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**Islamic Religious Education Learning Strategy and Budi
Pekerti in Character Planting Students in SMK Negeri 2
Depok Sleman Yogyakarta**

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Abstract

Character education as a national culture in building student character. However, not all learning strategies can build student character. The purpose of this study is (1) to explain the learning strategies of Islamic religious education and manners in the cultivation of student character in SMK Negeri 2 Depok Sleman Yogyakarta, (2) describe the implementation of Islamic religious education and manners, learning strategies in the cultivation of student character in SMK Negeri 2 Depok Sleman Yogyakarta, (3) explains the results of the application of Islamic education and character education. This research is a qualitative research. This type of research is descriptive field research. The research method consists of observation, interviews, and documentation. Data analysis using data reduction, data presentation and conclusion drawing.

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1 The results showed that (1) the strategies used were directed learning strategies, indirect learning strategies, interactive learning strategies, experiential learning strategies, and independent learning strategies, (2) the implementation of learning strategies of Islamic religious education and manners in instilling student character is done by selecting a number of strategies that have been adapted to the material to be delivered, then supported by using several learning methods in delivering learning material, (3) students try to run and apply in daily life through habituation and try to do the best.

Keywords: Learning strategies; Budi Pekerti; Planting Student Character.

1. Introduction

Education is an important part of every nation to make students superior and noble. Improvement efforts in the field of education are a must to always be carried out so that a nation can progress and develop along with the advancement of science and technology. Some of the efforts that can be carried out include improving the curriculum, increasing teacher competency through training, improving educational facilities, and others. This was carried out to improve the quality of national education and the creation of the Indonesian people as a whole. The government launched character education in Indonesia. However, the ability of Indonesian schools related to student character education is still far from the expectations and the mandates of the law. The educational process only introduces students to standard concepts without involvement in social processes and practices, which will give them experience and opportunities to adopt character values (Abdullah, Hudayana, & Setiadi and his colleagues 2019). The formal Islamic education curriculum is too full of rigid learning administration activities, not inspiration and enlightenment that can build awareness, especially character [2]. The purpose of character building is to create knowledgeable adults who will become good citizens by adopting Islamic characters in life (Sokip, Akhyak, & Soim and his colleagues 2019). Character education in schools is to inculcate attitudes and personalities to students for investment in the future life in the community. Character is formed through planting in various methods and media that are developed based on local wisdom and social changes that occur [4]. Four pillars of education for Muslims, namely: family, boarding schools, school institutions, and mosques (Abdullah, 2013). The application of character education nationally is expected to become character values that are embedded and reflected in the behavior of each nation's generation. Planting character values is not only the duty of religious teachers, but also the duty of all subject teachers. The current of globalization as the most dominant impact in influencing the civilization of the world community without exception Indonesian citizens [6]. That is why education in this case needs to be pursued in order to strengthen the character, personality or identity of our own nation so that the process of cultural acculturation can go well without having to abandon the culture and identity of the nation itself. The factors that influence the formation of vocational students' character are 88.2% family environment, 79.0% school environment, 43.6% relationship and 73.7% social media[7].

Effective use of school facilities and the empowerment of a work ethic, school culture and family will significantly support character education programs in schools [8]. The teacher's ability to plan and implement the learning process is a major factor in achieving teaching objectives. To improve the quality and quantity of the learning process carried out by the teacher, the teacher must have competence and be able to master the

1 process of making the planning of teaching and learning activities, implementing planned learning activities, and conducting an assessment of the results of the teaching and learning process. Based on the vision and mission of the school, which is the goal of the educational process of the institution, of course, all learning activities at the school are carried out to achieve the goals of the institution, including in learning Islamic Education and manners. Where SMK 2 Depok Sleman Yogyakarta schools have implemented the 2013 curriculum which began at the beginning of the curriculum launch in 2013. Then in the learning process teachers use the 2013 curriculum, teacher manuals and students also use the 2013 curriculum manuals. Then the learning strategies used are adjusted to the material to be conveyed, so that the objectives of learning and the process of instilling student character can be achieved. In the learning process activities, students often create groups which are then given an assignment to then be presented using Microsoft Office PowerPoint. School culture developed by SMK Negeri 2 Depok Sleman Yogyakarta as a form of character education to build student character is manifested by various activities through the learning of Islamic Religious Education, habituation of behavior both inside and outside the classroom lessons with several activities for example: cultivating 5S namely smile, greetings, greetings, polite and polite. Greetings when meeting teachers and employees, also when meeting fellow students, the Qur'an must start before learning, sing the Indonesian national anthem. Then every Friday there is a Friday activity of piety in which before starting student learning the Qur'an must first 30 minutes. Based on the above findings, it is necessary to study related issues regarding the learning strategies of Islamic religious education and manners in instilling student character. This research focuses on the learning process of Islamic religious education at the school.

2. Review of Literature

Learning in schools as a beginning to get knowledge and education (formal) is obtained starting to be addressed. An increasingly improved curriculum system, starting from the Competency Based Curriculum (KBK, 2004), the Education Unit Level Curriculum (KTSP, 2006) until now has been launched a 2013 curriculum that is character and competency based. It is expected to be able to produce productive, creative, innovative, and characterized individuals through learning that leads to the formation of character, noble morals of students in a whole, integrated, and balanced manner in accordance with graduate competency standards in each educational unit. Efforts to achieve the desired goals, then in formal educational institutions, namely schools, need to optimize all the potential he has. The success of education is determined by the success of the implementation of teaching and learning activities, namely the integration of teacher activities with student activities. How students learn is largely determined by how the teacher teaches. One effort to optimize learning is to improve the learning process that is heavily influenced by the teacher, because the learning process is a system, so the improvement must include all the components in the learning system. Abdul Majid explained about the types or classifications of learning strategies in his book entitled learning strategies, namely: Direct Learning Strategies (Direct), Direct learning strategies are strategies that have the highest teacher-centered lives, and are most often used.

This strategy includes lecture methods, active questions, explicit teaching, practice and practice and demonstration. Effective direct learning strategies are used to expand information or develop weak step skills. Indirect Learning Strategy (Indirect), Indirect learning shows a high form of student involvement in observing,

1 investigating, drawing inference based on data, or forming hypotheses. In indirect learning, the teacher's role switches from lecturer to facilitator, supporter, and personal resource (resource person). The teacher designs the learning environment, gives students the opportunity to be involved and if possible gives feedback to students when they do inquiry. Indirect learning strategies require the use of printed, non-printed materials and human resources. Interactive Learning Strategies (Interactive) Interactive learning strategies refer to the form of discussion and sharing among students. Seaman and Fellenz suggested that discussion and sharing would provide opportunities for students to react to the ideas, experiences, views and knowledge of the teacher or group and try to find alternatives in thinking. Interactive learning strategies are developed in a range of groupings and interactive methods. Inside are forms of class discussion, small group discussion, or work on group assignments and student cooperation in pairs. Learning Strategies Through Experience (Experiential Learning), Learning strategies through experience using an inductive sequence, student-centered and activity-oriented. The emphasis on learning strategies through experience is on the learning process and not the learning outcomes. The teacher can use this strategy, both in the classroom and outside the classroom. For example, in the classroom simulation methods can be used, while outside the classroom observation methods can be developed to obtain a picture of general opinion. Independent Learning Strategies (Independent Study), Independent learning strategies are learning strategies that aim to build individual initiative, independence and self-improvement.

The focus is on planning independent learning by students with the help of teachers. Independent learning strategies can also be done with friends or as part of a small group. The advantage of this strategy is to form independent and responsible learners. While the drawback is that participants are not yet mature, it is difficult to use independent learning. The definition of character literally means the mental quality or moral strength, character or character of individuals who become special personalities, driving and driving, as well as distinguishing one individual from another. Meanwhile, according to someone, character is a way of thinking and behaving that is unique to each individual to live and work together, both within the scope of family, community, nation, and country. Thus character education is a system of applying moral values to students through educational activities. The character values referred to in this study are positive values or norms. The character values that have been formulated come from religion, Pancasila, culture and national education goals. Among these is (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) Nationalism, (11) Love of the motherland, (12) Respect for achievement, (13) Friendly / communicative, (14) Peace of love, (15) Joy of reading, (16) Environmental care, (17) Social care, (18) responsibility.

3. Method

This type of research that researchers do is field research based on qualitative research. This research is a study of the strategic role of Islamic religious education teachers and character in the cultivation of student character. This research strives to be basic, deep and process-oriented so as to produce significant conclusions. The field research is a study carried out by directly plunging into spaciousness in order to obtain the necessary data. This research is a descriptive qualitative research, which is a research procedure that produces descriptive data in the form of written or oral words from the people and actors observed, directed at the background of individuals as

1 a whole without isolating individuals and organizations in variables or hypotheses, but view it as part of a whole. This study describes and explains the learning strategies of Islamic religious education and character in the cultivation of student character in the 2013 curriculum at SMK Negeri 2 Depok Sleman Yogyakarta. The data sources include: Islamic religious education teachers, students and other documents that support this research. Data collection techniques use 3 ways, namely: observation, interviews and documentation. Analysis of the data used is the analysis of Miles and Huberman data with data reduction activities, data presentation, and conclusions. The approach used in this research is qualitative based on phenomenological philosophy by prioritizing appreciation (*verstehen*). Analysis of the data used is the analysis of Miles and Huberman data with data reduction activities, data presentation, and conclusions. The data validity checking technique used in this study is triangulation. Triangulation is a data validity checking technique that utilizes something else outside the data for checking or comparison purposes.

4. Result and Discussion

The contribution form of Islamic Religious Education is by means of non-technical skills that are strictly related to attitudes and behavior or character that must be possessed by someone [9]. Learning strategies of Islamic Religious Education and Characteristics in inculcating student characters in SMK Negeri 2 Depok Sleman Yogyakarta are directed learning strategies, indirect learning strategies, interactive learning strategies, experiential learning strategies), and independent learning strategies. The reasons for using these learning strategies are because 1) Considerations related to the objectives to be achieved. 2) Considerations relating to teaching materials or learning materials. 3) Considered from the point of students. Experience-based learning fosters critical thinking and can be skilled in problem solving [10]. Supporting factors in implementing learning strategies in SMK Negeri 2 Depok Sleman Yogyakarta are good teacher and school collaboration, supporting school facilities and student conditions. This is in line with [11–13] which states that in addition to supporting facilities, the cooperation of all schools greatly influences the implementation of learning strategies. Synergies cooperation and social capital support the creation of a noble character and religious-based school culture [14]. Other supporting factors include the teacher, the principal (internal), parents (external) and inhibiting factors, including teacher, principal (internal) and parents (external)[15]. While the inhibiting factor in implementing learning strategies in SMK Negeri 2 Depok Sleman Yogyakarta is a factor of students, for example not doing what they are told, not heeding teacher instructions and not fluent in reading the Qur'an and facilities and infrastructures such as power failure. Evaluation of Learning Strategies at SMK Negeri 2 Depok Sleman Yogyakarta is by conducting written tests or oral examinations during daily tests, midterms (UTS) or semester exams. Character education can include local wisdom or local knowledge learned through the Indonesian language curriculum and Islamic religious education [16,17]. Implementation of Islamic and Budi Pekerti's Islamic Education, learning strategies in planting the character of students in SMK Negeri 2 Depok Sleman Yogyakarta by choosing several strategies that have been adapted to the material to be delivered, then preparing the media used, then preparing a lesson plan (RPP) and then supported by use several learning methods that support the delivery of learning material. Planting characters in PAI learning are carried out through religious activities, programs and character implementation [18]. In addition, character education can be embedded in schools through the habituation method [19].

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The results of the use of the learning strategies of Islamic Religious Education and Budi Pekertidin the planting of student character in SMK Negeri 2 Depok Sleman Yogyakarta are students trying to run and apply in their daily lives what has been taught by Islamic Religious and Budi Pekerti teachers. Positive values, attitudes, and behaviors are part of the character embodied in religion [11]. This can continue to be developed through habituation in schools. Character and Character Education can be achieved optimally through habituation and trying to do the best [13,20,21].

5. Conclusion

Learning strategies play an important role in achieving learning objectives. Also playing a role in the process of planting characters to students. Teachers are required to be able to master and prepare what is needed in the process of using learning strategies so that everything can work well. Learning strategies of Islamic Religious Education and Characteristics in inculcating student characters in SMK Negeri 2 Depok Sleman Yogyakarta are directed learning strategies, indirect learning strategies, interactive learning strategies, experiential learning strategies), and independent learning strategies. Implementation of Islamic and Budi Pekerti's Islamic Education, learning strategies in planting the character of students in SMK Negeri 2 Depok Sleman Yogyakarta by choosing several strategies that have been adapted to the material to be delivered, then preparing the media used, preparing a lesson plan (RPP) supported by using several learning methods that support the delivery of learning material. The results of the use of the learning strategies of Islamic Religious Education and Budi Pekertidin the planting of student character in SMK Negeri 2 Depok Sleman Yogyakarta are students trying to run and apply in their daily lives what has been taught by Islamic Religious and Budi Pekerti teachers. Through habituation and trying to do the best. Two teachers of Islamic Religious Education and Human Rights in using learning strategies, all must be well prepared for all aspects. Then the teacher must try more optimally and with the creativity he has in delivering the learning material so that the learning process can run pleasantly and easily understood by students. Interact frequently with students and listen to student complaints in order to know the problems faced by students. Ask for input to students, teachers or people who are more expert in the learning process so that the learning material can be delivered more effectively and better. To the government that is authorized to always pay attention to educational institutions seriously, especially Islamic Religious Education. So that students graduating from educational institutions can become students who have extensive knowledge and have good character and character so that they can be useful for the nation and state. The attention can be in the form of financial, facilities and moral support so that this educational institution can run well. Because this support is needed in order to achieve the objectives of education and in an effort to educate Indonesian citizens who have good character and character. To all readers about the results of this study, critics and suggestions from readers are highly expected by researchers. Researchers realize that there are still many shortcomings and other things that need to be fixed. Therefore criticisms and suggestions that build researchers look forward to for improvement in future studies.

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