# INTEGRATING THE VALUE OF CHARACTER EDUCATION IN ARABIC LANGUAGE DEPARTMENT THE FACULTY OF EDUCATIONAL SCIENTIST AND TEACHING OF UIN SUNAN KALIJAGA YOGYAKARTA

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This study aims to determine the values of character education integrated into the learning Arabic Language Department of UIN Sunan Kalijaga Yogyakarta and how to integrate lecturers and any problems faced by professors when integrating the value of the character education. This research is a field with the object of study Arabic Language Department of UIN Sunan Kalijaga Yogyakarta. Data collected through observation, interviews and documentation. Data analysis using descriptive analysis techniques. Results showed (1) the values of character education has been integrated by lecturers in teaching Arabic Language Department the Faculty of Educational scientist and Teaching UIN Sunan Kalijaga Yogyakarta include: religious, honest, tolerance, disciplined, hard work, independent, democracy, curiosity, national spirit, recognize excellence, communicative, love reading, environmental care, and responsibility. (2) how faculty integrate character education values into Arabic learning include: adjust the lecture material, insert the value of a character or try to take lessons in every lecture material, delivery value of the character through learning methods as well as trying to connect with the planting material and the implementation of the educational value of character in everyday life. (3) As for the difficulty in integrating the faculty of educational value in learning Arabic characters include: the difficulty of adjusting the educational value of the existing character of the material, as well as the presence of the nature and character of the students are different from one another so as to make the business value of integrating character education in learning Arabic be less than optimal.

Keywords: integration, characters education value and Arabic language learning

**INTRODUCTION**

Education[1] is a key component in improving the quality of human life. Through education, human beings are able to develop themselves and know many things. Education is not only related to knowledge and skills, but also character and moral values. Education should pay attention to the unity of the physical and spiritual aspects, aspects of self and social aspects, cognitive, affective and psychomotor, as well as the terms and human connectedness with him, with the social and natural environment, and with the Lord. So education is expected to create a generation of beritelektual and immoral. Through proper education, people will be able to develop themselves and to increase devotion to his Lord.

The world of education is currently faced with the problem of declining moral quality of students, especially among teenagers. Cultural influences are not in accordance with the ideals of national education, the role of parents were less than optimal in educating and supervising children, communities that are far from the religious touch are among the contributing factors. Facts on the ground indicate the presence of various acts of juvenile delinquency, such as fighting between students, smoking, drinking, skipping school, no disrespect to parents and teachers, sec freely among teenagers and others. These conditions must be very alarming. Therefore it is necessary to immediately find a solution.

One solution that can be offered is through character education. Planting the value of character education should be given to the Indonesian people, especially children and young people who will become the next generation of this nation.[2] The application of the

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[1] In Indonesian, the word education comes from the students (maintain and provide training, teaching, guidance regarding the character and intelligence of the mind) that gets Pen- prefix and suffix -an. Words such as described in the Dictionary of Indonesian is a deed, (p, how, etc.) to educate. See Suharso and Ana Retnoningsih, *Kamus Besar Bahasa Indonesia edition lux,* (Semarang: Widya Karya, 2011), p. 122. In sense of linguistic, educational word often translated into Arabic by the experts of Islamic education with tarbiyah said. A book by Muhammad al-Abrasyi Athiyah entitled *at-Tarbiyah al-Islamiyah* translated into Indonesian by Prof. H. Bustami A. Ghani (experts in the field of Arabic language of Indonesia) and Johar Bahri into Basic Education Fundamentals of Islam. Similarly, a book called *Min al-Usul al-Tarbawiyah fi al-Islam* written by Abdul Fattah Jalal translated into Indonesian became *Basics notion Islam*. See Abudin Nata, *Filsafat Pendidikan Islam*, (Jakarta: Gaya Media Patama, 2005), p. 5.

[2] The first President of the Republic of Indonesia, Ir. Sukarno, even asserted: "This nation must be built by giving priority to the development of character (character building) because of character building is what will make the Indonesian people into a great nation, developed, prosperous and

concept of character education can be done by integrating it through learning, by inserting character values in all subjects. This has become one of the ways that each subject is able to provide a positive influence. Learning is not only a function on cognitive aspects, but also the affective and psychomotor aspects. Good knowledge is when knowledge is able to provide change for the better. Not only unknown but science is also capable of providing good benefits to their owners, others and the environment.

However, the integration of character values in learning is not easy to do. A teacher must be well-adjusted learning material being taught the values of characters that can be integrated in the learning. Therefore, not all teachers can integrate value in learning with good character. By understanding the basic concepts of learning and character education as well as understand how to integrate it, then the process of integrating the character values to learners can be carried out well too.

Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga is an institution that has an important role in the development and improvement of foreign language skills especially for students UIN Sunan Kalidjaga. With the special institution that houses the language issue is expected to form a generation of skilled foreign language so that knowledge and knowledge gained will expand.

Lessons are conducted at the Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga have the privilege-based learning system he designed character education. Character education is integrated through a variety of aspects related to the learning of which are contained in learning materials and also applied through methods and strategies used by the teachers in the learning process.

## Concept of Character Education

Character education is defined as education which develops a noble character (good character) of learners to practice and teach moral values and civilized decision-making in relation to human beings and in relation to God.[3] Character education can also be defined as a deliberate attempt (conscious) to realize the virtues, the good human qualities secar

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dignified". See Muchlas Samani and Hariyanto, *Konsep Dan Model Pendidikan Karakter* (Bandung: PT Remaja Rosdakarya, 2013), p. 1-2.
[3] *Ibid.*, p. 44

objective, not only good for private individuals, but also good for society as a whole.[4]

The values in the character education comes from religion, Pancasila, culture, and national education goals were 18, namely: (1) Religious, (2) Honestly, (3) tolerance, (4) Discipline, (5) Hard work , (6) Creative (7) Independent, (8) Democratic (9) Curiosity (10) The spirit of Nationality, (11) Love the country, (12) Rewarding Achievement, (13) Friendly / Communicative, ( 14) Love Peace, (15) Joy of Reading, (16) Environmental Care, (17) Social Care, and (18) Responsibility.[5]

Psychologically, the individual characters is interpreted as the result of the integration of four parts, namely though the heart, though the thought, sport, and though the feeling and intention. Though careful with regard to the feelings, attitudes, and beliefs. If thought regarding the reason for the process and use knowledge critically, creative and innovative. Sport with regard to the process of perception, readiness, impersonation, manipulation and creation of sportsmanship barudisertai activity. Whereas if the feeling and intention with respect to the will, the motivation, and that is reflected in the concern kreaktivitas, image, and creation of novelty. The integration was briefly shown in the following figure.
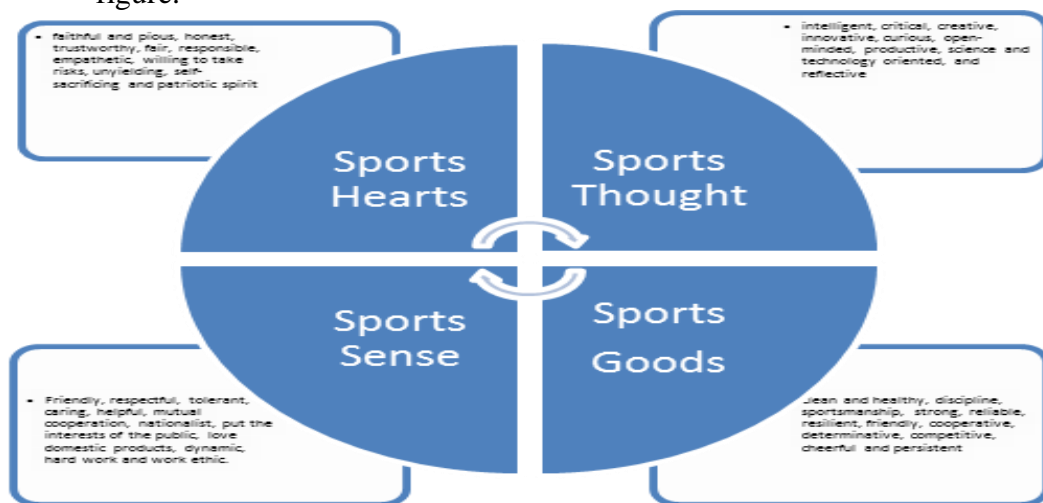


Figure 1: Integration of Sports Heart, Sports Thought, Sports Goods, and Sports Sense[6]

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[4] Zubaedi, *Desain Pendidikan Karakter,* (Jakarta: Kencana, 2013), p. 15. According Lickona, character education includes three main elements, namely knowing the goodness (knowing the good), loving kindness (desiring the good), and do good (doing the good). See Suyadi, *Strategi Pembelajaran Pendidikan Karakter,* (Bandung: PT Remaja Rosdakarya, 2013), p. 6.

[5] Muchlas Samani dan Hariyanto, *Konsep...*, p. 52.

[6] *Ibid.*, p. 24-15

Detailed character education has five objectives. First, develop the potential of the heart / conscience / affective learners as human beings and citizens who have national character. Second, develop the habits and behavior of learners were laudable and in line with universal values and cultural traditions of religious nation. Third, instilling leadership and responsibility of the learner as the nation's future. Fourth, develop the ability of learners to be human independent, creative, and insightful nationality. Fifth, develop life school environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and full strength.[7]

There are three base design character education, namely: (1) the design of class-based character education, the design of which is based on the relation of teachers as educators and students as learners in the classroom. (2) design-based character education school culture, namely dsain trying to build school culture that is capable of forming the character of the students with the help of school social institutions so that certain values are formed and terbatinkan in students. (3) the design of community-based character education, namely to educate the school community aided by people outside educational institutions, such as families, communities, and countries that also have a moral responsibility to menginegrasikan formation of character education in the context of student life.[8]

## A. Overview of Teaching Arabic in Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga

Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga has three main functions. First, implement foreign language training to facilitate the lecturers and students studying the books of foreign-language literature. Second, help improve the mastery of a foreign language in order to pursue advanced training for educational staff and students

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[7] Dharma Kusuma, Cepi Triatna and Johar Permana, *Pendidikan Karakter Kajian Teori Dan Praktik Di Sekolah,* (Bandung: PT Remaja Rosdakarya, 2012), p. 6-10. Besides mentioned that the purpose of education is to change the character of human beings for the better in the knowledge, attitudes and skills. See Abdul Majid and Dian Andayani, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT Remaja Rosdakarya, 2013), p. 30.

[8] Masnur Muslich, *pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, (Jakarta: Bumi Aksara, 2014), p. 160-161.

abroad. Third, it helps foreign language acquisition for people in need.

The instructional design at the Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga consists of four main design, that is: the design of learning objectives (learning objectives design), design of learning materials (content design), design learning strategies (instructional strategies disign) and design evaluation (evaluation design).

1. Design Objectives Learning Arabic at the Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga
   Arabic Language Learning Program at the Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga development was organized with the following objectives:
   a. Improve the ability to speak Arabic to students.
   b. Facilitating learning Arabic in an integrated manner.
   c. Develop foreign language culture.
   d. Bridging to the achievement of quality objectives UIN Sunan Kalidjaga
   e. Maintaining and developing the personality of students through the medium of language.

2. The Arabic Language Learning Materials Design in Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga
   Arabic language material taught in Arabic Language Department the Faculty of Educational scientist and Teaching is classified into three levels, namely mubtadi ', mutawassit, and mutaqaddim. Each module includes four proficiency (Maharah) or skills (skills), namely speaking, listening skills (Maharah al-istima '), the speaking skills (Maharah al-kalam), reading skills (Maharah al-qira'ah), and writing skills ( Maharah al-kitabah). The fourth aspect is compiled from al-Hiwar (conversation), at-ta'birat (expression), al-asalib wa al-Qawaid al-lughawiyyah (style and grammar), al-qira'ah (reading), al -mufrodat (vocabulary), mahfudzah mukhtarah (aphorisms option), and at-tadribat (exercise).

   At all levels, the design of materials composed of easy and simple to the material that is more difficult and complex. The content of the material in the module presented perbab and

contains sub-chapters are separated from one another theme. In addition, the module also given the pictures that seem interesting and not boring.
To facilitate the teaching-learning process in the classroom, Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalidjaga Yogyakarta using textbook entitled الجامعة لتعليم اللغة العربية.

3. Design Methods Language Learning Arabic in Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga

Factors that are essential in the learning process is a learning method that is used. Several learning methods used in Arabic learning in the classroom Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga Yogyakarta include:

a. Lecture method

This method is used by lecturers to explain the material, the material of books in Arabic of course many mufrodat or terms that have not understood its meaning.

b. Methods Demonstration

Demonstration method is a way of presenting the lesson material to demonstrate / perform way or the situation in accordance with the learning objectives to be achieved. Kalam for example by demonstrating in front of the class, demonstrating Hiwar (conversation) that is in books, speeches and so on.

c. Methods FAQ

Question and answer method is a method by means of the presentation in the form of questions to be answered by the students. Lecturers always give students the opportunity to ask things related to the material that has been delivered or otherwise.

d. Methods Discussion

Discussion method is an effort to help each other between two or more people, between individuals and groups in completing the task. For example, students were asked to analyze texts in terms nahwu and sharafnya.

4. Design Evaluation of Learning Arabic in Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga.

The evaluation study conducted in Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalidjaga Yogyakarta is in the form of active participation of students (evaluation process), exercises and assignments independently or in groups (evaluation results). As for the composition of the assessment includes aspects of attendance, active, independent assignments, midterms and final exams are in detail described in the following table:

Table 1: Aspects of Learning Process Assessment in the Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga

| No | Rated Aspect | Percentage |
|----|--------------|------------|
| 1. | Final exams | 40% |
| 2. | Midterm exam | 20% |
| 3. | Independent task | 20% |
| 4. | Activity and student participation | 15% |
| 5. | attitude | 5% |
| **Total** | | **100%** |

**B. Learning Values Character Education at the Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga**

Results showed that the integration of character values in the learning material contained in the Arabic language module. The values of character education is taught, namely:

1. Religious

   The educational value of this character is contained in some materials, such as:

   a. Greeting when meeting with others

   b. Speech tahmid as a form of gratitude for the blessings that God has given health

   c. Text to know the family of the Prophet Muhammad

   d. Aphorisms "من صبر ظفر"

2. Discipline

   The educational value of this character is contained in some materials, such as:

   a. Aphorisms "من سار على الدرب وصل".

   b. Text conversation "الحياة اليومية".

   c. Text qiraah "يومية عمر".

3. Honest

The educational value of this character is contained in some materials, such as:

a. Aphorisms "من قل صدقه قل صديقه".

b. Aphorisms "جالس أهل الصدق والوفاء".

c. Short Story "qishah su'al as-Sab '.

4. Independent

The educational value of this character is contained in some materials, such as:

a. Text conversation "الحياة اليومية".

b. Text qiraah "يومية عمر".

c. Aphorisms (من) "أنفق على قدر مااستطعت ولا * تسرف وعش عيش مقتصد (من) (كان فيما استفاد مقتصدا * لم تفتقر بعدها إلى أحد".

5. Tolerance

The educational value of this character is contained in some materials, such as:

a. Aphorisms "كل شيئ إذا كثر رخص إلا الأدب".

b. Short Story "السائل الهرم".

c. Text conversation: "limadz aslama charles?".

d. Text conversation "Talib jadid".

6. Work Hard

The educational value of this character is contained in some materials, such as:

a. Aphorisms "من جد وجد".

b. Aphorisms "جرب ولاحظ تكن عارفا".

c. Aphorisms "أخي, لن تنال العلم إلا بستة, سأنبيك عن تفصيلها ببيان: ذكاء, وحرص, واجتهاد, ودرهم, وصحبة أستاذ, وطول زمان".

d. Aphorisms "إذا صدق العزم وضح السبيل".

e. Text qiraah "دور المنظمات الإسلامية في تحرير إندونيسيا".

7. Curiosity

The educational value of this character is contained in some materials, such as:

a. Text conversation: "limadz aslama charles?".

b. Aphorisms "شكوت إلى وكيع سوء حفظي * فأرشد ني إلى ترك المعاصي) (فأخبرني بأ, العلم نور * ونور الله لا يهدى لعاصي)".

c. Short Story "الرجل المجادل".

d. Short Story "qishah su'al as-Sab '.

8. Rewarding Achievement

The educational value of this character is contained in some materials, such as:

a. Text qiraah "البسانترين".

b. Text conversation "طالب جديد".

9. Democracy

The educational value of this character is contained in some materials, such as:

a. Short Story "بائع السمك".

b. Text Hiwar "التعليم في إندونيسيا".

c. Short Story "الملك والشاعر ".

10. Communicative

The educational value of this character is contained in some materials, such as:

a. Text tercakapan about "التعارف".

b. Text reading "الرسالة عند السفر ".

c. Short Story "الملك والشاعر ".

d. Aphorisms "خاطبوا الناس على قدر عقولهم".

e. Aphorisms "خير الكلام ما قل وجل ودل ولم يمل"

11. The spirit of Nationality

The educational value of this character is contained in some materials, such as:

a. Text Hiwar "التعليم في إندونيسيا".

b. Text qiraah "الديانات في إندونيسيا".

c. Text qiraah "دور المنظمات الإسلامية في تحرير إندونيسيا".

12. Joy of Reading

The educational value of this character is contained in some materials, such as:

a. Text conversation: "limadz aslama charles?".

b. Short Story "qishah su'al as-Sab '.

13. Environmental Care

The educational value of this character is contained in some materials, such as:

a. Text Hiwar "التعليم في إندونيسيا".

b. Aphorisms "خاطبوا الناس على قدر عقولهم".

c. Qiraah "الحياة في المدن".

14. Responsibility

The educational value of this character is contained in some materials, such as:

a. Text qiraah "البسانترين".

b. Text Hiwar "التعليم في إندونيسيا".

c. Aphorisms "من سئل عن علم فكتمه ألجم يوم القيامة بلجام من نار ".

d. Text qiraah: "أهمية المعهد في تكوين الجيل الناشئ".

The methods used in integrating the values of characters in learning Arabic at the Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga including through: (1) adjusting the value of the character with the lecture

material taught, (2) insert the value of a character or try to take lessons in every material lectures, (3) the delivery of the value of the character through the teaching methods used, and (4) planting and the implementation of character education values in everyday life.

While the obstacles encountered in the process of planting professor of character education, among others: (1) the difficulty of adjusting the value of character education to the material. It means that not every lecture material is taught to contain value-laden character, so that the lecturers in this case must be good at connecting the existing material to the charge value in it. (2) the nature and character of students are different from one another. It is a common thing happens in a learning group there is the diversity of the character of learners, including the level of knowledge among each other is also sometimes different. In this case, the lecturer should be able to manage a class well without the exclusion of the majority of learners, so that the entire competence as a teacher should be completely owned and able to be applied by a teacher even more on pedagogical competence.

**CONCLUSION**

Character education is proper to get serious attention from various elements of society. Not only in the aspect of definition and theory, but rather on how that character education be understood and applied in everyday life. Character education strives to develop a noble character (good character) by practicing and teaching moral values and civilized decision-making in relation to human beings and in relation to God.

Learning can be used as part of efforts to instill character education. It's as has been done by the Arabic Language Department the Faculty of Educational scientist and Teaching of UIN Sunan Kalijaga that teach character values to students include: religious, honest, tolerance, discipline, hard work, independence, democracy, the curiosity, the national spirit, cherish the achievements, communicative , likes to read, environmental care and responsibility. This is one example of the application of learning the values of character education. From this research, hopefully will be able to inspire the teachers to teach the material to students as well as to researchers in order to develop its study on character education.

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