



CHARACTER EDUCATION MANAGEMENT IN THE SOCIETY 5.0 ERA AT THE INTEGRATED MADRASAH IBTIDAIYAH TAHFIZHUL QUR'AN AL-MA'SHUM (MITTQUM) SURAKARTA

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Abstract

The purpose of this study is to find out how the management of character education is in the era of society 5.0 at the Integrated MI Tahfizhul Qur'an Al-Ma'shum Surakarta. This research is a qualitative research that uses a descriptive approach. Collecting research data using interview techniques, observation and documentation. The data analysis used consisted of data reduction, data presentation and verification. The results of this research are that the management of character education in the era of society 5.0 at MITTQUM Surakarta has been going well through planning, teaching, implementing, and supervising. Instilling values in building character education in the era of society 5.0 at MITTQUM is by habituating and forming the personality and good character of students. Character education planning activities include incorporating character education values into the learning contained in the lesson plans for each formal subject, habituating the practice of carrying out Dhuha and Dhuhur prayers in congregation every day. In character education in the era of society 5.0 at MITTQUM Surakarta, teachers must continue to encourage and show examples to their students. This will ensure that character education in today's era is applied in everyday life until students mature.

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INTRODUCTION

One of the responsibilities of educational institutions is to provide character education with the aim of educating the country's young generation to behave well and in accordance with community standards. Observing the current turmoil and deviations of the younger generation, especially students, it is clear that the implementation of character education is not yet perfect and there are many problems that need to be addressed, including education at the school level. Juvenile delinquency, promiscuity among teenagers, drugs, and so on are very worrying realities in the current era, namely the era of society 5.0 (Ni Made Ari Putri Handayani, Putu Wiandha Putri, Ni Made Rai Juniantari, Prof. Dr. Ir. I Ketut Arnawa, 2022). The Society 5.0 era has changed global perceptions, especially in the field of education and changed many advances in the field of education. Therefore, along with developments in technology, it can provide various options to support people's living needs with various advantages and conveniences. With advances in information and communications technology, as well as easily accessible and common social media technologies such as Twitter, Facebook, WhatsApp,

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Instagram, and email, certain applications allow people to share, search, and communicate online.

The freedom and ease of one-touch use brought by technological developments can certainly change the way students behave. Ease of use that does not work without attention and guidance has a negative impact on educational goals and changes in student character (Sapdi, 2023). Apart from that, the current educational reality is shaped by globalization which expands people's knowledge and makes it limitless. One example of the negative effects of rapid globalization is juvenile delinquency. Therefore, education must play a role in developing students' potential in all things, including aspects of character formation in this situation (Putri Sarwendah and Hermanto, 2022).

Educational management is a field that studies how to organize resources to achieve certain goals and how to create a good atmosphere for those who work to achieve them (Suhelayanti, M. Ridwan Aziz, Dian Cita Sari, Meilani Safitri, Syifa Saputra, Sukarman Purba, Erika Revida, Ramen A Purba, Lusy Tunik Muharlisiani, 2020). Character education management is very important to implement in schools because it can influence students' behavior, personality and morals by instilling moral values in them and encouraging them to take part in learning activities in the way they want. With noble character, improving character through character education opens up many opportunities for student learning success (Hanik and Ahsani, 2021).

The implementation of character education is the implementation of pedagogical values and activities, which are specifically described in the stages of organization, planning, implementation and evaluation. In this research, "management" is a term that refers to standards for managing educational units. The school work program must be in accordance with the principles of the educational institution. This method is based on the idea that moral education includes character education. Pancasila is in line with Islamic teachings which underlie moral thinking and action (Khotimah, 2020). The implementation of character education needs to be applied in the 5.0 era which influences the character of the generations.

In the era of society 5.0 we are facing now, we not only need basic literacy skills, but also other skills, namely the ability to think critically, think rationally, creatively, communicatively, collaboratively and problem solving. He has traits that reflect Pancasila, such as determination, adaptability, initiative, and curiosity, he also has leadership qualities and social and cultural interests. Now the younger generation hopes to use innovations from the Industrial Revolution 4.0 to overcome various social problems.

Based on these problems, the researcher chose the Madrasah Ibtidaiyah Integrated Tahfizhul Qur'an Al-Ma'sum (MITTQUM) institution in the city of Surakarta, Central Java as the research object. The reason is because this madrasa is one of the madrasas with a superior program for tahfizh al-Qur'an or memorizing the Al-Qur'an for MI/SD children while still paying attention to character education or manners in their students. MITTQUM is one of the pioneer madrasahs of the Tahfizhul Quran program in the city of Solo, trying to become the main choice for parents as basic education. MITTQUM has always been a priority for parents in basic education because it seeks to produce a generation of Rabbanis who excel in Al-Qur'an knowledge, good morals, as well as general and academic knowledge. The educational program

is always based on morals. Moral education is one of the most fundamental aspects of life, both in personal and internal life and in social life. Because no matter how clever a student is and the high level of intelligence of students without being based on good morals or noble morals will not reflect a good personality in the future. In other words, if the morals are good then the attitudes and morals are also good, conversely if the morals are damaged then the attitudes and morals are also damaged (Zuhriyyah Hidayati, Abu Amar, 2022). Having children who are noble or have high morals is the desire of every parent. But related to this, parents must also be able to balance character education, especially morals, in their children.

RESEARCH METHODS

The type of data used in this research is qualitative data. The method used in this research uses descriptive analysis methods. This method aims to analyze and describe Character Education Management in the Society 5.0 Era at MITTQUM. Sources of research analysis theory resulting from literature studies contained in books and journals related to the management of Character Education in the Era of Society 5.0 (Rohmat, 2023). Researchers use an inductive thinking framework during the analysis process to uncover facts relevant to the research focus and provide an explanation of the research findings. In data collection, observation, interviews and documentation methods were used. The data analysis used is a data analysis method developed by Miles and Huberman (Ardi, Sobri and Kusumaningrum, 2019) which includes data reduction, data presentation and verification. After completing the data analysis process, the researcher reached a conclusion in the form of a description.

Person, place, and paper are 3 sources of data. Person, is a data source that can provide information in the form of verbal answers through interviews. In this research, the data source used for interviews was the ustadzah/mentor from each class. Place, is a source of data from both moving and stationary conditions, such as performance, activities, rooms, teaching and learning activities, etc. Paper is a source of data in the form of images, books, letters (Muhamad Reza Atqia, Muhidin and Sopwandin, 2022). This data source includes documents about character education management in the Era of Society 5.0 at MITTQUM.

RESULTS AND DISCUSSION

Madrasah Ibtidaiyah Integrated Tahfizhul Qur'an Al-Ma'shum (MITTQUM) is an educational forum unit under the auspices of the Ar-Rahman Surakarta Foundation with permission from the Surakarta Ministry of Religion No. Kd. 11.31/5/PP.00/2557/2011 dated 23 December 2011. MITTQUM has a vision and mission. Vision "To realize the implementation of plenary education to create the image of rahmatanlil'alam." Mission "Developing religious potential and multiple intelligences through innovative learning, fostering balanced human physical and spiritual life, instilling religious values and morals in an integrated manner based on information technology and various learning resources."

Vision and Mission MITTQUM is one of the madrassas that is most popular with elementary school parents because it aims to produce a generation of Robbani who have the character of the Koran, have noble character and achieve. Apart from that, the current era is an era of society that has a big impact on changes in generational character. MITTQUM, which

has a vision and mission for Islamic education, must be revised and adapted to the development of various modern sciences and technologies that rely on the Al-Quran and Al-Sunnah to make Islam the mainstream of education. Able to produce quality graduates with comprehensive knowledge, Islamic skills, character and personality. To realize the vision and mission of a madrasah, management is needed so that it becomes a madrasah that is able to realize educational goals.

Character Education Management Planning for the Era of Society 5.0 at MITTQUM

The general design of the character of education must raise general awareness and balance perceptions about the importance of integrating the values of all madrasah practitioners so that it becomes a habit (custom) for all madrasah practitioners. The aim of character education is to improve quality, which aims to shape character and maintain good morals in students (Munawaroh, Widyastuti and Itsnaini, 2021). It also needs to be emphasized that everyone who attends a madrasa must understand the reasons or regulations for the need for madrasas to provide character education for the human resource needs expected in global competition. Real actions that can be taken include prioritizing the importance of character education in madrasas according to the times, namely technology-based in the era of society 5.0.

The planning stages of the character education program in the Society 5.0 era consist of the first stage, namely observation to determine the state of the school environment and students. The second is a team selection coordination meeting. The core coordinator is selected from all school coordinators and appointed to the school development team. The third stage is creating a work program which is supported by the core coordinator or school development team. Fourth, program implementation, control, namely the implementation of the work program. Fifth, namely evaluation to improve the quality of the program even better than before (Maully and Gustini, 2019).

Instilling values in building character education in the era of society 5.0 at MITTQUM is by habituating and forming the personality and good character of students. Character education planning activities include incorporating character education values into the learning contained in the RPP for each formal subject, getting used to the practice of carrying out Dhuha prayers and Dhuhur prayers in congregation every day. The practice of praying is carried out by male students congregating in the mosque while female students perform congregation in the classroom. To strengthen students' morals, Islamic studies are carried out in the morning before learning. Chanting Asmaul Husna in the morning, reading al-Fatihah and praying before starting learning.

In implementing MITTQUM's vision and mission, a planning method was formed that is responsible for the success of students not only in tahfidz education but also in formal education. Planning learning methods used in halaqoh activities such as recitations, ziyadah, muraja'ah followed by formal learning. Getting students, ustadz, ustadzah and all teaching staff accustomed to the 3S culture of smiling, greeting and greetings is an effort to strengthen students' character. These activities are carried out through coaching, habituation and example and are integrated into educational content and daily activities at home. Character education not only gives children knowledge of what is right and wrong, but also helps them create good

habits and encourages them to act positively in their lives (Umi Hanik et al., 2021). In addition, every learning implementation plan created by a teacher incorporates character values into learning, allowing students to continue to grow stronger in the Society 5.0 era. In planning that is centered on a balance of knowledge and morals, students are expected to have noble and praiseworthy personalities. The more knowledge and education a person has, the better his morals and personality (Rahman, 2019).

Implementation of Society Era 5.0 Character Education Management at MITTQUM

Character education in the era of society 5.0 is certainly difficult to implement in schools, especially at the elementary level. This needs to be planned from the start and get support from school teachers. If there is no consistent character education assistance, it will not be possible to form students' character that is superior and expected in the future. This of course requires understanding and support from various parties inside and outside the school. The research results show that the implementation of character education in the 5.0 era can be seen directly from the teaching and learning process inside and outside the classroom. The author saw field conditions directly from the beginning of the lesson to the end of the lesson. This is done to ensure the accuracy of the data and find out the actual situation.

The implementation of character education at MITTQUM Surakarta is carried out in stages through various learning activities such as instilling educational values and religious values in students. At MITTQUM Surakarta, the instillation of religious values is highly emphasized, with the aim of school activities based on religious values and superior *tahfizul qur'an* programs. This is due to the cultivation of religious principles

Ini karena penanaman prinsip keagamaan sejak dini sangat penting untuk membekali anak-anak dengan kepribadian religius untuk masa depan mereka. MITTQUM Surakarta melaksanakan program antara lain: Kegiatan menghafal Al-Qur'an sebagai program unggulan, shalat dhuha, shalat dzuhur berjamaah, dan ujian hafalan yang dilakukan dipagi hari atau yang disebut dengan halaqoh, dan melakukan kegiatan ekstrakurikuler. Kegiatan ekstrakurikuler sangat penting untuk meningkatkan potensi siswa, seperti yang dilakukan siswa MITTQUM Surakarta. Karena kegiatan ini secara tidak langsung menanamkan sikap disiplin, tanggung jawab, kesadaran, dan kekeluargaan.

Dalam pendidikan karakter di era society 5.0 di MITTQUM Surakarta, guru harus terus mendorong dan menunjukkan contoh kepada siswa mereka. Ini akan memastikan bahwa pendidikan karakter di era telah digunakan dalam kehidupan sehari-hari hingga siswa dewasa. Pendidik dapat menunjukkan sikap terima kasih dan toleransi agar siswa merasa nyaman di sekolah dan menanamkan nilai-nilainya.

This is because instilling religious principles from an early age is very important to equip children with religious personalities for their future. MITTQUM Surakarta implements programs including: Al-Qur'an memorization activities as a superior program, dhuha prayers, noon prayers in congregation, and memorization tests which are carried out in the morning or what is called halaqoh, and carrying out extracurricular activities. Extracurricular activities are very important to increase student potential, such as what MITTQUM Surakarta students do.

Because this activity indirectly instills an attitude of discipline, responsibility, awareness and family.

In character education in the era of society 5.0 at MITTQUM Surakarta, teachers must continue to encourage and show examples to their students. This will ensure that character education in this era is used in everyday life until students become adults. Educators can show an attitude of gratitude and tolerance so that students feel comfortable at school and instill their values.

Supporting Factors and Inhibiting Factors for Character Education Management in the Era of Society 5.0 at MITTQUM

The implementation of activities cannot be separated from supporting and inhibiting factors, as well as the implementation of character education management. Supporting factors are things that can motivate or support the implementation of activities so that the implementation of the vision and mission runs smoothly. Meanwhile, inhibiting factors are things that can cause an activity or function to not run smoothly or be slow in realizing its vision and mission (Ardi, Sobri and Kusumaningrum, 2019).

Based on interviews with resource persons, the supporting factors in implementing character education management at MITTQUM are the facilities and infrastructure supporting madrasa activities such as mutaba'ah books for students and teachers, conditional and comfortable learning places. Quality ustazah is also the most important and irreplaceable supporting factor in the implementation of learning at MITTQUM. Ustaz-ustazah is a factor that determines the success of learning objectives because learning activities involve direct interaction between educators and students.

The inhibiting factor in implementing character education management through the learning process is the lack of diversity in learning methods which causes students to easily get bored with learning activities and not utilize their learning potential to the maximum. Remembering that every student must have a varied learning model. Relying on teachers as the only source of education leads to a lack of diversity in teaching methods and approaches. Lack of communication between parents and ustaz-ustazah. It is very important for parents and teachers to communicate with each other so that together they can encourage children's academic and character development.

Evaluation of Society 5.0 Era Character Education Management at MITTQUM

Evaluation of educational management is part of the learning process and is an important part of learning activities. Evaluation activities carried out by teachers are assessing and evaluating student learning outcomes to find inaccurate information regarding the level of student achievement of learning objectives so that follow-up actions can be carried out. One of management's tasks is to carry out an evaluation to find out how effective and efficient the implementation of the plan is and to measure it as objectively as possible which can be accepted by the planner. In terms of educational evaluation, this is related to learning assessment. The process of making decisions about how student learning outcomes will be achieved during the learning process is known as assessment (Hendro Widodo, 2021).

According to its function (Hendro Widodo, 2021) there are five types of assessment:

1. Formative assessment is an assessment carried out at the end of the teaching and learning process to evaluate learning abilities, or known as daily tests.
2. Summative assessment is an assessment carried out at the end of the program unit. For example, the end of the year or the end of the semester.
3. Diagnostic assessment is an assessment to help identify student weaknesses and their causes.
4. Selective assessment is an assessment carried out to screen or select. For example, selecting students to compete to represent the school.
5. Placement assessment, carried out before the program starts to determine the prerequisite competencies and learning mastery required for the program.

In this management evaluation, the author will discuss evaluation in learning at MITTQUM Surakarta. Evaluation of management in learning at MITTQUM Surakarta does not only refer to student achievement results, but also refers to students' psychomotor, affective and cognitive domains. In the teaching and learning process carried out in classes at MITTQUM Surakarta, the 2013 curriculum (K-13) is still implemented which emphasizes authentic assessment.

In implementing learning evaluation, teachers assess the appearance of attitudes, skills and knowledge. Student knowledge can be measured by daily tests, homework, midterm and final exams. Meanwhile, assessing teacher attitudes can be done by observation, self-assessment and peer assessment. The skill value is carried out with indicators of competency achievement to complete certain tasks in various conditions.

The overall research results in evaluating learning management have been quite successful. Learning at MITTQUM Surakarta has carried out learning planning, learning implementation, and the final stage of learning evaluation well. Based on the findings from an interview with one of the teachers, in the learning aspect in the classroom there are still several obstacles that are emphasized at the evaluation stage. Therefore, theoretically, this research seeks to provide a reference for the development of educational science related to educational management. Related to this, it is shown in the evaluation of educators' teaching performance, in order to provide new positive knowledge value in the field of education management.

CONCLUSION

The author states that the management of character education in the era of society 5.0 at MITTQUM Surakarta has proceeded through planning, teaching, implementation and supervision well. MITTQUM has a vision and mission of Islamic education that has been adapted to the development of various modern sciences and technologies that rely on the Al-Quran and Al-Sunnah to make Islam the mainstream of education.

Instilling values in building character education in the era of society 5.0 at MITTQUM is through habituation and the formation of students' good personality and character. Character education planning activities include incorporating character education values into the learning contained in the RPP for each formal subject, getting used to the practice of carrying out Dhuha prayers and Dhuhur prayers in congregation every day. In character education in the era of society 5.0 at MITTQUM Surakarta, teachers must continue to encourage and show examples

to their students. This will ensure that character education in the current era is applied in everyday life until students become adults.

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