

Application of the Case Method Learning Model to Increase the Character Value of Students in SMA IT Nurul Fikri Boarding School Aceh

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Abstract. Character education is conveyed implicitly with a qualitative approach. Through everyday conditions based on the cases studied, students can participate and develop the good character of each individual and participate in exploring the cases given by the teacher. So, the study aims to increase students' character value at SMA IT Nurul Fikri Boarding School Aceh. This research was conducted at SMA IT Nurul Fikri Boarding School Aceh. The subjects of this study were students. Data collection techniques used in this study were interviews, observation, and documentation. An interview is a conversation between two parties, namely between the questioner (interviewer) and the interviewee (interviewer) who provides answers to questions. SMA IT Nurul Fikri Boarding School Aceh has four main brandings, first praying in congregation, second Tahfizul Al-Qur'an, third character, and fourth academic. If students violate the most important thing, then students get special coaching. Violating more than three times, the student is given a warning letter. Character education must be disciplined to be applied to students, and teachers must carry out the same as students. Character education is easier to apply by imitating through actions rather than giving messages and advice. Character education needs regular habituation for students.

1 Introduction

Character education is very important to be taught to school children in order to foster a sense of responsible attitude. The development of character education in the Indonesian nation is in dire need of qualified and high-quality human resources (HR) to achieve the goals that have been designed for a well-developed program. It is through character education that quality humans can be formed in supporting the achievement of the ideals of the nation and its relationship with education [1].

There are 5 main values of priority character for strengthening character education in Permendikbud Number 20 of 2018, including religious character, discipline, honesty, mutual cooperation, and independence. This study focuses on the value of religious character because it is the absolute main character in humans which is a system of faith and belief in

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humans with their creator, as well as the rules governing human relations with humans and other nature. So that this emphasis deserves attention in the initial character formation [2], (2020). Schools are one of the strategic places in character building other than in the family and community, so that is what underlies the need for a character education program in a school as deep as intracurricular, co-curricular, and extracurricular activities. Therefore, it is necessary to cultivate character education in each school with various activities that can support the cultivation of good character. One of the activities that support the strengthening of this religious character is habituation in the school environment. Therefore, school culture is the key to the success of creating a religious atmosphere or climate of religious life. Religious activity does not only occur when a person performs worship behaviors but also when carrying out activities driven by supernatural powers. The development of religious values in schools aims to facilitate students to use knowledge and develop and study social skills that allow the growth and development of morality in students and manifest it in daily behavior.

However, the realization of these values requires support through habituation in the form of religious activities that they can continue to apply in their daily lives. Through this habituation, students will form an awareness of the importance of good behavior [3]. The idea that early adult learning starts at the age of 16 was advanced by Jean Piaget. He had begun to think more concretely at that point, and as he was drafting a will to be carried out, his thoughts were also more abstract. [4]. In the case method learning model, students are able to formulate problems that occur in their daily lives. Students can collect all cases that usually occur and affect the factors that occur in their daily lives [5]. Character education is conveyed implicitly with a qualitative approach. Through everyday conditions based on the cases studied, students can really participate and develop the good character of each individual and participate in exploring the cases given by the teacher. Therefore, the study aims to increase students' character value at SMA IT Nurul Fikri Boarding School Aceh.

2 Method

In writing this journal, the method used to collect data is the descriptive qualitative method. According to Ramdhan [6] that descriptive research is research with methods to describe research results. The purpose of descriptive research is to provide a description, explanation, and validation of the phenomenon under study. In this research, the problem formulated must be feasible to be raised, contains scientific value, and is not too broad [6]. This research was conducted at SMA IT Nurul Fikri Boarding School Aceh. The subjects of this study were students. Data collection techniques used in this study were interviews, observation, and documentation. An interview is a conversation between two parties, namely between the questioner (interviewer) and the interviewee (interviewee), who provides answers to questions [7]. Observations are carried out through a question-and-answer process with students. Documentation is used to obtain data on school rules and regulations as well as lesson plans made by teachers. In order to obtain data that can be scientifically accounted for so that the data obtained can be scientifically justified, then in this study, an examination of the validity of the data was carried out. The technique of checking the validity of the data used was the triangulation technique, namely by crossing the information obtained from the source so that, in the end, only valid data was used to achieve the research results. The triangulation technique was carried out by means of triangulation method, namely by re-checking the information from interviews with documentation and observation. The data analysis technique used in this research is the inductive analysis technique, which is an analysis that starts from the data and leads to general conclusions.

3 Result

A teacher is a role model for students at school, and with that, the teacher must be able to provide an example and role model in behaving and speaking well to students. Therefore, when a teacher must form a character for students to have a strong character, the teacher himself must already have good character values, such as honesty, caring, responsibility, respect for oneself and others, perseverance, persistence, and others. So that students can imitate the behavior, attitudes, and ethics of teachers, which can be observed directly by their students in everyday life. Teachers build character or attitude through the application of discipline is not easy; we as educators must be firm in applying discipline to students. Character education in SMA IT Nurul Fikri Boarding School Aceh is one of the special coaching and character building for students in accordance with the millennial era. This is because character education is indirectly very influential in the lives of students, both in the school environment and outside the school environment. When in school, the teacher has an important role in creating a conducive, orderly, and disciplined school environment. The way the teacher does it is not free; the teacher must do it with a sincere heart. What the teacher does is an act that is very recorded by the students, and the teacher gives a wise message once in a while to the students. Such an approach that students can accept with an open heart. Students are not required to do certain things, but they are free to choose what makes them like it. If there are things that violate school rules, it is the teacher who gives wise messages to students without doing lectures that make students not want to hear the message conveyed by the teacher. The character building of students is carried out regularly and is invited by all involved in the school. So that there is no gap between students, teachers, and employees at SMA IT Nurul Fikri Boarding School Aceh. All of that is challenging in character building; students need role models, patience, habituation, and repetition. In addition, a teacher applying the character of discipline can be done by developing the character of students first by creating pleasant conditions for students to learn so that the character of students can be built over time. In addition, SMA IT Nurul Fikri Boarding School Aceh also has a system of rules to support student discipline. If students violate the rules, then the student will be penalized or violated. The sanctions are in the form of discipline and reprimand; the disciplinary sanctions given depend on the severity of the violations committed by the students. For example, SMA IT Nurul Fikri Boarding School Aceh has four main brandings, first praying in congregation, second Tahfizul Al-Qur'an, third character, and fourth academic. If students violate the most important thing, then students get special coaching. Violating more than three times, the student is given a warning letter. There has been no change in students, so students are returned to their parents at the agreed time when they first entered SMA IT Nurul Fikri Boarding School Aceh. From these disciplinary efforts, it is hoped that students can carry out learning activities comfortably so that the character and learning outcomes of students can later be satisfactory. And it can also give birth to its graduates to become a generation with the most important character, graduates who can be accepted by society, graduates who are useful for religion, family, and nation.

4 Discussion

Judging from the results of the research above, it is revealed that the application of discipline character values is carried out first in congregational prayers; character values are indicators of supporting the success of coaching and developing character building. Both Tahfidzul Qur'an high-quality character values improve the quality of success at SMA IT Nurul Fikri Boarding School Aceh, improve school performance, and improve human relations. The three characters are disciplines that show orderly behavior and obey various rules and regulations. For example, discipline in praying together has a lot of effects on

students, teachers, employees, and even the school environment; it can be done or implemented by always arriving on time. The four academics as characters inherent in humans can basically be used as self-control and knowledge of students in understanding the latest science in accordance with millennial age updates.

Lack of awareness and understanding also affects the character of students regarding the application of rules through the assessment system, even though the teacher or picket has repeatedly explained and reminded. Consciousness is primarily born of sincere intentions in one's mind. Likewise, true character is born in every student who realizes the importance of discipline and responsibility in everyday life. The social environment students experience outside of school has a significant impact on how their personalities develop. The likelihood that a kid may behave poorly in a school setting if they are connected to a setting where the rules are not strictly enforced or are disregarded is still a possibility [8].

Discipline is an organized action that abides by a number of rules and regulations that must be followed. Each student must finish the practice questions and work in groups on time as specified as part of the teacher's application of the discipline character values connected to the practice of questions. Students must therefore adhere to the agreements they have made [9].

School is the second institution after the family which plays an important role in instilling the values of life in individuals. In schools, individuals are taught how the values of life must be realized in everyday life. Students spend more time in school than anywhere else. Therefore, school is a place for character building. In the formation of student character, schools can carry out an activity routinely or spontaneously. The activities in schools in the context of building student character are carried out routinely and spontaneously [10].

5 Conclusion

Character education must be disciplined to be applied to students, and teachers must carry out the same as students. Character education is easier to apply by imitating through actions rather than giving messages and advice. Character education needs regular habituation for students.

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