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**A MODEL OF RELIGIOUS CHARACTER DEVELOPMENT THROUGH  
TEACHER, PARENTS AND COMMUNITY COOPERATION AT MI  
NURUS SHIBYAN PAMEKASAN**
**QURRATUL AINI<sup>1</sup>, MARNO<sup>2</sup>**

 UIN Maulana Malik Ibrahim Malang<sup>1,2</sup>

 ainiq138@gmail.com<sup>1</sup> , marno@pai.uin-malang.ac.id<sup>2</sup>
**Abstrak**

Pendidikan karakter penting bagi kehidupan manusia, maka peran yang di mainkan dunia pendidikan haruslah tidak sekedar menunjukkan pengetahuan saja. Proses pembentukan karakter religius merupakan tanggung jawab dari semua pihak, diantaranya, guru, orang tua dan masyarakat. Penelitian ini bertujuan untuk mendeskripsikan bagaimana model pembinaan karakter religius siswa melalui kerjasama guru, orang tua, dan masyarakat di MI nurus shibyan. Metode yang di gunakan adalah kualitatif dengan metode deskriptif. Data yang di gunakan adalah data primer dan sekunder. Data di gali melalui tiga cara, observasi, wawancara dan dokumentasi. Hasil dari penelitian ini menunjukkan model pembinaan karakter religius yang di terapkan yaitu adanya kegiatan ekstrakurikuler keagamaan, penanaman akhlak yang baik, bimbingan sopan santun. pembinaan karakter tersebut, melalui kerjasama orang tua dan masyarakat, Yang meliputi beberapa hal sebagai bentuk dukungan, di antaranya yaitu, mengadakan pertemuan rutinitas setiap minggu, membentuk dan sosialisasi peraturan sekolah, membentuk organisasi kerjasama sekolah dan orang tua, *home visit*, menerima kunjungan orang tua peserta didik, kerjasama grup WA, mengadakan layanan konseling di sekolah.

**Kata Kunci: Pembinaan karakter, karakter Religius**
**Abstract**

*Character education is important for human life, so the role played by the world of education must not only show knowledge. The process of forming religious character is the responsibility of all parties, including teachers, parents and society. This study aims to describe how the model for fostering students' religious character is through the collaboration of teachers, parents, and the community at MI Nurus Shibyan. The method used is qualitative descriptive method. The data used are primary and secondary data. Data was extracted through three ways, observation, interviews and documentation. The results of this study indicate that the religious character development model that is applied is the existence of religious extracurricular activities, the cultivation of good morals, guidance of manners. character building, through the collaboration of parents and the community, which includes several things as a form of support, including holding routine meetings every week, forming and disseminating school regulations,*

*forming a cooperative organization between schools and parents, home visits, receiving visits from parents students, WA group collaboration, providing counseling services at school.*

**Keywords:** *Character building, Religious character*

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## INTRODUCTION

Education has an essential role in ensuring the survival of the state and nation, and education is a vehicle for advancing and elaborating the quality of human resources. In line with the law on the national education system no. 20 of 2003 Chapter II Article 3; states that national education aims to develop skills and construct prestigious national character and civilization in the framework of educating the nation's life. Elaborating the potential of students to become human beings who believe and fear God almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country.

The model that is expected in the character education process owned by educational institutions is the formation of religious character so that it becomes a habit and awareness in carrying out every moral value of social life. Students do not only have cognitive intelligence, but also have spiritual intelligence as a basis for forming religious character. In forming student characters who are strong, have good morals, are pious and have extensive knowledge in order to develop self-potential and social relations in fostering students' emotional intelligence, education must also pay attention to aspects of individual attitudes and behavior, not only increasing knowledge.

This character education is a basic concept that is applied to a person's thinking to make physical and spiritual morals and character to be more meaningful than before. This character education must be applied to children from an early age, teenagers and even adults, so that it can form a person's character to become valuable and also moral.

This religious character is the first and main character that must be instilled in children as early as possible which forms the basis of religious teachings in the lives of individuals, society and the Indonesian nation. This religious character is not only related to ubudiyah relations but also concerns relations between human beings.

On the other hand, character education is an effort that must involve all interests in education. Both the family, community, school, school environment. Character formation and education will not be successful if there is no continuity and harmony between the educational environment, family, and wider society. The first step that needs to be taken is to rebuild educational partnerships and networks that seem to be starting to break up between the school environment, namely teachers, family environment, and the community.

The background to this research is that parents and the environment, the community only gives up and pays their children's school fees to the school and believes in the process of forming the child's religious character at school, but does not receive personal support at home. Therefore, one of the ways to develop students' religious character is perfect, then through the cooperation of teachers, parents and the community. Based on the phenomenon that was found by researchers, namely the relationship between teachers, parents and the community is so harmonious and enthusiastic in supporting and collaborating related to religious character development policies. This can be seen in the routine meeting activities every Sunday. Events like this really need parents and the community to support the development of religious character. For this reason, the model for fostering the religious character of students through the cooperation of teachers, parents and the community works well.

At this time, observations were made at the MI Nurus Shibyan Pamekasan Madura school. MI Nurus Shibyan Pamekasan students carry out extracurricular activities, instill noble morals, mentoring manners. and also make observations of routine weekly meeting activities between teachers, parents and the community.

This research has an update regarding the application of the model for fostering students' religious character, which includes cooperation from various parties, including teachers, parents, and the community. So, researchers have hope, that readers can find out the model of fostering the religious character of these students by collaborating with teachers, parents, and the community.

In the following, we will describe some of the results of research regarding the model of developing students' religious character through the collaboration of teachers, parents, and the community at MI Nurus Shibyan, through data acquisition based on observation, interviews and documentation. The purpose of writing this article is to find out more about the model of developing students' religious character through the collaboration of teachers, parents and the community.

## **METHOD**

This research focuses on the model of fostering the religious character of students through the collaboration of teachers, parents and the community at MI Nurus Shibyan Pamekasan Madura. An in-depth study needs to be carried out to describe the problem and provide a solution. This research was conducted at one institution, namely the MI Nurus Shibyan Pamekasan Madura school. This paper was produced from qualitative research, data collection techniques through observation, interviews and documentation.

Observations are used to see the development of religious character that is being carried out. Interviews are used to gather information and understand related to the development of religious character. Interviews were conducted with school principals, character building coach teachers, parents and the community. While documentation is used to produce data in the form of photos.

Data analysis in this study used descriptive data analysis in the form of presenting the form of words by reducing data. Presenting data, and drawing conclusions. After data analysis, the researcher checks the validity of the data which aims to find reliable results and interpretation of the data. Checking the validity of the data is the last activity in qualitative research. Researchers used several techniques to check the validity of the data. The first is the constancy of observation which at the time the research was taking place both in interviews, observation and documentation. Researchers carry out in detail, diligently and thoroughly on issues that are in accordance with the research focus described above. Second, triangulation. In this study, researchers used source triangulation techniques and technical triangulation. Source triangulation, namely researchers comparing things said by school principals, teachers of religious character education coaches, parents and the community. While technical triangulation, namely the researcher checks the data obtained based on the results of observations and documentation.

## **RESEARCH RESULTS AND DISCUSSION**

Based on the results of interviews with MI Nurus shibyan teachers in this study regarding the model of fostering students' religious character through the collaboration of teachers, parents and the community which will be briefly described in the following results and discussion. The model for fostering religious character at MI Nurus Shibyan was revealed by the character building teacher, Ibu Mardiyah, that:

"The model for fostering religious character at MI Nurus Shibyan is fostered through religious activities including religious-based extracurricular activities, cultivating good morals, and guidance on manners. In extracurricular activities, it includes praying Duha in congregation before entering class, reciting the Koran together before entering class, and praying in congregation, and depositing tahfidz jus 30 every Friday. These extracurricular activities are mandatory. For instilling morals, namely by giving a culture after each congregational prayer. And the guidance of manners is carried out by monitoring from all teachers and parents.

Then the school principal also conveyed the model for fostering the religious character of students through the collaboration of teachers, parents and the community at MI Nurus Shibyan. Mr. Abdus Syakur as the principal of the school revealed that:

"In the model of fostering religious character that is applied at MI Nurus Shibyan, this cannot be done only with support from the school, but there must be cooperation between the teacher as the school, parents and the community. So that the development of this religious character really runs perfectly, in the collaboration carried out by the school there are several things as a form of support, namely, holding meetings every Sunday to facilitate communication exchange of

information related to students, the meeting is involved, teachers, parents, and society. Apart from this meeting, there were also home visits, forming a cooperative organization between schools and parents, receiving visits from parents of students, working with WA groups, and holding counseling services at schools.”

In connection with the results of interviews with school principals and teachers, the character builder is assembled in the religious character development model through the collaboration of teachers, parents and the community. And this was conveyed by the parents of a student named Tasya, that:

“Every Sunday there is a routine meeting held by the school, to discuss character building at school, whether it is also applied at home, etc. Are the children getting better, how are they doing, and at the meeting forming and disseminating rules at school regarding what religious character development is like. So I as a parent and from all other parents also agree to the existence of cooperation in building religious character. So that children are not only educated in school, but in the family and community environment they also know about the development of religious character”

The results of the observations showed that in fostering the religious character of students through the collaboration of teachers, parents and the community at MI Nurul Shiblyan Pamekasan Madura, it was carried out by researchers who were observers in the study. There were many activities carried out as conveyed by teachers, parents and the community.

#### **A. Model of religious character development**

expressed by the teacher of the teacher of religious character education above, the model for fostering religious character through extracurricular activities, which includes the Duha prayer in congregation before entering class, reciting the Koran together before entering class, and depositing tahfid jus 30 every Friday. This activity is mandatory for all students. Furthermore, the inculcation of noble character is carried out by giving a culture after each congregational prayer, and coaching good manners which is monitored by all teachers.

The teacher's perception of the substantial value of religiosity in character education is one of the sources that underlies the internalization of character education which is very urgent to be instilled in students from an early age, because with strong religious capital from an early age it will strengthen the moral foundations of students in the future. students will be difficult to influence things that are not good. And this is in accordance with the opinion expressed by azzet (2011: 17-18) that religious values are the values that underlie character education because basically Indonesia is a religious country.

This religious character is really needed by students in dealing with changing times and moral degradation, to deal with this situation students are expected to be able to have personality and behavior that are in accordance with good and bad parameters based on religious provisions and provisions.

## **B. Collaboration between teachers, parents and the community in fostering religious character**

Based on the explanation regarding the collaboration of teachers, parents and the community in fostering religious character, which was expressed by the MI school principal Nurus Shibyan, that in the application of the model for fostering religious character it cannot be done only with support from the school. However, there must be cooperation between parents and society in fostering religious character. Because all three are also needed in the development of religious character. In cooperation in fostering religious character, between teachers, parents and the community includes routine meetings every week to facilitate communication and exchange of information and schools as well as dissemination of school regulations, forming cooperative organizations between schools and parents, home visits, receiving visits from parents of students, group cooperation WA, and provide counseling services.

Parents cannot only hand over the responsibility for educating their children entirely to the school and only focus on financing their child's school. Parents also play an important role in character education. Therefore, parents must be responsible for educating children in the family environment and communicating with teachers.

Family is an important factor in a child's education. The character of a child comes from the family, where some up to the age of 18 children in Indonesia spend 60-80% of their time with their families. The success of a child cannot be separated from "warmth in the family".

The family plays a very important role in the continuity of the educational process and the formation of children's behavior in accordance with the character values that exist in society. Family education, especially children's education certainly requires a very large role of parents. Children who are generally between the ages of 0-12 years really need direction, guidance and guidance from their parents in order to grow and develop a basic personality that is balanced, whole and in harmony with the values of life, so that children do not only understand the character values that exist in society, but also able to implement it in everyday life.

## **CONCLUSION**

In the model of fostering the religious character of students through the collaboration of teachers, parents and the community at MI Nurus Shibyan Pamekasan, namely fostering the religious character of students through religious extracurricular activities, cultivating good morals, guiding manners. in extracurricular activities include the congregational dhuha prayer before entering class, the congregational noon prayer, and the deposit of 30 juha tahfid every Friday. The cultivation of noble morals is carried out by giving a culture after praying in congregation. And courtesy guidance is carried out by monitoring all teachers on student manners. From the model of fostering the religious character of students which is applied at the school through the collaboration of teachers, parents and the community. In the collaboration carried out by schools to facilitate information and communication, which includes routine Sunday meeting activities

involving teachers, parents and the community, home visits, forming cooperative organizations between schools and parents, receiving visits from parents of students, cooperation WA groups, and conduct counseling services in schools. Based on the explanation regarding the model of developing students' religious character through the collaboration of teachers, parents and the community.

Collaboration between teachers, parents and the community in fostering the religious character of students, not only teachers who play a role in this development. Parents and society also play an important role. Teachers, parents and the community work together and support the development of religious character.

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