



SANTRI HONESTY CRISIS: TEACHERS' EFFORT TO FORM STUDENTS' SIDDIQ CHARACTER THROUGH SANTRI TRILOGY CHARACTER EDUCATION (HUSNUL ADAB) AND GOOD CHARACTER HABITS (PKB)

Putri Isnaini Hidayah¹, Nur Aisyah²

^{1,2} Universitas Nurul Jadid

Email: putriisnainihidayah@gmail.com¹, nuraisyah@gmail.com²

Abstract:

The crisis of honesty and bad morals of students also destroys students' character. Traditional education known as Islamic boarding school is very important to increase the nation's intelligence and independence. After considering existing problems, there are new innovations that differentiate character formation in formal institutions from Islamic boarding schools. The Teacher's Efforts to Shape the Siddiq Character of Students Through the Santri Trilogy Character Education (Husnul Adab) and the Good Character Practice (PKB) by restoring divine values to humans are actualized by character formation through the santri trilogy which is conceptualized in the culture of santri life. From the results obtained, the Teacher's Efforts in Shaping the Siddiq Character of Madrasah Students Through the Santri Trilogy Character Education (Husnul Adab) and Good Character Habits (PKB) can be seen in: 1) the daily activities of the students in the form of congregational prayers, the implementation of early and formal schools, greeting activities every morning, there are Islamic boarding school regulations, the santri's ta'dzim attitude towards kyai and asatidz. This activity contains the values of the trilogy and the habituation of the good character of the students. 2) The habituation of the good character of the students which is carried out every day at the Islamic boarding school is worthy of being emulated.

Keywords: *honesty of santri, trilogoi santri, habituation of good character*

INTRODUCTION

The crisis of honesty is one of the reasons for the current erosion of the good image of santri. The good character of students is increasingly becoming a serious problem, especially for teachers. Teachers should be able to innovate and take an intense approach to students, such as through character education (Damayanti, 2023). Character education is a form of education that can help with the honesty crisis, because in character education there are values that can be instilled in students, such as tolerance, behavior and honesty (siddiq).

Character education is more important than conventional moral education because it not only discusses what is right and wrong, but also helps students become aware and understand good things and commit to implementing virtues in everyday life (Anggraini, 2022). Ideally, education does not only increase knowledge because students tend to mostly accept what the teacher says, remain silent, and do not ask questions or give their own opinions, so they become passive. (Uno, 2022)

Education does not only provide additional knowledge passively. Character education is also very important for students at Madrasah Tsanawiyah because it is a provision for living and socializing in society (Ahmar, 2023). With the different characters of students, it becomes a challenge for teachers to improve these students' characters further. (Purwanto, 2023)

The problems that arise in the world of learning today are the basis for writing

this research. In this case, what often happens is a lack of honesty among students at Madrasah Tsanawiyah Nurul Jadid Kranganyar Paiton Probolinggo. Such as students' low level of honesty, which is exemplified by lying when doing assignments, lying about their situation, such as when they are on sick leave or having an interest so they cannot take part in school subjects or activities. Apart from that, the results of character education are also still relatively poor. This can be seen from the attitude of the majority of students who are often dishonest and act inconsistently with religious guidance even though students should already understand that being dishonest is bad behavior.

The existence of these problems should be a concern. The position of teachers in this case is very important for the learning process because they have to guide their students, who will then directly use the knowledge they learn in society. Therefore, the provisions provided in the form of knowledge and behavior must be adequate. An educator should not only do his job of teaching and delivering material. More than that, a teacher must try to make learning happen well and improve the quality of learning. (Seran, 2021)

For this reason, solutions to the problems that occur must be sought, one of which is by carrying out character education and habituation for students. Character education and cultivation based on honesty will make students understand more about what honesty is. One model of character education and habituation is education and habituation about honesty.

Character education is a school education movement to strengthen students' character through harmonization of heart training, feeling training, and thinking training. With the support of public involvement and collaboration between schools, families and communities. Strengthening character education is carried out by applying religious values in character education (Ballianie, 2023). Meanwhile, character education can also improve academic achievement and adolescent behavior. Some children cannot develop strong characters, such as being people who value and respect others and can live in a pluralistic society. (Tsoraya, 2023).

Suriadi (2021) in his research revealed that to produce a generation that is intelligent and has personality and morals that are beneficial to the nation, character education is very important.

Character education can also be done through habituation, namely habituation to good character, which is a habit to form good character in students. (Andayani, 2022)

Based on the research above, it can be seen that character education has a very important role in developing a person's good character. Therefore, researchers in this case are interested in studying teachers' efforts to shape students' Siddiq character which is linked to the target of student siddiq character or honesty. Through good character training (PKB) and the santri trilogy character education (husnul adab) it is hoped that it can contribute to the development of character education that focuses on achieving student character targets. Departing from the phenomenon that occurred during the student honesty crisis as mentioned above, the researcher was interested in researching: Teachers' Efforts in Shaping Students' Siddiq Character?

RESEARCH METHODS

Using a qualitative case study approach, this research was conducted at Madrasah Tsanawiyah Nurul Jadid Paiton Probolinggo. In determining the informants, the researcher used a purposive sampling technique, consisting of teachers of moral aqidah subjects, as well as students of Madrasah Tsanawiyah Nurul Jadid Paiton Probolinggo. To get an idea of the teacher's efforts in shaping Siddiq's student character, the researcher used in-depth interviews (indeph interviews) with 4 informants, consisting of two educators, namely BK teacher M. Ilyas (MI) and Aqidah Akhlak teacher Khairus Soleh (KS) and two students. Ahmad Wildan (AW) and Muhammad Syaiful (MS). to obtain information according to research themes.

To strengthen the data, researchers observed various learning activities carried out by educators, student activities before and after learning, and activities outside of learning. In addition, researchers also document different important data related to the research theme, such as student data plans, student violation data, and so on.

The data analysis process begins by presenting the research data as a whole, which includes: information collected through interviews, observation and documentation while in the field. Then the researcher carries out data reduction, namely sorting and selecting data that has been determined previously, using the themes that have been collected, data will be obtained that is arranged systematically according to the research focus. Next, the researcher presents the research data according to the order in the research and ends with drawing conclusions as research findings.

The sample was taken using purposive sampling to get a better understanding of the teacher's efforts in shaping the Siddiq character of Madrasah students through Santri Trilogy Character Education (husnul Adab) and Good Character Habits (PKB). Researchers conducted in-depth interviews (indepth interviews) with several teachers and students. Then the researchers also made observations. Starting with a general display of data from interviews obtained during the field, data analysis was carried out in a circular manner. Then the researcher carried out data reduction, namely sorting and selecting the collected data according to the predetermined title, so that data that was arranged systematically according to the research focus would be obtained. The interim research findings end with conclusions.

RESULTS AND DISCUSSION

Character Education Through the Santri Trilogy (husnul adab)

Honesty is a behavior that is highly recommended for every human being, especially us as Muslims (Abdullah, 2023). As Muslims, we must be honest with our fellow humans. Instilling an honest attitude is very important for teachers in madrasahs to be able to implement religious teachings and create better personalities that will be instilled in students in matters related to honest attitudes. (Abidin, 2023)

Cultivating character through character education based on the santri trilogy (husnul adab) itself means carrying out education on the basis of (husnul adab) which (husnul adab) itself means good karma and good manners with God and humans (Sahlan, 2023). So the education carried out is an emphasis on warning students to always behave and have good character.

In the learning process, of course the teacher must prepare the material to be presented, namely in processing the material. This strategy is one of the components that must be present in learning activities to achieve learning objectives.

Character education through the santri trilogy (husnul adab) is one form of teacher's efforts to build honest character in students.

Before implementing character education, of course the teacher makes a plan in advance so that the learning is carried out well. This is what the Aqidah Akhlak Teacher at Madrasah Tsanawiyah Nurul Jadid Karanganyar Paiton Probolinggo did in forming students' honest attitudes using strategies that the teacher had determined previously. This is in line with (S)'s suggestion as a teacher of Aqidah Akhlak at Madrasah Tsanawiyah Nurul Jadid Karanganyar Paiton Probolinggo that the teacher's first step in starting learning is by remembering the santri trilogy, namely husnul adab to Allah and to humans mentally so that we as santri and students can have an honest attitude. and can also be practiced in everyday life.

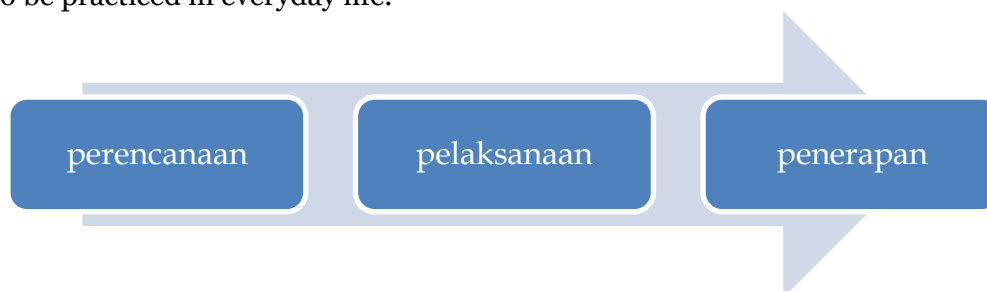


Table 1 Steps to character education

This expression is also reinforced by (MI) that students are always instructed to

behave well by greeting and also saying hello to teachers before entering class while shaking hands, so that good character grows in students. As a BK (MI) teacher, we also approach students to find out what their character is, because without an approach problems will not arise. As is currently the case, there are a lot of character problems in children, so teachers can understand how to solve these character problems using approaches in character education.

This is also reinforced by the student's statement (AW) that before teaching the teacher always tells the children to always remember one of the santri trilogy, namely husnul adab to Allah and humans, so that it is always practiced in everyday life so that we can form this honest character. .

Based on several informants' opinions above, it can be seen that character education to form honest character (siddiq) of students at Madrasah Tsanawiyah Nurul Jadid is to remind students of one of the santri trilogy, namely husnul adab towards Allah and humans by not lying to teachers or friends in any way, so that character Student honesty will be formed by the student's own awareness.

Students' awareness of good behavior can be instilled from an early age, through education and habituation from school and the surrounding environment as well as the family environment such as parents. Parents and the surrounding environment can play an important role in instilling good values in children, so that they grow up to be well-behaved individuals.

Good Character Habits (PKB)

In implementing Islamic education, the most important thing is the character of educators who reflect Islamic values in their daily lives. The process of implementing siddiq (honest attitude) character education for students is very important in character formation, including the character of educators as qudwah hasanah for students. Therefore, this (PKB) is not only specifically for students but also for teachers so that they always remember the santri trilogy, namely husnul adab so that teachers and students can behave well and honestly.

(KS) revealed that children are also always reminded to behave well starting with greetings and also saying hello to teachers before entering class while shaking hands, so that good character grows in students.

As stated by (KS) above, (AW) also revealed that before teaching, teachers always tell children to always remember one of the santri trilogy, namely husnul adab, as one of the supporting factors for the habit of good character (PKB) which is carried out before carrying out learning activities. teaching (KBM) Madrasah.

(KS) as a guidance and counseling teacher also revealed that apart from aqidah, morals teachers, other teachers, including guidance and counseling teachers, also approach students to find out what the students' character is, because without an approach teachers will not know the problems that occur with their students.

The aim of the good character habituation approach carried out by educators according to (KS) as an educator at Madrasah Tsanawiyah Nurul Jadid is; learning objectives carried out by focused educators; second, educators have more control over the material to be delivered; third, to be able to choose and determine the right method; fourth, to determine the various media and learning resources that will be used; fifth, to determine the level of success achieved. However, character education here is carried out by accustoming individuals to carry out good behavior repeatedly. This habit can be done through various activities, for example through worship activities, learning activities, and so on.

This expression was strengthened by (MI) as a BK teacher at Madrasah Tsanawiyah Nurul Jadid, that one of the supporting factors is cooperation between teachers by carrying out all their responsibilities in guiding good character in students so that they can behave well in their daily lives. As an inhibiting factor, students are often late for class even when the teacher is not in class.

(AW) said that before entering class we are also given guidance such as good character training (PKB), including reading the Koran which is intended so that students can

remember Allah so they can behave well and honestly. However, even though good behavior habits have been implemented, the majority of students still ignore and ignore the teacher.

Based on the results of the interview above, it can be seen that the habit of good character (PKB) is one of the supporting factors which is a process of collaboration between one teacher and another teacher in developing students and also the habit of good character (PKB). However, the lack of cooperation between fellow teachers in overseeing the Madrasah activities itself is still not good so that when learning begins there are still students who do not attend class, so the following steps in the approach to good character habituation activities emerge:



Figure 2 steps for character habituation

Character education is currently a polemic in various countries. Pros and cons views have colored the discourse on character education since the past (Istiasari, 2023). Basically, character education is an integral part of education. Therefore, even though character education may only involve a few teachers, it should be the responsibility of all school members. (Farid, 2023)

As it has caused the spread of social diseases in society. Rahayu (2020) explains that dichotomization, namely a strict separation between intellectual education and values education, is the main cause of the moral and character crisis among students who graduate from Islamic boarding school-based schools. Because it does not produce qualities such as commitment, loyalty, awareness, and the desire to comply with applicable ethics. The crisis in students' honesty values is the result of an intellectual and moral crisis. Therefore, maintaining order and monitoring how students interact every day is mandatory for teachers, as has been done at Madrasah Tsanawiyah Nurul Jadid Karanganyar Paiton Probolinggo, namely getting into the habit of saying hello and shaking hands with teachers interspersed with small talk so that teachers can get to know the students' characters a little.

The phenomenon of value or character crisis in students is not only due to a crisis of honesty and morals (Ilham, 2023). Because of this, teachers must also study the rules and regulations and monitor the movements of the students in their daily lives. The reason why they chose students as research informants is because the students are directly involved in the daily activities of the Islamic boarding school and automatically the students already know about the Santri Trilogy and PKB, which are these two things. every student definitely knows.

This is in line with (MI's) opinion that the rules through good character training (PKB) are given to students so that students can become better people. But of course, school regulations cannot fully guarantee that students will behave positively (Sujana, 2023). However, school rules and regulations can be one of the factors that can influence student behavior (Marotang, 2020). Therefore, it is important for madrasas to create rules that are clear, firm and fair. Apart from that, madrasas also need to socialize school rules and regulations to students.

So far, according to (MI), with this good character habituation, the majority of

students who have bad habits have become better, examples of dishonest student behavior include often lying about not going to school because they are sick even though the student is not really sick and does not go to school because lazy. However, after being given good character training (PKB) by emphasizing husnul adab, these students began to reduce their bad attitudes.

From the data that researchers obtained through observations at Madrasah Tsanawiyah Nurul Jadid, this habit of good character is very influential and has a positive effect on the development of students' character, but on the other hand, this habit of good character also still has weaknesses, namely teachers or educators are careless in carrying out the habit, as a result there are Only students who still carry out bad actions, one of which is being dishonest. This should be a challenge for institutions to innovate in instilling good character in students if character training (PKB) does not have an effect on students.

The habit of good character does not completely guarantee that students will behave positively. However, the emphasis on discipline in developing good character (PKB) in schools can be one of the factors that can influence student behavior. Therefore, it is important for madrasahs to create rules that are clear, firm and fair. Apart from that, madrasahs also need to socialize school rules and regulations to students.

So far, with this good character habituation, the majority of students who have bad habits have become better, examples of dishonest student behavior include often lying about not going to school because they are sick even though the student is not really sick and does not go to school because he is lazy. However, after being given good character training (PKB) by emphasizing husnul adab, these students began to reduce their bad attitudes.

From the data that researchers obtained through observations at Madrasah Tsanawiyah Nurul Jadid, this habit of good character is very influential and has a positive effect on the development of students' character, but on the other hand, this habit of good character also still has weaknesses, namely teachers or educators are careless in carrying out the habit, as a result there are Only students who still carry out bad actions, one of which is being dishonest. This should be a challenge for institutions to innovate in instilling good character in students if character training (PKB) does not have an effect on students.

CONCLUSION

Conclusion from the Teacher's Efforts in Shaping Siddiq Character Students through the Santri Trilogy Character Education (Husnul Adab) and Good Character Habits (PKB) is the application of character education that emphasizes honesty and good character of students through the Santri Trilogy character education (Husnul Adab) and good character habits (PKB) at Madrasah Tsanawiyah Nurul Jadid Karanganyar Paiton Probolinggo.

The honesty and good character referred to have been achieved through the assistance of implementing education and habituation as follows: trilogy of santri character education (husnul adab) and good character habituation (PKB) which is carried out on an ongoing basis. All students at Madrasah Tsanawiyah Nurul Jadid Karanganyar Paiton Probolinggo have implemented the santri trilogy character education (husnul adab) and the habit of good character (PKB). The use of education and habituation provides effectiveness in cultivating good character and honesty in students which is characterized by reducing student dishonesty and a new climate within the school, where students can be motivated and actively involved in learning, concentrate and focus on learning, enthusiastic in participating in learning every day .

Of course, the findings of this research cannot be applied to all schools or educational institutions, nor do they apply to all educational institutions. Although the results of this research are limited to the educational institutions that are the subject of this research, they are influenced by the cultural background, geographical location and socio-economic conditions of the students who live in the Islamic boarding school. This is the limitation of this research, making it possible to conduct further research with the

same theme or develop the theme based on the culture, geography, and background and context of students to obtain new information about teachers' efforts to shape students' Siddiq characters through Santri Trilogi Character Education. (Husnul Adab) and Good Character Habits (PKB).

REFERENCES

- Abdullah, A. (2023). Kejujuran sebagai Nilai Penting dalam Pendidikan Anti Korupsi Bagi Mahasiswa. *Universal Grace Journal*, 1(2), 173-183.
- Abidin, Z. (2023). Penguatan Pribadi Muslim Siswa Melalui Pendidikan Akhlak Di Kelas VI MI AL-Falah 1 Sumber Gayam Kadur Pamekasan. *Cognitive: Jurnal Pendidikan dan Pembelajaran*, 1(1), 12-25.
- Ahmar, D. S., Azzajjad, M. F., & Patmasari, A. (2023). Sosialisasi Pendidikan Karakter Melalui Penanaman Sikap Peduli Lingkungan Siswa Di SMP Negeri 3 Sindue Tobata. *Panrannuangku Jurnal Pengabdian Masyarakat*, 3(2), 60-67.
- Andayani, A., & Dahlan, Z. (2022). Konstruksi Karakter Siswa VIA Pembiasaan Shalat Dhuha. *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 7(2), 99-112.
- Anggraini, Y. (2022). Program Pendidikan Karakter dalam Mengatasi Krisis Moral di Sekolah. *Jurnal Basicedu*, 6(5), 9205-9212.
- Baharun, H., Wibowo, A., Mulyani, H., & Maula, R. (2021). Quality Service in Improving The Profitability of Educational Institutions Based on Pesantren. *Jurnal Isema: Islamic Educational Management*, 6(2), 171-186.
- Ballianie, N., Dewi, M., & Syarnubi, S. (2023). Internalisasi Pendidikan Karakter pada Anak dalam Bingkai Moderasi Beragama. In *International Education Conference (IEC) FITK* (Vol. 1, No. 1, pp. 44-52).
- Damayanti, P. P., & Permatasari, M. R. (2023). Peran Guru Pendidikan Agama Islam Dalam Mengatasi Kenakalan Siswa Kelas XI DI SMK N 1 MIRI Tahun Ajaran 2022/2023 (*Doctoral dissertation*, UIN Surakarta)..
- Farid, A. (2023). Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0. *Cetta: Jurnal Ilmu Pendidikan*, 6(3), 580-597.
- Ilham, I., & Hermansyah, H. (2023). Pendidikan Moral Anak Usia Sekolah Dasar Dalam Perspektif AL-GAZALI dan Implikasinya Pada Pembentukan Karakter Siswa. *Kreatif Jurnal Pemikiran Pendidikan Agama Islam*, 21(2), 267-278.
- Istiasari, T. A., Hidayah, K., Indah, B., & Safitri, L. (2023). Pendidikan Karakter Generasi Muda Pada Era Global. *Journal of Education on Social Issues*, 2(3), 227-245
- Marotang, W. (2020). Tingkat Kedisiplinan terhadap Tata Tertib Sekolah Siswa SMP Kristen Bombanon. *Jurnal Inovasi Bimbingan dan Konseling*, 2(2), 78-83.
- Purnawanto, A. T. (2023). Pembelajaran berdiferensiasi. *Jurnal Pedagogy*, 16(1), 34-54.
- Rahayu, D., Narimo, S., Fathoni, A., Rahmawati, L. E., & Widiyarsari, C. (2020). Pembentukan Karakter Siswa Berorientasi Higher Order Thinking Skills (HOTS) di Sekolah Dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 4(1), 109-118.
- Sahlan, M. (2023). Konsep Dakwah Pluralisme Dalam Trilogi Santri Maqolahusnu Al-Adab Ma'a Allah Wa Ma'a Al-Kholqi Di Pondok Pesantren Nurul Jadid (*Doctoral dissertation*, UNIVERSITAS NURUL JADID).
- Seran, C. G., Laloma, A., & Londa, V. (2021). Kinerja Guru Sekolah Dasar di Masa Pandemi Covid-19 Studi di SD Inpres Tateli Kecamatan Mandolang Kabupaten Minahasa. *Jurnal Administrasi Publik*, 7(99).
- Sujana, A. A., & Wijaya, R. (2023). Strategi Penanaman Karakter Disiplin Melalui Penegakan Tata Tertib dan Pembelajaran PPKn di SMKN 5 Surabaya. *Kajian Moral dan Kewarganegaraan*, 11(1), 145-159.
- Suriadi, H. J., Firman, F., & Ahmad, R. (2021). Analisis problema pembelajaran daring terhadap pendidikan karakter peserta didik. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 165-173..
- Tsoraya, N. D., Khasanah, I. A., Asbari, M., & Purwanto, A. (2023). Pentingnya Pendidikan Karakter Terhadap Moralitas Pelajar di Lingkungan Masyarakat Era Digital. *Literaksi: Jurnal Manajemen Pendidikan*, 1(01), 7-12.

Uno, H. B., & Nina Lamatenggo, S. E. (2022). Tugas Guru dalam pembelajaran: Aspek yang memengaruhi. *Bumi Aksara*.