

Allah-Conscious Character Education for Teachers at SMP PK Muhammadiyah Al-Kautsar Kartasura

Setiyo Purwanto¹⁾, Siti Zulaekah^{2,a)}, Dyah Intan Puspitasari²⁾, Mutalazimah²⁾, Yuli Kusumawati³⁾

¹Study Program of Psychology, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

²Study Program of Nutrition Science, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

³Study Program of Public Health, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

^aCorrespondent Author: sz102@ums.ac.id

Abstract

The moral decline of adolescents that currently occurs caused has not maximized the building of character. The COVID-19 pandemic is a challenge for schools in building student character. This devotion aims to inform the teachers regarding Allah-conscious character education in realizing students who are Sidiq, Amanah, Tabligh, and Fathonah. This devotion is located at SMP PK Muhammadiyah Al-Kautsar with two meetings. The participants of this service were four counseling guidance teachers and a teacher from the school student affairs department. The material is delivered through lectures and interactive discussions. The material provided is "Allah-Conscious Character Education" and "Counseling Techniques for Millennial Adolescents". This activity went well and smoothly. The teachers participated in this activity with fantasies and being active in the discussion session. Hopefully, this teacher mentoring activity can improve the teacher's ability to build a student's character and improve teacher counseling techniques. Suggestions for teachers to continuously improve teacher performance in building character and for parents and the schools to work together to maximize student character building.

Keywords: Community Service, Character Education, Adolescent, Allah-conscious

INTRODUCTION

The rapid development of digital technology gives birth to a new generation with creativity and new ways of thinking. Today's younger generation is very likely to be exposed to information and behaviors that are not good to imitate. The process of finding the identity of adolescents often plunges adolescents into deviant behavior. According to Fauzan & Wirdanengsih (2022), there are seven forms of decadence or moral deterioration in today's younger generation drug abuse, pornography, promiscuous sex, abortion cases, prostitution, student brawls, and motorcycle gangs. High curiosity in adolescents also ends up causing feelings of wanting to try something new illegal drugs and eventually causes addiction (Windahsari et al., 2017). Drugs are considered a way to overcome the stress and frustration experienced by adolescents. Drugs can damage the mentality and future of adolescents (Lestari & Wulansari, 2018). In addition, smoking is also widely practiced by teenagers and is not a foreign behavior anymore. Smoking is considered like a lifestyle that provides a feeling of calm and pleasure even though it can harm the smoker and those around him (Prasasti, 2017).

The moral decline of the younger generation that occurs is caused, one of which is due to the formation of a character that is less than optimal and less attractive. Character is the way each individual thinks and acts to live and cooperate in family, society, nation, and state (Dinata et al., 2022). According to Rasmuin & Widiani (2021), a character refers to a series of attitudes, behaviors, skills, and motivations of a person in facing life. The character becomes one of the indicators of a person's success (Muzaki et al., 2022). A person who can make decisions and is willing to take responsibility for his actions can be interpreted as a person who has good character.

Character education as one of the ideal approaches has an important role in the development and self-control of the younger generation. Character education itself is a system of applying moral values through knowledge, awareness, or will, and upholding the values taught to oneself, others, the environment, nation, and country as well as Allah Almighty so assume someone who has good morals. Many factors influence a person's character such as factors of habits, instincts,

heredity, desire, and willpower that arise from conscience (Tabroni et al., 2022). In addition, family, environment, and gadget media also have a major influence on the character development of the younger generation (Nurjanah, 2022).

The world of education is philosophically seen as a forum to educate and shape human character for the better. The school is responsible for the formation and development of the child's character after the family (Zulaikah, 2019). For the sake of maximum formation and development of the character of students, participation from various parties such as teachers and students is needed. Teachers as the driving force of the school play an important role in shaping the character of their students. Teachers acting as educators must have a high concern for the formation of student behavior or character (Sutisna et al., 2019). The implementation of character education in schools is built through positive and exemplary examples given by teachers so that with this habituation students will imitate these habits and examples (Fadilah et al., 2021).

SMP Muhammadiyah Al-Kautsar implements a Special Program with comprehensive guidance, which is a system specifically designed to assist children, in terms of cognitive intellectual, spiritual, emotional, behavioral, and all the potential that students have. Character building was carried out by SMP PK Muhammadiyah Al-Kautsar in the form of mentoring children's personalities and morals. Unfortunately, the character building at SMP PK Muhammadiyah Al-Kautsar is still not optimal, especially in overcoming the psychological problems of students who are currently entering adolescence. This is due to the still very limited resources and less relevant information to apply to the current generation of adolescents. Today's teenagers born between the 1980s and 2000s are also known as millennials. The three main characteristics of the millennial generation are confidence, creativity, and good socializing. The millennial generation does not hesitate to argue in front of the public just to defend and obtain the truth for their opinions (Ali & Purwandi, 2017).

The development of character and moral education strategies requires innovation because of the challenges and obstacles of each changing and different age (Faiz et al., 2018). The support of the latest information and character-strengthening assistance for teachers in schools is very necessary to add insight and motivate teachers to be able to overcome various problems faced by students so that the school can realize the character of students as expected. The purpose of this community service activity is to train teachers in Allah-Conscious character education to realize the character of students who are shidiq, tabligh, amanah, and fathonah and maximize the role of teachers in providing counseling to deal with problems experienced by students. The expected outputs include improving the ability of teachers to form character and provide counseling to students, pocketbooks as guidelines for the implementation of Allah-Conscious character building, and articles on scientific papers on this community service activity.

METHOD

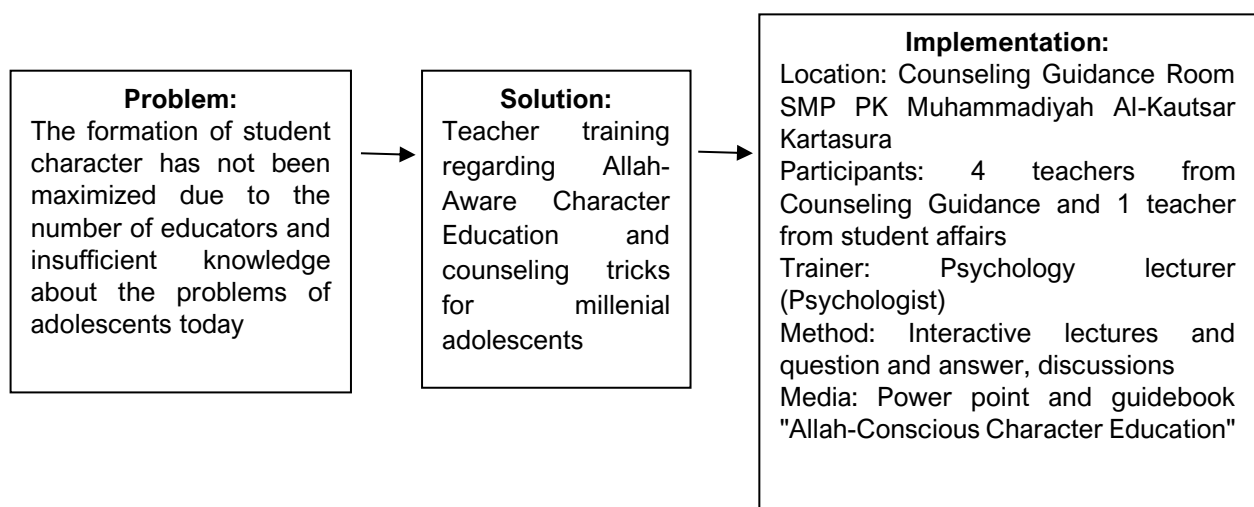


Figure 1. Implementation method

RESULT

The implementation of training for teachers at SMP PK Muhammadiyah Al-Kautsar Kartasura was divided into two meetings. The first meeting was held on Friday from 08.30 to 10.00 WIB in the Counseling Guidance room. The participants were four teachers from counseling guidance and 1 teacher from student affairs. The theme of the material at the first meeting was "Allah-Conscious Character Education". The material contains an introduction to character education, the scope of character education, student character building, optimization of BK teachers in the process of building student character, stages of character building in general, and Allah-Conscious character education.



Figure 2. Providing Material and Discussion on Allah-Conscious Character Education

The teachers were very enthusiastic about participating in this activity and were actively involved in the question-and-answer discussion so that this activity could run well and smoothly. Based on the discussion at the end of the first meeting session, several student problems were obtained that until now are still often encountered by teachers, both psychological and behavioral, including hidden anxiety, smoking when outside school, going out at night, hanging out, dating, not fasting and so on. Most student problems are caused by the looseness of school activities during the COVID-19 pandemic and the psychological problems of students who come from their families and the surrounding environment.

The second meeting will be held on Friday, October 21, 2022, from 08.30 to 10.00 WIB in the Counseling Guidance room. Participants who attend the second meeting are participants who participate in the first meeting. The theme at this second meeting was "Counseling Tricks for Millennial Adolescents". The material contains are the counseling process, FIRA coaching conversation model (Fokus, Identifikasi, Rencana Aksi, Akuntabilitas, and Komitmen), how to build good relationships, skills needed in the exploration stage, interpretation of problems experienced by students, coaching initiative development and ending and assessing counseling.

In this second meeting, there was a lot of discussion about how to do counseling techniques for millennial generation teenagers. Based on the discussions, teachers sometimes find some parents' attitudes are also not in line with what the school wants. For example, allowing children to go out at night to meet their friends at cafes, coffee shops, or *angkringan* and allowing children to ride motorcycles and most students who smoke cigarettes escape parental supervision. This factor also makes the character-building process that the school wants to be not optimal and less enjoyable.



Figure 3. Discussion on adolescent counseling techniques

Based on the discussion, the solution to the problem of learning motivation and lack of good habits is to start inviting students to be aware of Allah's presence in every daily activity such as when starting lessons, eating, praying, fasting, etc., and reminding them continuously of intentions. The problem of going out at night outside of schoolwork still needs to be re-communicated with parents clearly so that there is no miscommunication and misconception about what the school expects. The solution given to the problem of smoking is the assistance of peer counselors who provide information about the dangers of courtship and smoking.

DISCUSSION

Education is the right of every individual, and character education is no exception. Character education is a technical concept related to the program structure and curriculum structure applied in classroom learning activities by emphasizing the dominating role of schools in the application of character education (Muzaki et al., 2022). The character-building process is generally carried out through the stages of cultivating good habits, growing, developing, and strengthening. Character-building activities carried out at SMP PK Muhammadiyah Al-Kautsar to date include habituation of the application of STAF traits (Shidiq, Tabligh, Amanah, and Fathonah), habituation of clean living and discipline and the application of 5S (Senyum, Salam, Sapa, Sopan, and Santun) to others.

The nature of shidiq, tabligh, amanah, and fathonah was taken from the character of the prophet Muhammad SAW. Shidiq means right in speaking and behaving, tabligh means conveying a message of kindness, amanah means trustworthy and fathonah means intelligent both intellectually, spiritually, and emotionally. Prophet Muhammad SAW is a chosen human being of Allah SWT who has good manners and perfection of morals and as an educator that must be followed, especially for Muslims. The Prophet Muhammad taught his people about piety, simplicity, and honesty in speaking and behaving (Tabroni et al., 2022).

The COVID-19 pandemic condition is a challenge for schools in building and strengthening student character. Although not always able to meet in person due to online learning, teachers can instill character values through various innovative strategies and methods to convey character value messages to students. Character building and strengthening can be done through intense communication through mobile phones such as spreading creative, interesting, and educational content through whatapps class groups, google classes, and virtual applications such as youtube, social media, google meetings, zoom meetings, character games, and character control book for checker characters (Aswat et al., 2022).

Student character tends to decline during online learning during the pandemic (Massie & Nababan, 2021). According to Mustika et al (2022) online learning is considered less effective for building student character, because character building requires direct coaching and teaching from teachers. The aftermath of COVID-19 has also caused many psychological problems and low learning motivation. Strengthening character education is also still constrained by many things during the COVID-19 Pandemic so it is still difficult to implement (Fauzan & Wirdanengsih, 2022).

Allah-conscious character education is very important to be used as a method of building the character of students at SMP PK Muhammadiyah Al-Kautsar considering that the school is a muhammadiyah-based school which is one of the largest Islamic organizations in Indonesia. Allah-Conscious character education aims to shape a student's person into an Allah-Conscious personality. The formation of Allah-conscious character is very important because if a person already has an Allah-Conscious character, then he will be able to understand the duties and responsibilities that Allah has given him while living in the world as a servant of Allah and *khalifa* or leader on earth (Purwanto, 2022). In addition, students who already have Allah-Conscious character, he will Allah-conscious character values have similarities with character values that until now are still trying to be instilled by the school are shidiq, tabligh, amanah, and fathonah.

In the book entitled "Allah-Conscious Character Education" it is explained that Allah-Conscious character education uses a spiritual approach, namely by the DNSA (Dzikir Nafas Sadar Allah), 3T (Tasbih, Tahmid, Takbir) and ATP (Amanah, Tanda, Perintah) methods. These three methods

can increase awareness of Allah istiqomah in every daily activity. The first method is the Breath Dhikr of Allah-Conscious. Breath Dhikr Allah-Conscious is to realize Allah with the breath as a tool when performing dhikr. Dhikr means not to remember, but to realize. There is a very clear difference between these two activities. Remembering is a brain activity while being aware is a mental activity that combines with the fitness of the spirit. Breath dhikr is used to train a person to be able to think or realize Allah for 24 hours non-stop (Purwanto, 2022). Continuous awareness of Allah until it becomes a habit will automatically stick to the student and become a character that underlies student behavior in every activity carried out.

The second method is Tasbih, Tahmid, and Takbir. Tasbih, Tahmid, and Takbir (3T) are concepts of the right attitude in realizing Allah's deeds. Tasbih is an attitude of accepting Allah's will. Tahmid is an attitude of gratitude for what Allah did. Takbir is glorifying Allah in all aspects of life. This 3T can be carried out with the power of Allah shibghah in all activities (Purwanto, 2022). This attitude of accepting, grateful, and glorifying Allah is what will be very effective in encouraging students when struggling to solve problems and carry out the Allah-given mandate.

The third method is the Amanah Tanda Perintah. Amanah Tanda Perintah (ATP) is a method of character building based on what is the mandate, what signs or instructions should be done, and what commands are implied in the mandate and signs that must be worked on. Sensitivity to signs needs to be trained by thinking to Allah continuously because the signs that appear can be directly felt by the five senses or subtly which can only be felt by the sensitivity of consciousness (Purwanto, 2022). The awareness of running ATP is what will activate all students' abilities in completing tasks sincerely and earnestly.

Counseling is not only carried out to overcome students' psychological problems but also to find out the causes of bad behavior carried out by students. Students who receive education at the junior secondary level are children who are just starting to enter adolescence where they have high curiosity, are idealistic and some of them become very unruly in some way. As a teacher, it is important to find the latest information and the latest techniques to provide counseling to adolescents considering that today's teenagers are millennials who have high self-confidence which makes them dare to express their opinions and not hesitate to argue (Ali & Purwandi, 2017).

Parents have a crucial role in building student character in the conditions of the COVID-19 pandemic, where learning activities are carried out online at each student's home. The role of parents as educators, facilitators, motivators, and examples of good figures is very necessary to be able to form good character in students in the COVID-19 pandemic situation (Prabowo et al., 2020). However, most parents are not always able to accompany their children in learning because they have busy work. In addition, the attitude of parents is also sometimes not in line with what the school wants and this makes students' character education not optimal. Communication and cooperation need to be carried out between parents and the school so that there are no misunderstandings and the formation of student character can be optimal.

CONCLUSIONS AND SUGGESTIONS

The implementation of training regarding Allah-conscious character education to teachers at SMP PK Muhammadiyah Al-Kautsar was carried out twice, and everything went well and smoothly. The themes discussed were "Allah-Conscious Character Education" and "Counseling Tricks for Millennial Adolescents". Both themes are very relevant and following the needs of the teacher is the main key to character education for students. From this service activity, it is hoped that it can improve the ability of teachers to shape the character of students, especially Allah-Conscious character, and improve counseling techniques to overcome the problems of this generation of students.

Advice for teachers and schools to continue to motivate in building good character in their students and continue to seek new information and insights to develop knowledge and abilities to overcome the problems of their students. Advice to parents to work with the school to maximize the building of the character of their students as desired.

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