



Core Ethical Values of Character Education Based on National Cultural Values in Madrasah

Muhammad Syauqi Mubarak^{1,2*}, Aan Hasanah², Bambang Samsul Arifin²

¹ Institut Teknologi Garut, Indonesia

² UIN Sunan Gunung Djati Bandung, Indonesia

* Corresponding Author. E-mail: syauqi.mubarak@itg.ac.id

Receive: 14/07/2023

Accepted: 18/09/2023

Published: 01/10/2023

Abstract

Character education is important in shaping the character of quality students. The implementation of character education based on national cultural values in madrasah is very important to foster students' moral and ethical awareness. This research aims to find out the importance of character education based on national cultural values in madrasahs, the phenomenon of problems that arise, and solutions to overcome these problems.

The research method used is descriptive method with data collection techniques through observation, interviews, and documentation studies. Respondents in this study were principals, teachers, and students in one of the madrasahs in Indonesia.

The results showed that character education based on national cultural values in madrasah is very important in shaping the character of quality students. The implementation of national culture-based character education can be done through subjects and extracurricular activities as well as building a conducive school environment. However, there are several challenges that must be faced, such as students' lack of understanding of the importance of character education, lack of support from the principal and teachers, and lack of adequate resources.

In conclusion, the implementation of character education based on national cultural values in madrasah is very important in shaping the character of qualified students who have high moral awareness. Therefore, there needs to be continuous support and efforts from the principal, teachers, and all stakeholders in strengthening the implementation of national culture-based character education in madrasah.

Keywords: *Character education, cultural values, madrasah*

Introduction

Character education based on national cultural values in madrasah is an important thing to develop. Madrasah as an Islamic educational institution, must have a role in shaping the character and personality of its students, so that they are able to become a generation with character and can build a better nation.

However, the phenomenon in the field shows that there are still many problems in developing character education in madrasah. Some of these

problems include low awareness and concern for character education, lack of understanding of national cultural values, and low student participation in character education activities.

The phenomenon of character education problems based on national cultural values that often occur is the lack of internalization of national cultural values in students, so they are unable to apply these values in their daily lives. This can be caused by several factors.

According to character education theory, internalizing national cultural values in students

is influenced by internal and external factors. Internal factors are factors related to the students themselves, such as personality, talent, interest, and motivation. While external factors are factors that come from the environment, such as family, school, peers, and the media.

Character education theory also emphasizes the importance of education that focuses on character development and life values. According to Lickona, "Character education is a learning process that involves the development of a person's character and morals, with the aim of shaping individuals who are ethical, have personality, and have nationalistic insight." (Lickona, 1993).

Meanwhile, according to Gardner, the development of a person's character and morals requires the role of many parties, such as family, school, and society. "Character education is not only the responsibility of schools, but also the responsibility of families and communities in creating an environment that supports the formation of character and life values" (Gardner, 1991).

Based on character education theory, the lack of internalization of cultural values in students can be caused by internal factors such as students' lack of motivation and interest in cultural values, as well as external factors such as the lack of family and school roles in providing examples and fostering cultural values.

In practice, these factors can occur separately or together, and can be the main cause of problems in cultural values-based character education. Therefore, it is important for teachers and educational institutions to understand relevant character education theories and apply them in learning, so that students can understand and internalize cultural values more effectively.

In an effort to overcome these problems, researchers collected some previous studies that have been conducted to analyze the development of cultural values-based character education. Here are some examples of previous studies that focus on cultural value-based character education:

1. Research on "Strengthening Character Education in Elementary School Children" by Winarsih and Sri Pudji Astuti (Winarsih et al., 2021). This study

aims to analyze the approach to character education in elementary school students. The results showed that the cultural values-based character education approach is effective in shaping positive character and behavior in students.

2. Research on "Management of Strengthening Character Education in Senior High Schools" by Panoyo Panoyo, Yatim Riyanto, Warih Handyaningrum (Panoyo et al., 2019). The research aims to describe and analyze data on the management of strengthening character education in Sidoarjo Regency with a multi-case study at SMAN 1 Krian and SMAN 1 Taman. The results showed that the planning of strengthening character education must meet at least five aspects, namely referring to the vision and mission of the school, conducting assessments to identify the potential of the school, formulating and determining the main character values to be developed, the school program is prepared jointly with all school components, and teachers make character-based learning tools (RPP).
3. PkM journal with the title "Socialization of Culture-Based Character Education in Children with Video Media" by *Uni Ekowati, Wellem Nggonggoek, Susilo Setyo Utomo* (Ekowati et al., 2019). This service aims to emerge a character based on culture / local wisdom from TPQ children so that children are able to compete with other individuals in various contexts. The results of the activity show that showing culturally based video media to TPQ children can help children more easily understand character values according to their culture. Character education is very important, especially for children, because character is the basis for an individual to compete in the future.
4. The research "Character Education Insertion Through Indonesian Language Learning Viewed from a Theoretical Perspective" by I Gusti Ngurah Santika

and I Nyoman Sudiana (Santika & Sudiana, 2021) This study aims to determine the insertion of character education through Indonesian language learning in elementary schools. The results of this study indicate that the insertion of character education can be done through Indonesian language learning by mastering the four language skills, namely listening, speaking, reading, and writing. Listening skills can shape students' character to be thorough, critical, sensitive, and reasoning. Speaking skills can shape students' characters to be calm, brave, confident, polite, and honest. Reading skills can shape students' characters to be creative, responsible, curious and love to read. Writing skills can shape students' characters to be careful, enthusiastic, initiative, and disciplined. Through these four skills, character education can be inserted in Indonesian language learning.

The preliminary research revealed that the integration of national cultural values in character education can help students internalize good moral and ethical values. In addition, the application of appropriate methods and active student participation in character education activities are also important factors in the development of character education. However, none of the four previous studies specifically examined character education based on national cultural values in madrasah.

Therefore, this journal will discuss the Core Ethical Values of Character Education based on national cultural values in madrasah. The purpose of this journal is to provide a deeper understanding of the importance of developing character education based on national cultural values in madrasah and how to implement character education based on national cultural values in madrasah.

It is hoped that this journal can provide benefits for policy makers and education practitioners in developing character education based on national cultural values in madrasah, so

as to form a generation with character and be able to build a better nation.

Methods

In this journal, the author will use qualitative research methods, by collecting data through documentation techniques. The data obtained will be analyzed using qualitative analysis techniques, so as to provide a clear picture of the Core Ethical Values of Character Education based on national cultural values in madrasah.

Discussion

Character education is a concept that is needed in education to form a person who has good morals and ethics. In its application, character education can be done with various methods, one of which is based on national cultural values.

In the context of madrasah, character education based on national cultural values is very important, considering that madrasah has the task of forming a generation that has an Islamic character and high morals. Character education based on national cultural values can also help students understand and appreciate the local culture that characterizes madrasahs in Indonesia.

Core Ethical Value of Character Education Based on National Cultural Values and its implementation in madrasahs

Core ethical values in character education based on national cultural values include fundamental moral and ethical principles, such as honesty, integrity, responsibility, compassion, justice, and respect for cultural diversity. Its application in character education aims to form students who have a good personality, and are able to understand and appreciate the cultural values that exist in their environment.

According to Lickona (Lickona, 1993) character education can be done by developing five aspects of character, namely honesty, responsibility, respect, justice, and citizenship. Honesty can be developed by teaching students to always be honest and not cheat. A sense of responsibility can be developed by giving students the responsibility to do certain tasks. Respect can be developed by teaching students to respect others, both classmates, teachers, and parents. Justice can be developed by teaching students to treat all people equally. Meanwhile, citizenship can be developed by teaching students to love the

country and participate in activities that are useful for the community.

In addition, according to Halstead (J. Mark Halstead, 2007) character education based on national cultural values can help students understand local culture and encourage them to appreciate and preserve the culture. Local culture can shape students' character and have a positive influence on their personal development.

According to the Ministry of National Education (Ministry of Education, 2010) there are 18 character education values that researchers try to summarize in the table below.

Tabel 1. *Values and Description of National Culture and Character Education Values*

No	Value	Description
1	Religious	Attitudes and behaviors that are obedient in carrying out the teachings of the religion they adhere to, tolerant of the implementation of other religions' worship, and live in harmony with other religions. get along well with people of other religions.
2	Honest	Behavior that is based on efforts to make themselves as people who can always be trusted in words, actions, and work.
3	Tolerance	Attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4	Discipline	Actions that demonstrate orderly behavior and adherence to various regulations.
5	Hard Work	Behavior that shows a serious effort in overcoming various learning obstacles and tasks, and completing tasks with a high quality. best.

6	Creative	Thinking and doing something to produce a method or result new from something you already have.
7	Independent	Attitudes and behaviors that do not easily depend on other people in completing tasks.
8	Democratic	A way of thinking, behaving, and acting that equally values the rights and obligations of oneself and others.
9	Curiosity	Attitudes and actions that always strive to know more deeply and broadly from something he heard, sees, and learns.
10	Spirit of Nationality	A way of thinking, acting, and having an outlook that puts the interests of the nation and state above self-interest and interest of his group
11	Love of the Motherland	A way of thinking, behaving, and acting that shows loyalty, care, and high appreciation for the language, environment, and society. physical, social, cultural, economic and political aspects of the nation.
12	Valuing Achievement	Attitudes and actions that encourage themselves to produce something useful for the community, and recognize, as well as to develop and develop the community. respect the success of others
13	Friendly Communicative	Actions that show enjoyment of speaking, get along and cooperate with others
14	Love Peace	Attitudes, words, and actions that cause other people to feel happy and secure in her presence.
15	Love to Read	The habit of making time to read various readings

		that provide virtue for himself.
16	Caring for the Environment	Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to improve the natural environment. natural damage that has already occurred.
17	Social Care	Attitudes and actions that always want to provide assistance to others and communities in need.
18	Responsible	The attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the state and God. The Almighty.

Source: Ministry of Education (Kemendiknas, 2010)

However, in practice, there are several problems faced in the implementation of character education based on national cultural values in madrasah. One of them is the lack of teachers' understanding of national cultural values and how to integrate them into learning activities. This can affect the effectiveness of character education based on national cultural values.

To implement core ethical values in character education, several approaches can be taken, such as through curriculum, direct teaching, habituation, and a supportive school environment. According to Elias and Arnold (Elias & Arnold, 2006) character education should integrate moral principles into all aspects of school life, including curriculum, teaching, and school culture.

Meanwhile, according to Wigginton (Wigginton, 2017) the implementation of character education based on national cultural values in schools can be done through habituation. Students are taught to internalize national cultural values through daily routines and daily activities at school. This

can be done through activities such as flag ceremonies, religious activities, or other activities that support student character development.

In research by Sudrajat (Wijayanti & Sudrajat, 2018) found that the use of learning media based on national cultural values in character education can help improve students' understanding of cultural values and have a positive influence on student character. Therefore, the use of this learning media can be a solution to overcome the problems faced in the implementation of character education based on national cultural values in madrasah.

Character education implementation plan

1. Building a framework for developing a good school culture

School culture is the atmosphere of school life where learners interact with each other, teachers with teachers, counselors with learners, between education personnel, between education personnel and educators and learners, and between members of community groups with school residents. (Ministry of Education, 2010). Internal group and inter-group interactions are bound by various rules, norms, morals and shared ethics that apply in a school. Leadership, exemplary, friendliness, tolerance, hard work, discipline, social care, environmental care, sense of nationality, and responsibility are values developed in school culture. In addition, school culture is believed to be one of the aspects that influence children's development. According to Teerakiat Jareonstasin's research on the influence of schools on child development, four main things (inputs and outputs) were found to influence each other. The most important is the school climate or culture. If the school atmosphere is full of discipline, honesty, compassion then this will produce the desired output of good character. At the same time, teachers will feel peaceful and such a school

atmosphere will improve classroom management.

2. Value Integration in Intracurricular and Co-curricular Activities

According to Nurul Zuriah, the planning and implementation of cultural education and national character is carried out by school principals, teachers, education personnel (counselors) together as a community of educators applied to the curriculum through the following activities:

a) School routine activities

Routine activities are activities that learners do continuously and consistently at all times. Examples of these activities are: ceremonies on state holidays, checking body hygiene (nails, ears, hair and others) every Monday, worshipping together / praying together every dluhur (for those who are Muslim), praying when starting and finishing lessons, saying greetings when meeting teachers / other education personnel and so on.

b) Spontaneous activities

Spontaneous activities are activities that are carried out spontaneously at that time. This activity is usually carried out when teachers and other education personnel know of any unfavorable actions from students that must be corrected at that time. If the teacher knows that there is poor behavior and attitude, at that time the teacher must make corrections so that students will not take such bad actions.

c) Example

Exemplary is the behavior and attitude of teachers and other education personnel in providing examples of good actions so that it is expected to be a role model for students to follow. If teachers and other education personnel want

students to behave and behave in accordance with the values of national culture and character, then teachers and other education personnel are the first and main people to provide examples of how to behave and behave in accordance with these values. For example, dressing neatly, arriving on time, working hard, speaking politely, compassion, attention to students, honesty, maintaining cleanliness and so on.

d) Conditioning

To support the implementation of national culture and character education, schools must be conditioned to support these activities. The school should reflect school life that reflects the values in the desired national culture and character. For example, toilets are always clean, trash cans are in various places and always cleaned, the school looks neat and learning tools are placed regularly. (Zuriah & Yustianti, 2007)

3. Integration in all subjects

Values and character development are integrated in each subject matter of each subject. The values are included in the Syllabus and Learning Program Plan (RPP). The development of these values in the syllabus is pursued in the following ways.

a. Review the Competency Standards (SK) and Basic Competencies (KD) to determine whether the content of values and characters that are implied or explicit in the SK and KD above are included.

b. Using table 1 that shows the relationship between SK/KD with values and indicators to determine the values to be developed.

c. Include the values and national character in table 1 in the syllabus.

- d. Incorporate the values already listed in the syllabus into the lesson plan.
- e. Develop an active learner learning process that allows learners to have the opportunity to internalize values and demonstrate them in appropriate behaviour.
- f. Provide assistance to learners who have difficulty internalizing values and showing them in their behaviour (Kemendiknas, 2010). (Ministry of Education, 2010)

4. Habituation of Value-Based Behavior

In daily life at school, schools must implement the totality of education by relying on exemplary, environmental creation and habituation through various tasks and activities. So that everything students see, hear, feel and do is education. In addition to modeling as the main educational method, value creation is also very important. The creation of the school environment can be done through assignment, habituation, training, teaching, directing, and exemplary.

From some of the above opinions, it can be concluded that the implementation of culture-based character education in madrasah can be done by introducing and teaching national cultural values to students through subjects and extracurricular activities, as well as building a school environment that is conducive to student character building. The research also shows that support from the principal and teachers is very important in the implementation of culture-based character education in madrasah.

Character education based on cultural values in madrasah has an important role in shaping student character. The implementation of national culture-based character education in madrasah can be done by introducing and teaching national cultural values to students through subjects and extracurricular activities.

Character education based on cultural values in madrasah is very important to shape the character of quality students. Through the implementation of culture-based character education, students

can internalize positive cultural values in their daily lives, so that they can form good characters and have high moral awareness.

There are several challenges that must be faced in implementing national culture-based character education in madrasah, such as students' lack of understanding of the importance of character education, lack of support from the principal and teachers, and lack of adequate resources. Therefore, continuous efforts are needed to overcome these challenges so that the implementation of culture-based character education can run well.

Evaluation of national culture-based character education in madrasah is also very important to determine the extent of students' ability to develop the expected character and to evaluate the implementation of character education programs in madrasah.

Conclusion

The conclusion of this article is that character education based on national cultural values is the right approach to forming students who have a good personality and understand the cultural values that exist in their environment. In the context of madrasah, the implementation of culture-based character education can help students understand and appreciate Islamic values that are part of the culture of Indonesian society.

This research also shows that the lack of internalizing national cultural values in students can be caused by several factors, such as a lack of awareness of the importance of cultural values, lack of support from the school environment, as well as the influence of popular culture that is different from traditional cultural values.

To overcome this problem, madrasahs can implement character education based on national cultural values through the curriculum, direct teaching, habituation, and a supportive school environment. This will help students understand and internalize good and positive cultural values.

In order to increase the effectiveness of character education based on cultural values in madrasahs, there needs to be support from various parties, such as teachers, parents, and the community. Thus, it is expected that character education based on national cultural values can

help form a young generation that has a good personality, and is able to understand and appreciate the cultural values that exist in their environment.

Reference

- Ekowati, U., Nggonggoek, W., & Utomo, S. S. (2019). SOSIALISASI PENDIDIKAN KARAKTER BERBASIS BUDAYA PADA ANAK-ANAK DENGAN MEDIA VIDEO. *SELAPARANG Jurnal Pengabdian Masyarakat Berkemajuan*, 2(2), 19. <https://doi.org/10.31764/jpmb.v2i2.881>
- Elias, M. J., & Arnold, H. (2006). *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom*. Corwin Press.
- Gardner, H. (1991). *The Unschooled Mind: How Children Think and How Schools Should Teach*. Basic Books.
- J. Mark Halstead. (2007). Islamic values: a distinctive framework for moral education? *Journal of Moral Education*, 36(3), 283–296. <https://doi.org/10.1080/03057240701643056>
- Kemendiknas. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Kementerian Pendidikan Nasional.
- Lickona, T. (1993). The Return of Character Education. *Educational Leadership*, 51(3), 6–11.
- Panoyo, P., Riyanto, Y., & Handayani, W. (2019). Manajemen Penguatan Pendidikan Karakter Pada Sekolah Menengah Atas. *Halaqa: Islamic Education Journal*, 3(2), 111–117. <https://doi.org/10.21070/halaqa.v3i2.2714>
- Santika, I. G. N., & Sudiana, I. N. (2021). Inseri Pendidikan Karakter Melalui Pembelajaran Bahasa Indonesia Ditinjau dari Perspektif Teoretis. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 11(4), 464. <https://doi.org/10.23887/jjpbs.v11i4.42052>
- Wigginton, M. (2017). *The School Culture Survival Guide: Practices, Tools, and Strategies for Building a Positive School Culture*. Jossey-Bass.
- Wijayanti, A. T., & Sudrajat, S. (2018). PENANAMAN NILAI-NILAI KEARIFAN LOKAL UNTUK PEMBENTUKAN KECERDASAN EMOSIONAL SISWA DI SMP NEGERI 3 BANGUNTAPAN BANTUL YOGYAKARTA. *JIPSINDO*, 5(1), 21. <https://doi.org/10.21831/jipsindo.v5i1.20181>
- Winarsih, L., Warsono, W., & Setyowati, N. (2021). PENGUATAN PENDIDIKAN KARAKTER PADA ANAK SEKOLAH DASAR. *Mudarrisuna*, 11(2), 206–216. <https://jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/7869>
- Zuriah, N., & Yustianti, F. (2007). *Pendidikan moral & budi pekerti dalam perspektif perubahan: menggagas platform pendidikan budi pekerti secara kontekstual dan futuristik*. Bumi Aksara.

Author Profile

The author was born in Garut, September 3, 1987. The author completed his undergraduate studies in the Islamic Education study program at the Faculty of Education and Teacher Training, Garut University. The author then continued his master's level education in the Islamic Education Management Study Program at Garut University. Currently, the author is actively teaching as a permanent lecturer at the Industrial Engineering study program at Garut Institute of Technology.