THE URGENCY OF CHARACTER EDUCATION IN IMPROVING STUDENT DISCIPLINE IN MADRASAH

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Abstract:
Globally, character education is crucial for students worldwide to meet the demands of modern times. MAN 1 Probolinggo is one of the schools that is not exempt from problems related to students' character. Therefore, there is a need for character education in improving student discipline. Disciplinary character education must be done continuously from early age to adulthood. The application of disciplinary education will be maximized if supported and through cooperation from various parties. The research uses qualitative description. Data collection through interviews, observations, and documentation. Data analysis uses data aggregation, reduction, presentation, and conclusion drawings. Then, the data's validity is verified through source triangulation and triangulation techniques. This research has obtained the following result: 1) The effort to cultivate character education in improving the discipline of students in MAN 1 Probolinggo is by establishing regulations of the conditioning program, which are orderly arrangements and cultivation activities. 2) The impact of character education in improving student discipline in MAN 1 Probolinggo is to direct students to moral education and discipline them to be more responsible.

Keywords: *character education, Discipline*

INTRODUCTION

Education is all learning experiences that take place in all environments and throughout life (Annisa, 2022). Education can also be used as a means of improving the strategic quality of personality both in intellectual and moral aspects. For this reason, education is one of the primary needs that is considered important for humans (Astuti et al., 2023). However, not everyone understands and manifests the importance of education for their existence. Then, in the context of social life, education also plays an important role in ensuring the survival of the nation and state. This is because education is a means of developing and improving the quality of human resources (HR). With education, quality human resources who are intellectually and emotionally intelligent can participate in various aspects of nation and state development. It is relevant that education is a conscious and planned effort to create a learning atmosphere and learning process so that students develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, the community, the nation, and State (Tsania Azzahra et al., 2023).

In this modern era, the value of character education has begun to decline. This is proven by the many immoral deviant actions or behavior, especially those carried out by students (Tsoraya et al., 2023). These deviant actions have deviated far from the values of character education, such as talking dirty, not obeying school rules, not being disciplined, skipping school, and losing the manners and manners that are characteristic of Indonesian people who are known to be very kind and friendly.

The main goal in character education here is to shape the child's personality so that he becomes a good human being, a true human being who not only has intellectual

intelligence (IQ) but also has emotional intelligence (EQ) and spiritual intelligence (SQ). Whether he is a school member, a member of the community or also a good citizen so that justice and happiness can be achieved (Khoiriah et al., 2023).

Madrasah Aliyah Negeri 1 Probolinggo (MANSAPRO) is one of the madrasah institutions within the scope of the Nurul Jadid Islamic boarding school with its vision and mission, namely Studying the Koran and Fostering Morals of Karimah. The development of students' disciplinary character at MANSAPRO has been guided by the existing disciplinary regulations at MANSAPRO schools. However, currently there are still many students who do not comply with the disciplinary regulations in school, one of which is some students who do not have a disciplinary attitude, while a student must have an attitude of obedience, obedience and a sense of responsibility. Such as a lack of discipline by students in participating in learning activities, students being late for school, students wearing short socks, and students not participating in activities held by Madrasah Aliyah Negeri 1 Probolinggo (MANSAPRO). In the learning process, students will be serious about carrying out and completing the tasks given by the teacher. Based on the facts that occur in the field, researchers see that there are still various forms of student behavior that are not yet clear about character education that they can use as a guide for life.

For example, researchers saw that when the teacher explained the lesson, there were still many students who did not pay attention. Apart from that, there are some students who are undisciplined, do not comply with the school rules that have been determined, such as arriving late, playing truant, wearing short socks, sleeping in class, lacking attendance, not wearing a complete school uniform, and so on. Considering the importance of character education in building strong human resources (HR), it is necessary to carry out character education appropriately. And in this case, educational institutions, especially schools, are seen as strategic places for building good character. Based on these problems, the researcher raised the title "The Urgency of Character Education in Improving Student Discipline at Madrasah Aliyah Negeri 1 Probolinggo".

RESEARCH METHODS
The approach used in this research is qualitative. Qualitative research is a type of research that produces discoveries that cannot be obtained using statistical procedures or other quantitative methods (measurements) (Hasibuan et al., 2022). This research uses a descriptive qualitative approach. Descriptive qualitative is a method of approaching research by describing and describing the condition of research objects and subjects based on visible facts or as they really are. The type of research used is a case study. The case study was at the Madrasah Aliyah Negeri 1 Probolinggo (MANSAPRO) institution. The data sources obtained in this research are primary data and secondary data. The data collection technique is using semi-structured interview techniques, observation, documentation. Data analysis techniques use Data Reduction, Data Presentation, Drawing Conclusions. Checking the Validity of Data. To determine the validity of the data requires an inspection technique that is based on a number of certain criteria, there are four criteria, namely the degree of trust (credibility), transferability (transferability), dependency (dependability), and also certainty (confirmability). However, in this study a data credibility test was used.

RESULTS AND DISCUSSION
Character education is a process of internalizing or instilling positive values in students so that they have good character in accordance with the values referred to from religion, culture and national philosophy (Santika, 2020). Character education is an effort to guide human behavior towards standard standards. These efforts also provide a way to respect the personal perceptions and values displayed at school. The focus of character education is on ethical goals, but practice includes strengthening important skills that include students' social development (Muharna & Fajriyani, 2022). Therefore, character education is an effort made by providing an understanding of positive values

and providing guidance to someone so that they can behave in accordance with moral values, as well as forming a person with good character.

Character education is now important because it can play a role in improving human quality, especially due to moral degradation in Indonesia, as well as the influx of foreign culture which is more geared towards western culture which is not suitable to be imitated. Making character education a serious problem to be followed up and implemented today. Character education can help people become more caring, empathetic and responsible for their environment. With character education, people can learn to control their behavior, such as avoiding prohibited things and violating social norms. Apart from that, character education can also help people to become more productive, creative and innovative in all aspects. This can help people overcome problems in their lives.

Character formation cannot be separated from the role of the teacher, because everything the teacher does can influence the character of the students. Character is formed from three types of interrelated parts, namely moral knowledge, moral feelings and moral behavior. (Astriya, 2023)

It is hoped that character education will be able to form a generation whose existence will provide the widest possible benefit to the surrounding environment, forming individuals who are capable of being dignified and becoming God's vicegerents on earth with full responsibility. Character education is not a process of memorizing exam question material and techniques for answering them. Character education requires habituation (Angga et al., 2022). This habit must be carried out regularly and with discipline, so that these positive values can be firmly embedded in the souls of students. Apart from habituation, cultivating character education can be done in various ways, and can be done in formal and non-formal environments. The way to instill character education can be by providing direct experience, such as spending time with people who have good character. Humans can learn character values from a teacher, parent, or friend who has good character and disposition. So if someone associates with a good environment, that person will slowly follow their environment. Or another way can be done by watching films and stories that contain good character values. Teachers can use film media as a learning medium in implementing character education to students. This aims to ensure that the learning media used is not monotonous and can be received by students positively. For example, teachers can use animated films that contain positive values that can provide students with an understanding of character education.

Apart from that, teachers can also use role models in cultivating character education in schools. The teacher is the first person to make changes, especially changes in character. Therefore, teachers have an important responsibility to inform students about what characters they should imitate from their own students (Salsabilah et al., 2021). During learning at school, teachers must show good examples to their students. Every teacher's action will be imitated by students. For example, being polite in speaking and behaving, avoiding discipline, violence and the surrounding environment, and so on (Ulfah, 2022). With these methods, it is hoped that character education can be carried out well so that it can produce students who are not only intelligent but have noble character.

The main aim of education is to form a person who has good morals and an Islamic spirit. The teacher's role as an educator, the motivator is to provide direction to carry out certain activities for achievement, the evaluator carries out an evaluation/assessment of the activities that have been carried out in order to find out how far the achievements have been, the designer and mover are as mobilizers who encourage the school system to become role models for students (Rusmin B., 2017).

According to (Fahruddin, 2023) discipline is a means of education and is also a factor that influences students' success in learning activities at school. Because in educating, discipline plays a role in contacting, changing, developing and forming behaviors that adhere to the values that have been taught and exemplified by education.

According to (Cahya et al., 2021) the term discipline has various meanings, including self-control and supervision, self-adjustment to rules, obedience to leadership orders, self-adjustment to societal norms and so on.

According to (Loheni et al., 2023) Discipline is a person's obedience in following rules or regulations driven by the awareness that exists in their conscience. Discipline can be interpreted as something that encourages people to carry out actions in accordance with existing rules. A norm is a rule that determines habits, behavior that is expected in a certain situation, the keyword here is expected because norms are not objective, inflexible or cannot be changed like a linear measurement (meter, kilometer).

(Dewita & Indrawadi, 2020) as quoted by Wuri Wuryandani, et al, stated that there are three dimensions of discipline, namely: Discipline to prevent problems, Discipline to solve problems so they don't get worse, and Discipline to deal with students who behave out of control.

Instilling discipline is an obligation for all parties. Not looking at officials, pupils, students, traders, farmers, teachers or even the president. Discipline is the main capital in achieving success. So instilling discipline from an early age is a must for the entire community, because discipline has become one of the priorities that anyone must have. According to (Dewi & Khotimah, 2020) Getting used to a disciplined life in this country is still very minimal. This can be seen from the large number of irregularities occurring everywhere, in the family environment, school and in society. Seeing this, we need to instill disciplined awareness in everyday life so that there is order in various fields. Apart from making someone aware of obeying applicable regulations, discipline also functions as preventing problems, solving problems, and dealing with students who behave out of control. With discipline, students will automatically follow what has become the rules. At first it was because I was forced to, but as time went by that compulsion would become a habit.

According to (Uge et al., 2022) the objectives of discipline are divided into 2, namely: The immediate aim of discipline is to make children trained and controlled, by teaching them forms of behavior that are appropriate or that are still foreign to them. The long-term goal of discipline is the development of self-control and self-direction (self-control and self-direction). Self-control means controlling one's own behavior by being guided by clear norms, standards and rules that already belong to oneself.

Discipline is control over behavior, whether by external power by the individual himself. (Eka Purwanti, 2020) Disciplinary education shapes behavior in such a way that it is in accordance with the roles that have been determined by a group, culture, and regardless of where a person lives. So basically the purpose of discipline is so that students are trained in controlling and directing their behavior in the school environment and outside the school environment, so that a sense of responsibility and maturity arises, which makes the student's learning process run smoothly.

So in the world of education, we realize that to achieve achievement at school and outside school, there are several factors that students must have. Apart from students having to excel in self-awareness, morals, manners, character, academic intelligence and emotional intelligence, students also have to have strong disciplinary behavior. This is because discipline is an educational rule that refers to a kind of regulatory involvement in achieving appropriate standards or following appropriate rules in behavior or in carrying out activities.

Character education can make someone responsible and always disciplined when doing everything. Student discipline is an important element in creating an effective learning environment. Good discipline helps students learn with focus, respect rules and regulations, and be responsible for their actions. Character education can help shape attitudes and behavior that reflect good discipline in students' daily lives. The form of instilling character education at MAN 1 Probolinggo is implemented through activities at school

Implementation of character education is carried out face to face in the classroom and independent activities outside the classroom. The following are the steps for implementing character education formation at MAN 1 Probolinggo, in order to improve

student discipline: Welcome students. Implement habits, such as 5S habits (smile, greet, salute, be polite and courteous). Line up before entering class and shake hands. Sit quietly while praying. Throw away rubbish in the right place. Get into the habit of praying in congregation.

In everyday life, students are accustomed to carrying out good activities regularly. With repeated habituation, it will become a habit and this habit will stick with the student until it becomes part of him. Good habits will direct students to think positively.

CONCLUSION

Character education is a form of a person's understanding and knowledge about the noble values in their lives that come from their culture, religion and nationality, such as morals, ethics, law, manners, virtues and religious and cultural law. Efforts to instill the character of discipline and responsibility at MAN 1 Probolinggo are carried out by integrating discipline and responsibility through habituation activities and subjects. The integration of character values is carried out with a conditioning program in the form of rules, infrastructure, habituation activities and example. The impact of character education has a positive orientation, because with character education, students make efforts to be more disciplined, and with this discipline students will automatically follow what has become the rules. At first it was because I was forced to, but as time went by that compulsion would become a habit.

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