

Internalization of Character Values through the Tahfizh Programs at Junior High 6 Gunung Talang Solok Regency

Poppy Handayani¹, Hasrul², Junaidi Indrawadi³

¹ Student of Civic Education Department Graduate Program Universitas Negeri Padang

^{2,3} Lecture of Civic Education Department Graduate Program Universitas Negeri Padang



Abstract - This article explains Internalization of Character Values through the Tahfizh Programs at Junior High 6 Gunung Talang Solok Regency. The theory used to analyze these findings is vygotsky's theory of the stages of intrapsychology and interpsychology of children's cognitive development. According to Vygotsky, the relationship between humans (Interpsychology) will affect the formation of children's identity or personality (Intrapsychology). This study uses a qualitative approach to the type of case study research. Informant selection technique with purposive sampling. Total informants were 47 people. Data is collected by interviews, observation and documentation. Data were analyzed by the interactive analysis techniques of Miles and Huberman (interactive analysis models), namely data reduction, data models and conclusions. The results of the study revealed that through the Tahfizh routine (Reciting the Alquran) there was reciprocal interaction between counselors and students (Interpsychology) who instilled religious values, hard work, discipline, honesty, and responsibility. The results of these interactions can be seen from the noble character possessed by students who are hafiz quran (Intrapsychology).

Keywords- Character, Values, Tahfizh

I. INTRODUCTION

The moral and moral condition of the young generation is currently quite alarming. Various immoral acts and violence such as brawls and drugs provide sufficient evidence that a morality crisis is occurring. This is certainly caused by various things, one of which is the lack of parental attention to direct children to positive activities. The trapping of children in free halls and drugs is because there is no control and direction from parents on positive matters so that children are trapped in things that harm themselves.

Having a good character is not an innate, but requires a long process through education and teaching. Characters are formed from the results of internalizing virtue values, therefore a variety of positive activities can be carried out to instill the values of character values one of them in the Qur'anic tahfiz activities. Various methods such as talaqqi,

murojaah in the tahfiz quran can trigger interaction and communication between students and tahfiz teachers. Interactions in the activities of the Quran's tahfiz influenced the development of students at the level of interpsychology and intrapsychology (vygotsky). Students must be accustomed to conducive and positive socio-cultural conditions because family and environment play an important role in shaping the character of children and students.

II. REVIEW OF LITERATURE

A. Understanding characters

The Ministry of National Education (2010) provides a definition that character is a person's character, character, character, or personality which is formed from the results of internalizing various virtues that are believed and used as a basis for perspective, thinking, acting, and acting.

B. Character Formation Theory

In essence, character is not innate from birth but is formed in the stage of child development. Characters are not taught, but are instilled through habituation in everyday life. If you want a child with character then in its development stage it must be planted and accustomed to character values, and vice versa.

Social interaction in a cultural context greatly influences the development of children's thinking. According to Vygotsky (Danoebroto: 2015) each function in the development of a child's culture will appear twice namely at the social level in human relations or interpsychology, then appear at the personal level in the child or intrapsychology. So what is obtained and learned by children in human relations (Interpsychology) will have an impact on children's personal development (Intrapsychology). The socio-cultural context in which students play a role and interact with each other in various experiences and knowledge influences the development of intrapersonal / interpsychology of students. The connection in this study is how and how far the relationship between students and educators, the relationship of students with school habits / culture can influence the planting and formation of character values of these students. So the socio-cultural life in the school environment greatly influences the formation of students' character. Schools as a learning environment for students must be able to create conducive environmental conditions and social cultural interactions and support students' positive character development. The activities and programs raised by the school must be able to build good character for students.

III. METHODOLOGY

This research was carried out in a public school based pesantren Junior High 6 Gunung Talang Solok Regency. This study included qualitative research with a Case Study approach. The selection of informants in the study was conducted by purposive sampling with the number of informants 47 people consisting of educators, students, committees and the community. The data was obtained through observation, in-depth interviews and documentation studies (Haris, 2013: 131). To test the validity of the data the researcher used the triangulation method, by checking the correctness of the data obtained from interviews, observations and documentation from various existing data sources. Data analysis techniques in qualitative research were carried out from the beginning to the end of the study. This technique allows updating data during the research process because of the data reduction process (data

reduction). Then the data is presented for review, then conclusions and verification of data are then carried out.

IV. RESULTS

The findings in this study are the results of interview analysis, observation and documentation studies. The research findings that illustrate the statement about how to plant character values through the tahfizh program at Junior High School 6 Gunung Talang, Solok Regency.

A. Steps to Learning Tahfizh Alquran in the cultivation of character values

Junior High School 6 Gunung Talang is the only school pilot project for boarding-based public school programs. Pesantren-based public schools focus on religious activities whose purpose is to restore good character to students. One of the main activities in Junior High School 6 Gunung Talang is Tahfizh Alquran. The steps of Tahfizh Alquran Learning at Junior High School 6 Gunung Talang are as follows:

1. Learners are grouped in study groups with a maximum of 10 people guided by 1 mentor.
2. Before starting the activity the students inhabit to purify themselves
3. Activities begin by forming a circle then proceed with halaqoh. The activity takes place in a very friendly atmosphere, praying, asking each other questions, asking about prayer and so on. Then proceed with the apperception to repeat the material that has been taught before to be associated with the material to be taught. The material is related to the stories of the prophets and apostles for wisdom to be taken according to the material. After that, memorize the target accordingly
4. Explanation in a classical manner by the supervisor about several ways and methods of memorizing carried out together in groups. If memorization is considered smooth and complete, learning is continued by reading the reading with colleagues and mentors.
5. Evaluation is done by the supervisor and the activity is closed with a prayer.

B. Planting Character Values through the Tahfizh Program at junior high school 6 Gunung Talang

The routine in tahfizh activities is not just memorizing the Alquran. But the interaction between the counselor and the students allows the cultivation of character values. Interactions and communication that occur during activities become good habits that are practiced by students. This habit is able to influence the subconscious of students in the formation of their identity in the stage of intrapsychology. Based on the results of interviews with school principals, supervisors, teachers of Islamic education and students that the values of character instilled in the Tahfizh program include;

1. Religious

Through the Tahfizh Alquran program students are guided to be closer to Allah SWT. The routine of memorizing the Alquran which is inherited by inhabiting is intended to purify oneself and heart from negative and worldly things. Then prayer before and after learning is intended to be special and facilitated the way to learn and memorize the Alquran. This habit educates the character to be closer to Allah SWT.

2. Honest

Through the Tahfizh Alquran program students are guided to be clean and honest. Tahfizh's instructor or instructor always emphasizes on students that memorizing the Koran will not stick to an dishonest heart. So from that the habit educates honest character in students.

3. Discipline

Through the Tahfizh Alquran program students are guided to discipline. The habit of arriving on time, inhabiting before tahfizh activities, formed a neat circle. Discipline to meet memorization targets. So from that the habit educates the character of discipline in students.

4. Hard work

Through the Tahfizh Alquran program students are guided to have the spirit of hard work to memorize and achieve memorization, and increase the amount of memorization. It is difficult for people, who do not want to try to memorize the Koran, but it is easy and worth worship for those who work hard.

5. Responsible

Through the Tahfizh Alquran program students are guided to be responsible for themselves and memorizing assignments. Students who are responsible for memorizing

that have been praised at school are returned at home then deposited again the next day and adding new memorization. They are also responsible for always keeping the memorization.

V. CONCLUSION

The planting of character values in the tahfizh program in the public school based on the Pesantren In Junior High School 6 Gunung Talang was carried out in each tahfizh learning series. Character values that are embedded in the Tahfizh program include; religious values, honest, disciplined, hard work, responsible. The routine in tahfizh activities is not just memorizing the Alquran. But the interaction between the counselor and the students allows the cultivation of character values. Interactions and communication that occur during activities become good habits that are practiced by students. This can influence the development stage of students at the level of interpsychology. Then these habits are able to influence the subconscious of students in the formation of their identity at the stage of intrapsychology. The expected goal or end result is students who have noble character and good character.

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