsin, murojaah and praying in congregation.
2. Supporting factors in Islamic character, namely the existence of facilities and infrastructure, Islamic habituation and competent teachers who support the learning process in forming student Islamic character, while the inhibiting factor in implementing the formation of Islamic character of students is the lack of awareness that exists within students about the importance of character well, the lack of support and motivation from parents and the methods used are still monotonous.
 3. The benefits in forming Islamic character in ISMUBA learning are getting closer to Allah, having a disciplined attitude, having an attitude of honesty and high courtesy and being liked by many people.

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