MEASURING THE CHARACTER INTEGRITY OF PRIANGAN STUDENTS: CASE STUDY IN GARUT

Ibnu Salman, Hasan Albana, Nurul Qolbi Izazy, Novi Sylvia, Deni Hadiana
National Research and Innovation Agency, Indonesia
Corresponding Email: ibnu009@brin.go.id

Abstract

Integrity and good character are two qualities that are important for students. Entering the newnormal era, this character becomes a particular attraction, especially regarding students' honesty in participating in online/offline learning. Sometimes, the integrity character may not receive maximum attention from the school community and policymakers because the argument is that there is already conditioning in the environment. Schools foster the character of integrity, but from the observations of some teachers, they do not carry out and provide supervision during the learning process. These small rights can lead to the phenomenonof dishonesty, such as cooperation that is not allowed during the test (congregational cheating/academic honesty). The research method carried out is more qualitative. However, it also uses quantitative data as a support to sharpen the analysis. The primary data collection methods are interviews, observation, and document review. The results of the studyindicate that the character integrity of students ideally has a model or example of the applicationof the character of integrity, especially in the aspect of honesty, applying a reward and punishment model to students with good character.

Keywords: integrity, character, learning, student

Introduction

There is a strong indication of the loss of the noble values inherent in our nation among students all this time, such as religiosity, honesty, politeness, togetherness, and so on, which are enough to be a concern for us. Lately, many violent cases tend to involve middle-aged students, such as brawling both students, which resulted in fatalities in Tangerang Regency (Siregar, 2022) and beatings by high school students in Takalar (Zhan, 2022). In parsing this matter, there must be an effort to return students' character values to the nation's character or lead to religious character. One of the efforts in that direction is to improve the education system; we must focus on religious education or activities with religious values to form commendable morals.

Schools are a place to accommodate and process various characters of students, which vary optimally. However, nowadays, schools are faced with challenges in the digital era, one of which is that the use of gadgets, if not appropriate, can cause the concentration of learning and the character of children to change in a negative direction, environmental factors, and internal factors of the school or madrasa itself. Moreover, character factors that determine students' daily attitudes in interacting with the community also require a touch not only from the family environment, but the school environment also plays a role in helping the formation of student character in the future.

In 2010 the Indonesian government launched and implemented the National Character Education Movement policy based on the National Action Plan (RAN) for National Character Education. There is a Character Education Strengthening Movement (PPK) by heeding the principles and sustainability (Musawwamah & Taufiqurrahman, 2019).

The PPK movement occupied a fundamental and strategic position when the government launched a national character revolution as stated in the Nawacita (Nawacita 8), instigated the National Mental Revolution Movement, and published the 2014-2019 RPJMN based on the Nawacita. Therefore, the PPK Movement can be interpreted as the embodiment of the Mental Revolution Movement and an integral part of the Nawacita. Various character education programs and activities have been implemented at the secondary education level in the form; starting from the integration of classroom activities, outside the classroom at school, and outside the school (society/community) to the functioning of the School Committee with the needs of the PPK Movement (Musawwamah & Taufiqurrahman, 2019).

The urgency of character education for students has been stated in Law no. 20 of 2003 Article 3, which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen so that they can become the golden generation in 2045. So character education is the main thing that needs to get serious attention from various groups, both the government, teachers, and education activists, because the leading cause of moral degradation. Therefore, it is necessary to take synergistic steps from various groups to carry out the development of the nation's character to following the national development vision, namely "Creating a noble, moral, ethical, cultured, and civilized society based on the Pancasila philosophy," one of which is through schools. (BPKP, 2007).

The Religious Research and Development Center of Jakarta (Balitbang) has conducted research on character education at the elementary school level, both at Madrasah Ibtidaiyah (MI) in 2014 and Elementary School (SD) in 2015. The results of this study show that character building in children of Elementary school age is carried out in extracurricular, extracurricular, and co-curricular learning. In addition, in 2015, the Ministry of Religion released three madrasas that won the integrity award (MTCN 1 Malang East Java, MAN 2 Amuntai Kalsel, and MAN Insan Cendekia Bone Bolango Gorontalo). (Kemenag, 2015). However, nowadays, the integrity award is still tiny, so ideally, it needs to be improved again.

So far, studies on integrity can be mapped into three sections, namely, first, integrity studies that take values from local culture (Sukadari, Komalasari, Dea, & Ahmad, Wihaskoro, 2018; Syaputra, Hidayah, Ramli, & Alfaiz, 2019). Second, a study

that examines integrity other than in the Priangan area, such as in eastern Indonesia and North Kalimantan (Abubakar, 2018; A. R. Arsyad, 2019; Badruzzaman, 2019). Third, a study that focuses on the efforts and implementation of students' integrity (Auliyairrahmah et al. 2021; Bafadal et al. 2020; Maulana, Hidayati, and Allmahny 2018; Sukmawati 2019). From these three trends, studies that measure student integrity in the Priangan area are not widely known. This later became the reason for raising integrity studies among students in the Priangan area.

According to the reasons above, several assumptions emerge, such as the character of students, experiencing a decreasing trend every year. In addition, there are still many brawls between students and the tendency of students to be dishonest in doing their assignments at school, showing their lack of integrity in learning performance. Even though character formation is one of them through educational institutions, that character becomes an exciting thing to study in various aspects and dimensions. In the context of this paper, the character's focus is only on the aspect of integrity.

Methods

This type of research is emphasized a qualitative approach. However, this research also uses quantitative data as a support to sharpen the analysis. Following the type of research, the primary data collection methods are interviews, observation, and document review. Interview; intended to dig up data: 1). Input for character planting, including policies, vision, mission, programs, and teacher's understanding of the character. 2) Process: character building in schools/madrasahs, 3) supporting and inhibiting factors for a character in schools/madrasahs, etc.). Interviews were conducted with several informants, including 1) Head of the Ministry of Religion of Garut Regency, 2) Madrasah Committee in Garut Regency, 3) Head of target Madrasah, and 4) teachers in the research target madrasah. While the observation is intended to see firsthand the implementation of learning and other forms of character education development in Madrasah Aliyah, and document review; is used to obtain written data about the activities of instilling character education values in Madrasah Aliyah, the goals and benefits it produces. Data processing and analysis start from classification, and categorization to look for patterns or models of character education in Madrasah Aliyah.

The actuality of decisions per case seen in the implementation of the character of integrity (observation) is determined by using three choices of categories, namely: high (high), moderate (moderate), and low (low). Decisions at each stage of observation will result in a number of final recommendations submitted for improvement of the character education program, especially related to the character of the integrity of students in madrasas.

This research was conducted at MAN 2 Garut as one of the representations of Madrasah Aliyah with state status. MAN 2 Garut was chosen because there were no religious-based institutional affiliations, such as Persis, NU, or Muhammadiyah. Another

consideration is that the MA is a secondary education level where students are of productive age to realize the planting of character values in the future. Another reason is that many students in Kab. Garut did not continue their education to a higher level. This can be seen from the Gross Enrollment Rate for the high school level in 2020, which is only around 51.91 (Statistik Kab. Garut, 2021). In addition, the selection of the Garut district was also based on cases of school students, including student brawl cases (Gani, 2021), immoral cases involving students (Mochammad Iqbal, 2021), as well as other behaviors that have the potential to damage the unity and spirit of nationalism of the nation's children. In this case, the case of the spread and betrayal of NII members to students in Garut (Kompas, 2021).

Results and Discussion

Integrity-Carachter Building Factor in MAN 2 Garut

Arsyad (2010) states that character education can also be a hidden curriculum, such as time management, ethics and integrity, thinking skills, willingness to learn, commitment, desire to achieve success/motivation, strong energy drive/very high enthusiasm, oral communication, creativity, analytical skills, can cope with stress, self-management and take responsibility, problem-solving, cooperation, adaptable and wise, teamwork, ability to be a good listener. According to Arsyad (2010), forming students' character, especially related to their integrity, requires a honed inner capacity. Internal capacity is an effort to develop creativity, proactivity, innovation, and imagination. The development of inner capacity is the development of abilities that are not easily observed but become effective and efficient competencies to complete a particular task thoroughly. If these competencies can be developed, students will have the power to seize every opportunity to compete in increasing their dignity, dignity, and welfare.

In the context of the character of integrity in MAN 2 Garut, improvements regarding character development are still needed by the cooperation of stakeholders in the school environment, but that does not mean that because integrity is weak, other characters are also weak. In fact, the majority of the other four character values are good and running correctly at MAN 2 Garut: religious, nationalism, independence, and cooperation. This is as stated by the Head of MAN 2 Garut, Mr. Nendi Supendi 'that if five character values are a priority in the index assessment, then integrity is still a struggle to improve, especially in terms of honesty is part of the character of integrity. The integrity character seems to be a challenge for teachers at MAN 2 Garut, especially regarding aspects of honesty related to daily tests/academic honesty. If not given maximum attention, it is feared that dishonesty will spread to other aspects. Some causes related to the weak character of integrity at MAN 2 Garut based on documentation and information from the existing civitas, including the less than optimal empowerment of

teachers and education personnel and the involvement of parents and the community. These two things will be described further as contained in the information below.

Empowering Teachers and Education Personnel

The empowerment of teachers and education personnel at MAN 2 Garut is a crucial factor that gets serious attention from the principal. The principal, in his leadership, makes maximum efforts to involve all staff in various activities in the school. The Head of MAN 2 Garut assumes that the involvement of all school members is a way to bring all school members to be responsible for school activities and the achievement of the school's vision and mission, mainly related to the inculcation of character values that are already exist in the madrasa's vision and mission. Efforts to empower all staff can be seen in the principal's behavior every time there is an activity in the school, such as: in formulating school policies, the principal always discusses with the teachers in a meeting forum. All teachers were asked for their opinion on the policies to be taken, one of which was related to the internalization of character values, especially the character of integrity. Although the leadership under Mr. Nendi Supendi has lasted only less than two years, the synergy between teachers and education staff has been going well. This was also confirmed by the Head of Sub-Division of TU MAN 2 Garut, Mr. Mahmud. Between teachers and education staff, especially the administrative personnel at MAN, it is good, this has been going on since before Mr. Nendi was the Head of MAN 2 Garut.

Based on document searches and habituation observations made by the teacher during learning, it shows an attitude of always involving students to do something such as asking students to pick up trash and put it in the trash, students' enthusiasm for following lessons, saying greetings when meeting teachers, students being able to do school assignments, and be creative in leadership exercises, until students are ready to be reprimanded if they make mistakes. In addition, when learning, the teacher trains students to cooperate with other friends and trains the courage to express opinions and others. This habituation strategy is integrated into the student character formation by all teachers at all grade levels.

Based on a quick observation, the character of integrity in MAN 2 Garut has been attempted by the teaching and educational staff by being an example or role model in behavior. It is just that some components of integrity, such as honesty, still need to be considered more seriously because there are still some students who, in the teacher's view proud to be able to provide the answer key during the daily exam/test process.

One possible solution to suppress teachers' less than optimal role is actually returning to the madrasa policy, in this case, MAN 2 Garut to provide CCTV in several strategic rooms, of course through intensive communication with the committee and related teachers. Nevertheless, unfortunately, the policy of installing CCTV has not been carried out because funds still constrain the madrasa. Nevertheless, if the role of teachers

and education staff is maximized, it can also help madrasas in conditioning their students to have more character.

This result indirectly support Sujarwo's study (Suriansyah & Aslamiah, 2015) that the following steps pursue alternative strategies in character education. First the normative approach by making governance or order in which it is based on values, morals and character. Second, the model approach, especially school leaders (in this sense actually including teachers as leaders in the classroom) can be models or exemplary examples in their speech, attitude, and behavior following the rules that have been made together. Third is the reward and punishment approach. Fourth the learning atmosphere approach, which is to create a learning atmosphere so that it can be a source of inspiration for value awareness for everyone. In this case, a learning environment can be created with various media containing words of wisdom, the Qur'an or hadith that can encourage noble values, hard work, honesty, discipline, and others.

Parental and Community Involvement

A school principal must innovate and develop ways to build school quality so that it becomes a school with character and achievement. This makes MAN 2 Garut the school of choice for the surrounding community. In addition, it also fosters a school culture of character to foster effective partnerships with various parties in a harmonious, supportive, and mutually beneficial manner, especially with parents or the surrounding community. From the data from interviews with parents of students, it was found that the principal held at least two formal and informal meetings every time. At the meeting, the principal communicated his vision, fostered a sense of mutual need and interest, and was creative in evoking parents to support the vision and mission of a superior and characterized school. In addition, the principal conveyed the problems faced and gathered community support for the school's needs. In addition to this, school principals also make joint programs with parents and the community, as well as the involvement of school principals in various activities in the community, both as members of community organizations and because resource persons increasingly provide opportunities and the development of effective partnerships between schools and various institutions, both public and private education and non-educational institutions.

With the formal and non-formal approach, the principal to parents and the community, based on the results of in-depth interviews with parents and the community and from the results of observations, the research results obtained, namely the strategy used by parents and the community in shaping the character of students, especially the character of integrity is communication. Effective reciprocity with the school and effective partnerships that are mutually beneficial, needy, and equitable between parents and the community with the school.

This study found that character-building strategies, especially the character of integrity, can be pursued through the involvement of parents and the community through

effective communication, involving parents and the community in formulating policies for the formation of student character and conducting joint supervision of student behavior at school and in the home environment. This result support Lendrum's (2003) (Syahputra, 2020) statement that effective partnerships support school success but should be based on mutual trust between institutions and external customers. This research also supports the opinion of Bell (1994), which states that the school's robust and effective partnership with parents and the community based on trust, shared goals, honesty, and balance are the factors that bring the organization's success in shaping the character of students. This research also supports the opinion of Hammond and Bransford (2005), which states that an effective partnership is a mutually beneficial cooperation between the parties by placing both parties on an equal footing and containing the understanding of efforts to fulfill the wishes of their respective institutions.

From the various opinions above, it is clear that effective communication and partnerships with parents and the surrounding community can bridge the emergence of character values for students. With this effective partnership, schools can complement each other's weaknesses through an effective school partnership program with parents and the community. In addition, effective partnerships can also be used as benchmarks for schools with parents and the community in developing school programs to shape students' character. Partnerships or community involvement at MAN 2 Garut can be done by empowering the madrasa committee as part of the controlling entity and actors of character education (integrity) in secret or teaching character education through example in their daily lives, especially to their children.

Conclusion

Based on studies from stakeholders at MAN 2 Garut and the views of supervisors and related officials at the Garut Ministry of Religion, the integrity character of students at MAN 2 Garut does not receive maximum attention. This can be seen in some teachers who are weak in providing supervision when the test takes place in class and the occurrence of dishonesty such as cooperating, which is not allowed during the test (congregational cheating/academic honesty). In addition, the number of female students who use the word 'anjir' in their daily interactions is feared to be a bad habit, affecting students' integrity. Even in the aspect of honesty, there is a sense of pride when students can provide answer keys in daily tests, which can be spread to other students as their pride.

Actualization of the character of integrity at MAN 2 Garut based on the information and the results of the study that has been carried out in the form of 1. Exemplary conditioned in such a way by the madrasa, in this case, the teacher of MAN 2 Garut becomes a direct example every day at school. The character of integrity is related in this context; students come according to the hours determined by the madrasa, and most teachers come first before students come to school, 2. Spontaneous activities by

teachers and students. Saying greetings between teachers and students as part of spontaneous activities, based on researchers' observations in the high category. 3. Reprimand In the context of the character of integrity, ideally, students have a sense of responsibility in the form of being ready to be reprimanded if they do something terrible or say dirty words. However, the dirty words mentioned above often escape the teacher's attention. 4. Environmental conditioning, the conditioning process for developing the character of integrity, has not been seen in MAN 2 Garut and 5. Routine activities related to the integrity character have not been explicitly found, which are the characteristics of MAN 2 Garut, except for a few things such as admonishing each other, greeting the teacher, and following the lesson as usual.

Factors that affect the character of integrity, especially related to honesty, become a challenge for teachers at MAN 2 Garut; if not given maximum attention, it is feared that dishonesty will spread to other aspects. Some of the causes related to the weak character of integrity in MAN 2 Garut based on tracing documentation and information from the existing civitas, including the less than optimal empowerment of teachers and education personnel and the lack of involvement of parents and the community as a control tool for the character of integrity in MAN 2 Garut.

References

Abubakar, A. (2018). Integritas siswa di papua barat. *Jurnal Educandum*, *4*(1).

Arsyad, A. (2010). Strategi Implementasi Pendidikan Karakter Bangsa di Perguruan Tinggi. *Seminar Nasional Pendidikan Karakter Bangsa*. Bogor: Balitbangdiknas.

Arsyad, A. R. (2019). Integritas Siswa Sman Dan Mas Di Kalimantan Utara. *Educandum*, *5*(72).

Auliyairrahmah, A., Djazilan, S., Nafiah, N., & Hartatik, S. (2021). Implementasi Pendidikan Karakter Integritas Sub Nilai Kejujuran melalui Program Kantin Kejujuran di Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, *3*(6). https://doi.org/10.31004/edukatif.v3i6.939

Badruzzaman, B. (2019). INTEGRITAS SISWA SEKOLAH MENENGAH ATAS DI KAWASAN TIMUR INDONESIA (Pengaruh Tingkat Kondusifitas Lingkungan Terhadap Integritas Siswa). *Al-Qalam*, *25*(1). https://doi.org/10.31969/alq.v25i1.729

bafadal, ibrahim, Juharyanto, J., Nurabadi, A., & Gunawan, I. (2020). DEBAT MORAL SEBAGAI UPAYA MENINGKATKAN INTEGRITAS KEPALA SEKOLAH. *Jurnal Administrasi Dan Manajemen Pendidikan*, *3*(3). https://doi.org/10.17977/um027v3i32020p272

Bell, C. R. (1994). *Costumers as Partners Building Relationships That Last*. San Francisco: Berrett-Kohler Publisher.

BPKP. (2007). Sosialisasi Rencana Pembangunan Jangka Panjang Nasional.

Gani, H. (2021). *Tawuran dekat Markas Brimob 2 Kelompok Pelajar STM GArut*

diamankan.

Hammond, L. D., & Bransford, J. (Eds.). (2005). *Preparing Teacher for a Changing World*. San Frasisco: Jossey-Bass.

Kemenag. (2015). Tiga Madrasah Raih Anugerah Integritas. Retrieved from Kementerian Agama Republik Indonesia website: https://www2.kemenag.go.id/berita/317131/tiga-madrasah-raih-anugerah-integritas

Kompas. (2021). 5 Hal soal Kemunculan NII di Garut, Diduga Baiat 59 Anak. *Kompas.Com*.

Lendrum, T. (2003). *The Strategic Partnering Handbook, The Practitioners' Guide to Partnerships and Alliaces*. Australia: The McGraw-Hill Companies.

Maulana, R., Hidayati, N. W., & Allmahny, D. (2018). MENINGKATKAN PEMAHAMAN INTEGRITAS DIRI MELALUI LAYANAN INFORMASI DENGAN MEDIA AUDIO VISUAL PADA SISWA KELAS VIII SMP NEGERI 1 SUNGAI PINYUH. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, *3*(2). https://doi.org/10.26737/jbki.v3i2.738

Mochammad Iqbal. (2021). Kasus Video Asusila di Instagram Remaja. *Www.Merdeka.Com*.

Musawwamah, S., & Taufiqurrahman, T. (2019). Penguatan Karakter Dalam Pendidikan Sistem Persekolahan (Implementasi Perpres Nomor 87 Tahun 2017 Tentang Penguatan Pendidikan Karakter). *NUANSA: Jurnal Penelitian Ilmu Sosial Dan Keagamaan Islam*, *16*(1). https://doi.org/10.19105/nuansa.v16i1.2369

Siregar, A. R. (2022). Tawuran Pelajar 2 Sekolah di Tangerang, Satu Orang Tewas Kena Bacok. Retrieved from kompas.com website: https://megapolitan.kompas.com/read/2022/03/21/16340271/tawuran-pelajar-2-sekolah-di-tangerang-satu-orang-tewas-kena-bacok

Statistik Kab. Garut. (2021). Garut dalam Angka. *Jabarprov.Go.Id*.

Sukadari, Komalasari, Dea, M., & Ahmad, Wihaskoro, M. (2018). Efektivitas Penanaman Nilai Integritas pada Siswa SD melalui Buku Wayang Pandawa Bervisi Antikorupsi. *Integritas : Jurnal Antikorupsi*, *4*(1).

Sukmawati. (2019). Pelaksanaan Implementsi Penguatan Pendidikan Karakter Iintegritas Dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *Jurnal Edu Civic Media Publikasi Prodi PPKN*, *05*(02).

Suriansyah, A., & Aslamiah. (2015). Strategi Kepemimpinan Kepala Sekolah, Guru, Orang Tua, dan Masyarakat dalam Membentuk Karakter Siswa. *Cakrawala Pendidikan*, (2).

Syahputra, H. (2020). Kemitraan Sekolah dalam Meningkatkan Mutu Pendidikan di SMA Panca Budi Medan. *Jurnal Kajian Islam Kontemporer (JURKAM)*, *1*(2), 59–71.

Syaputra, Y. D., Hidayah, N., Ramli, M., & Alfaiz, A. (2019). Metaanalisis karakter integritas siswa berbasis nilai Bundo Kanduang Era Revolusi Industri 4.0. *Counsellia: Jurnal Bimbingan Dan Konseling*, *9*(2).

https://doi.org/10.25273/counsellia.v9i2.5266

Zhan, E. (2022). Tak Terima Diperciki Air, Siswa SMA Keroyok Teman Sekaligus Ibu dan Tantenya di Depan Sekolah. Retrieved from kompastv website: https://www.kompas.tv/article/253086/tak-terima-diperciki-air-siswa-sma-keroyok-teman-sekaligus-ibu-tantenya-di-depan-sekolah