Character Education in Islamic Boarding School and The Implication to Students’ Attitude and Critical Thinking Skills on Biodiversity Learning

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Abstract. In this globalization and modernization era, Indonesia as an expanded country is trying to improve in various field, technology and information development in this era has caused changes in various field like economy, politic, social and also culture. Be sides caused the positives impact, this development also caused negatives impact. For example technology development in internet has caused some negative impact like sarcasm, insulting, materialism and hardness. The education process whether formally, informally, or nonformally, become a pillar to bore a new generation of Indonesia with the strong character. This strong character marked by moral capacity like sincerity, individual quality which differentiated with others and obstinancy to face the hardness. This research used a descriptive research. The subject is students from MA based Islamic boarding school at class X MIA. Sample in this research used purposive sampling technique. The result of this research express that students’ attitude and critical thinking on biodiversity learning have average score whether character educated students in islamic boarding and also in school. This is proved that the strong character can be obtained from a brilliant education system and not just emphasize intelectual intellegence but education based on belief in God and fear and also able to give the creation which useful for religion, country and people. Then education that contain the two main element, that is the superiority in academic and also nonacademic (include moral and spiritual superiority) is needed. Students’ critical thinking on biodiversity learning also have average score whether character educated students in islamic boarding school.

1. Introduction

Developments perceived as a result of globalization today, more positive impact that causes the rapid development of civilization in this country, but in addition to the positive impact of these developments had a negative impact. An example is the development of technology in the Internet, the negative impact a lot of things that happen like cynicism, harassment, materialism, promiscuity, and violence. The process of education whether formal, informal and non-formal, became the foundation for new Indonesian with a strong character. The robust character is characterized by the capacity of one's morals, such as honesty, the peculiarities of the quality of someone, which distinguishes itself from others, as well as the strength to face difficulties [1].

In psychology, the purpose of education is to form the character embodied in the essential unity of the subject with the behavior and attitude of its life. According to figures from the German character education, FW Foerster, character is something that qualify a person. Karate became identity that transcends the ever-changing experience kontinguen [2].
Thus, character education is a process that is integrated with education widely and gradually, of
education in the family, educational institutions (both formal, informal and non-formal), until in
community life. Character education is also reaching process of planting the value of religion, culture,
customs, and aesthetics. In other words, character education is an effort to make the students familiar,
caring and internalize the values so that they can be prilau as insal Kamil [3].

Description of the background of the above formulation of the problem of this research is how
school-based character education in schools and the implications for biology student attitudes to
learning? Therefore, it is expected to do the research formulation of research problems can be missed.

2. Research Method
This research is a descriptive research. Descriptive research is research that is intended to gather
information about the status of an existing symptoms, the symptoms according to what their
circumstances at the time of the study [4]. The subjects of this study were Madrasah Aliyah students
who staying in pesantren in the class X MIA. Selection of the samples in this study using purposive
sampling technique. Samples are all concerned with the focus of research is the principal, curriculum
vice principal, vice principal of student, biology teachers, religious teachers, counseling teachers,
pesantren religious teacher, pesantren educators, parents and students.

Table 1 Research Instrument

| No | Type Instruments                          | Data Taken                                         |
|----|------------------------------------------|----------------------------------------------------|
| 1  | Questionnaire attitude scale (Likert)     | Students’ attitudes                                |
| 2  | Draft interview                          | Character education curriculum of schools and      |
|    |                                          | boarding schools                                   |
| 3  | Items (essay)                            | Critical thinking skills                           |
| 4  | Observation sheet                        | Activities biology learning                       |

Data obtained by interviewing the relevant sample, giving the questionnaire and essay to the
students. Then the data is processed by descriptive results so as to produce an answer from the
formulation of research problems.

3. Result
3.1. Overview Implementation of School-Based Character Education at Pesantren
Based on the findings in the form of observations and interviews conducted with research samples
totaling 16 respondents consisting of a chairman of the foundation, principals, teachers biologist,
teacher pesantren, vice principal of curriculum and vice principal of student and five student daughter
and 5 male students living in boarding schools, researchers formulate some aspects to see how the
implementation of character education programs in high school Bidayatul Faizin, as follows:

1. Policy and administrative support to the implementation of character education schools
2. School environment in support of the implementation of character education
3. Teacher’s knowledge of the implementation of character education
4. Increased competence of teachers in implementing the learning pendidian character
5. Used school curriculum content

The findings of some aspects of the above is as follows:
Table 2. Policy and support of the school administration to the implementation of character education in learning in high school Bidayatul Faizin

| Statement                                                                 | Alternative Answers |
|--------------------------------------------------------------------------|---------------------|
|                                                                          | Yes     | No     |
|                                                                          | F       | %      | F       | %      |
| 1. Schools have the vision and mission of character education             | 13      | 81.25  | 3       | 18.75  |
| 2. To socialize continuously to the students / students and parents of   | 12      | 75     | 4       | 25     |
| students                                                                |         |        |         |        |
| 3. Data or important documents regarding character education programs    | 10      | 62.5   | 6       | 37.5   |
| in learning for students                                                |         |        |         |        |
| 4. Show specific ways that school administrators are very concerned      | 14      | 87.5   | 2       | 12.5   |
| goes on character education                                             |         |        |         |        |
| 5. Have data regarding the enforceability of the development program of  | 12      | 75     | 4       | 25     |
| character education in schools                                          |         |        |         |        |
| 6. Provide flexibility to teachers to make teaching methods are creative,| 15      | 93.75  | 1       | 6.25   |
| innovative in helping children learn                                   |         |        |         |        |
| 7. Having a support mechanism, supervision and monitoring effective      | 14      | 87.5   | 2       | 12.5   |
| for every person to be able to participate                              |         |        |         |        |

Table 3. Environmental conditions in support character education schools

| Statement                                                                 | Alternative Answers |
|--------------------------------------------------------------------------|---------------------|
|                                                                          | Yes     | No     |
|                                                                          | F       | %      | F       | %      |
| 8. Have a facility that meets the needs of learners to develop character  | 15      | 93.75  | 1       | 6.25   |
| education                                                                |         |        |         |        |
| 9. Having a clean environment, a healthy and open                         | 12      | 75     | 4       | 25     |
| 10. Having a team as an evaluator keberjalanan character education       | 12      | 75     | 4       | 25     |
| program                                                                  |         |        |         |        |
| 11. Having ordinances and procedures appropriate to help teachers, faculty,| 15      | 93.75  | 1       | 6.25   |
| parents and children to work together in developing a character education |         |        |         |        |

Table 4. Knowledge of teachers on the implementation of character education lesson

| Statement                                                                 | Alternative Answers |
|--------------------------------------------------------------------------|---------------------|
|                                                                          | There Is | There Is No |
|                                                                          | F        | F          |          |
|                                                                          | %        | %          |          |
| 12. Can explain the meaning of character education and implement a       | 12       | 75         | 4        | 25     |
| character education lesson                                              |         |            |          |        |
| 13. Knowing how to make lesson plans sound character education           | 10       | 62.5       | 6        | 37.5   |
| 14. Involved in making the learning device sound character education     | 13       | 81.25      | 3        | 18.75  |
| 15. Knowing about how to create a syllabus and RPP sound character      | 13       | 81.25      | 3        | 18.75  |
| education                                                               |         |            |          |        |
| 16. Engaged in the manufacture of the syllabus and RPP sound character   | 13       | 81.25      | 3        | 18.75  |
| education                                                               |         |            |          |        |
| 17. Having a teaching materials that assist the learning of character    | 13       | 81.25      | 3        | 18.75  |
| education                                                               |         |            |          |        |
18. Know the procedures for the implementation of character education lesson
19. Make three stages in its core activities, namely exploration, elaboration and confirmation
20. Can explain the components in character education
21. Knowing aspects of the value contained in character education
22. Knowing the learning goals of character education
23. Adapting the curriculum and school activities to the needs of learners
24. Being able to modify the child's learning in beragai way to properly and in accordance with the abilities and needs of the child as well as the character values memunjukkan
25. Reflecting and terbuka towards learning and change

Table 5. Increased competence of teachers in implementing character education

| Statement                                                                 | Alternative Answers | There Is | There Is No |
|--------------------------------------------------------------------------|---------------------|----------|-------------|
|                                                                          |                     | F   %    | F   %       |
| 26. Provide explanations to other teachers, parents and community members about the learning development of character education | 12                  | 75 4     | 25          |
| 27. Increase their knowledge in understanding the course content and integrate into character values | 12                  | 75 4     | 25          |
| 28. Improve teacher knowledge to develop materials                        | 13                  | 81.25 3  | 18.75       |
| 29. Having a work space so that they can prepare lesson materials and share ideas on teaching character education | 13                  | 81.25 3  | 18.75       |
| 30. Implement seminar or briefing on the implementation of character education lesson | 14                  | 87.5 2   | 12.5        |

Table 6. The contents of the curriculum used school

| Statement                                                                 | Alternative Answers | There Is | There Is No |
|--------------------------------------------------------------------------|---------------------|----------|-------------|
|                                                                          |                     | F   %    | F   %       |
| 31. The curriculum introduces methods of learning and different learning styles, such as discussions, games, or play a role | 13                  | 81.25 3  | 18.75       |
| 32. Curriculum content includes daily experience of all learners in schools to instill character values in schools | 13                  | 81.25 3  | 18.75       |
| 33. The curriculum integrates subjects with ni lai-value karak ter       | 14                  | 87.5 2   | 12.5        |
| 34. The curriculum promotes attitudes such as mutual respect, tolerance and knowledge of the entire value of character haris achieved | 13                  | 81.25 3  | 18.75       |

Based on the table for the average percentage of the various aspects of the measure, based on the results of interviews found that:

a. Policy and administrative support to the implementation of character education schools 80.4% of respondents answered no, and 19.6% answered no support and policy administration school
b. School environment in support of character education, 84.4% of respondents answered that the conditions of the school environment to support the implementation of character education, but by 14.6% more there are still some conditions that do not supported characters education.
c. Teacher's knowledge of the implementation of the teaching of character education, is 71.4% of respondents stated that teachers have a good knowledge about character education.

d. Increased competence of teachers in implementing character education, 80% of respondents stated that the competence of teachers in implementing character education increased.

e. The contents of the school curriculum used, the respondents said that 82.81% responded that the content of the school curriculum supports the enforceability of character education.

3.2. Implications of Character Education Students Against Attitude

Based on the results of an assessment of the attitude scale questionnaire that was distributed to the students obtained the following data:

![Figure 1: Graph Average yield score Attitude Students](image)

From Figure 1 it is known that the average acquisition score varied for each aspect of the character, for the average acquisition religious score reaches 4.75 with very good category. Honestly had an average of 3.9 in both categories. Tolerance has a score of 4.0 with both categories. The discipline has a score of 3.2 with the category quite well. Work Hard had a score of 3.5 in both categories. Creative has a score of 3.8 in both categories. Mandiri has a score of 4.5 with a very good category. Democratic scores 3.2 with a category quite well. Curiosity has a score of 3.7 in both categories. Spirit of ethnicity has a score of 3.9 in both categories. Love the homeland has a score of 3.8 in both categories. Rewarding achievement has a score of 3.3 by category quite well. Bersahabat / communicative has a score of 4.0 in both categories. Love peace has a score of 3.9 in both categories. Joy of Reading has a score of 3.3 with the category quite well. Care for the environment has a score of 3.8 in both categories. Social Care has a score of 4.1 in both categories. And responsibility has a score of 4.0 in both categories.

3.3. Implications of Character Education Students Against Critical Thinking Skills

Based on the results of an assessment of the attitude scale questionnaire that was distributed to the students obtained the following data:
Based on Figure 2 is known that to give a simple explanation average value reached 2.4 of the maximum value of 3.0, to build basic skills rerta value maximum value 3.0 2.4 arı, to make conclusions mean value of 2.3 of the maximum value 3 , 0, to provide further explanation of the mean value is 2.5, while for the strategy and tactics of the average value of 2.5.

4. Discussion
Character education is moral education plus, namely involving aspects of knowledge (cognitive), feeling (feeling), and action (fashion). Character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or volition, and actions to implement these values, both against the Almighty God, ourselves, others, the environment, and nationality to become a human better.

Based on the results of research conducted in MA Fauzaniyyah, in the form of observations and interviews with teachers, principals, chaplain schools and pesantren leaders on the implementation of character education and the distribution of a questionnaire scale student attitudes and essay critical thinking skills, the result that before students get gemblengan with character education programs in schools and the school, the students have a character that can be said is not good, as yet the realization of politeness, discipline, responsibility, good cooperation, and a sense of concern among fellow, even follow the spirit of learning in schools any less, it this was seen when researchers conducted preliminary observations at the school.

Implementation karakterdi high school education Bidayatul Faizin done in a variety of activities in schools and boarding schools. In the field of character education curriculum into the learning process, it is known from the implementation plan of learning in which the learning process implied by integrating learning with spiritual values. Based on observations and interviews it managed to increase the students' attitude and enthusiasm of student learning.

Character values can also be implanted in many ways in addition to learning, in MA Fauzaniyyah held spiritual guidance on a regular basis in the form of study is directly supervised by the chairman of the foundation as well pesantren leaders, besides the students at each level are required to complete the terms of skills ubudiyah in each semester. Based on the observations of the character education program at MA Fauzaniyyah have managed to improve some students' character and improve the attitudes of students in learning. This is consistent with the statement of [3] that character education is a process that is integrated with education widely and gradually, of education in the family, educational institutions (both formal, informal and non-formal), until in community life. Character
education is also reaching process of planting the value of religion, culture, customs, and aesthetics. In other words, character education is an effort to make the students familiar, caring and internalize the values so that they can berprilau as insal Kamil.

According [6] character education has the goal to instill values in self-learners and governance reform more respectful coexistence of individual freedom. Besides the goal also improve the quality of education in schools and the results towards achieving the formation of character and noble character of learners as a whole, integrated, and balanced in accordance with competency standards [6].

In character education in schools, all of the components (stakeholders) should be involved include educational components itself, namely the content of the curriculum, learning and assessment, quality of relationships, handling or management subjects, school management, implementation of programs and activities, empowerment means and infrastructure, financing and the work ethic of all citizens and the environment and also a boarding school.

5. Conclusion

Implementation of education karakterdi MA Fauzaniyyah done in a variety of activities in schools and boarding schools. In the field of character education curriculum into the learning process, it is known from the implementation plan of learning in which the learning process implied by integrating learning with spiritual values. Based on observations and interviews it managed to increase the students' attitude and enthusiasm of student learning.

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6. References

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