Character values education model based on School Culture of the Muhammadiyah Leading Primary School in Lemahdadi Yogyakarta

Parjiman [a,1], Sutarman [a,2,*], Muhammad Ragil Kurniawan [a,3], Kun Hidayat [a,4], Ahmadi [b,5]

[a] Universitas Ahmad Dahlan, Yogyakarta, Indonesia

[b] Institut Studi Islam Muhammdiyah Pacitan, Jawa Timur Indonesia

[1] parjiman@ilha.uad.ac.id; [2] sutarman17@pai.uad.ac.id*; [3] ragilkurniawan@pgsd.uad.ac.id; [4] 2207052016@webmail.uad.ac.id; [5] ahmadi@isimupacitan.ac.id

* corresponding author

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ABSTRACT

Cases of delinquency start from elementary school age, such as cases of bullying, smoking at an early age, lack of good manners, and various other types of child delinquency. If early childhood delinquency is not immediately addressed, it will have an impact on children's delinquency in adolescence. The aim of this research is to analyze the character values education model based on Muhammadiyah school culture at the Muhammadiyah Lemahdadi Flagship Elementary School, as well as the usefulness of this character values education model. The research method uses descriptive qualitative, primary data for this research was obtained from the school principal, two Ismuba teachers, ten students, and the head of administration. The data processing process using research methods is carried out simultaneously, then continuous data verification is carried out until the problem formulation is answered. The results of the research show that the school culture-based character values education model is reflected in a series of cultures at Muhammadiyah Lemahdadi's flagship primary school, which interprets the combination of strengthening religious values, leadership development, involvement in physical activities, and developing business skills, with the aim of forming good character. strong, good morals, and students' readiness to face future challenges.

INTRODUCTION

This research is motivated by cases of child delinquency since elementary school age, such as cases of bullying, fading manners, and various other shifts in normative values at elementary school age (Wijaya, 2022) . The worrying shift in value standards has an impact not only on students' growth and development, but also leads to delinquency in adolescence, for which Islamic education is important in shaping children's character and behavior from an early age (Sutarman et al., 2022) . This research

is an alternative reference for studying the Islamic Education values model based on Muhammadiyah school culture.

Early childhood delinquency is a problem that has not been resolved. Furthermore, school culture at Muhammadiyah Elementary School is an alternative whose interpretation model has not been fully studied to overcome shifts in normative values. For this reason, this research was prepared on the basis of addressing the issues raised. So, in order to determine the direction of the research and discover the novelty of this research, a literature review was compiled, consisting of: *first,* research on models of religious moderation within the scope of Islamic organizations in Indonesia (Widiani & Miftah, 2023) , while this research focuses on models of character education in institutions mainstream Islamic organizations in Indonesia, namely Muhammadiyah; research on the study of the character education of elementary school children based on Javanese culture in the form of *uploads* (Adisti & Rozikan, 2021) *,* while this research examines the character education of elementary school children based on the cultural values of Muhammadiyah schools; *third,* research on character education models in Christian Religious Education (Tandana et al., 2022) , while this research examines character education in the realm of Islamic Education. So based on previous research, the direction and novelty of this research lies in the model of character education values in school culture under the auspices of the Muhammadiyah institution which operates in the field of Islamic Education.

The aim of this research is to examine in more depth the model of character education values that exist in the culture of the superior primary school Muhammadiyah Lemahdadi Bantul Yogyakarta, and examine the benefits of this educational model, its interpretation for students in dealing with early childhood delinquency. Furthermore, this research can be an alternative model of character education for educational institutions in designing a series of school cultures, so that they can overcome the common problems of students in each respective institution.

It is important to carry out this research by considering the phenomenon of early childhood delinquency which has not been resolved, so that an appropriate character education model is needed to form a superior generation with character from elementary school age children (Arif, 2021) . It is hoped that with a comprehensive understanding of this character education model, it will become an effective model for strengthening students' character in forming positive character and behavior in children.

METHOD

This research method adapts the type and method of qualitative descriptive research, so that this research does not need to involve testing hypotheses or generalizations, so it places more emphasis on an in-depth study of the research cycle process (Creswell, 2015) . So the researchers examined the objectives and contributions of the usefulness of the educational model of school cultural character values at the Muhammadiyah Lemahdadi Leading Primary School. The use of this approach is to understand the meaning and events and their relevance to school culture in order to improve character values at the superior Muhammadiyah Elementary School Lemahdadi Yogyakarta. This is important because it exists Individual behavior is influenced by a series of external factors, the social environment, habituation to routines, and other aspects related to awareness and self-actualization. The selection of research objects at the relevant agencies was carried out because the school was a quality Muhammadiyah educational institution and was deemed to have succeeded in implementing a school culture that was able to improve students' character values.

Data sources in this research consist of primary and secondary. Primary data was collected using purposeful sampling from the school director, two Ismuba teachers, and the head of administration. while secondary power is obtained from other relevant literature to complement primary data, such as theories, books, journal articles and so on which are suitable for studying school

culture and improving character values. For this reason, data collection techniques are carried out through observation, documentation and interviews (Khilmiyah, 2016) . After the data has been successfully obtained, it is necessary to triangulate the data sources (Pakpahan et al., 2022) , this functions as a data validity technique between all research data. Data that is valid and has been narrated in narrative form is then analyzed using content analysis techniques (Zuchdi & Afifah, 2021) . So the main views that will be processed in this research include an in-depth study of the form of cultural education models in schools towards improving students' character values

FINDINGS

Educational Model

Education is defined as a series of processes to shape individual character, knowledge and skills. It is stated that the National Education System Law no. 20 of 2003, education includes changing attitudes, forming religious and moral values, and developing personal potential (Pelawi et al., 2021) . The role of education is important in building a state administration system, preparing human resources capable of economic growth, and improving the quality of human life, both individually and in groups (Husin, 2018) . It does not only focus on the transfer of academic knowledge, but also on changing attitudes, forming religious and moral values, and developing personal potential. In the social context and community life, the role of education is very important (Mega Istifarriana et al., 2021) . This is not only related to individual readiness to become part of economic life or as quality human resources, but also in building a strong state structure (Alika & Rawita, 2022) .

The importance of an effective educational model arises from its role in shaping students' character from an early age. Character education is no longer just conveying facts or theories, but rather becomes the basis for developing moral values, ethics and behavior that build individuals with integrity (Hamim et al., 2021) . Various educational models have developed from traditional ones to more inclusive and interactive ones (Novita et al., 2021) . One educational model that has its own characteristics is the Muhammadiyah educational model. In the Muhammadiyah approach, education does not only focus on cognitive aspects, but also involves the individual's emotional, social and spiritual dimensions (Nailasariy, 2020) .

The Muhammadiyah education model emphasizes holistic aspects, involving all dimensions of students' lives. Islamic principles are the basis for this model, where religious education is closely integrated with daily learning (Widodo, 2021) . This creates an environment that encourages the strengthening of Islamic values in students' daily lives. Character education in the Muhammadiyah context often focuses on the values of rahmatan lil alamin, which include teachings about compassion, tolerance and justice (Arif, 2021) .

It is important to note that this Muhammadiyah education model pays special attention to the overall development of students. Character education is not only the main goal, but also a method implemented in the learning process. This concept embraces important aspects of students' lives, provides a strong foundation of moral, ethical and religious values and creates an education that goes beyond just academic knowledge. Thus, education rooted in Islamic principles, as promoted by Muhammadiyah, not only contributes to increasing knowledge, but also plays a vital role in shaping the character and morals of students, creating empowered and ethical individuals in society.

Muhammadiyah School Culture

The school culture in the Muhammadiyah environment displays the foundation of organizational values that originate from Islamic teachings. The main focus lies on aqidah (beliefs), sharia (Islamic legal rules), akhlak (morality), and muamalah (ethics in social interactions) (Moh. Wahyu Kurniawan, 2021) . At the Muhammadiyah Flagship Elementary School, the school culture prioritizes activities

that support the formation of student character. This includes religious activities, a culture of mutual cooperation, competency development, as well as familiarization with Islamic ethics and manners. Muhammadiyah school culture highlights these values by promoting close collaboration between teachers, students, parents and the community. All of these parties are considered as one unit whose aim is to create a conducive educational environment. Through this collaboration, school culture seeks to provide real examples and practices of Islamic values in everyday life. In this way, an atmosphere is created that supports the growth and development of student character (Silkyanti, 2019) .

Through a collaborative approach involving various related parties, Muhammadiyah school culture does not just generate ideas, but also embodies Islamic values in real action. In everyday life in this school environment, Islamic values are not only spoken or taught, but are practiced and integrated into students' lives. Collaboration between teachers, students, parents and the community forms a strong foundation for creating an atmosphere that encourages character growth based on Islamic teachings. Muhammadiyah school culture, with its emphasis on the real practice of Islamic values, forms an environment that not only plays a role in the formal education process, but also acts as a real-life laboratory for students. This allows them to learn and live the values of Islamic teachings not only as a theoretical aspect, but as a way of life that is integrated into everyday life. Thus, Muhammadiyah school culture becomes a strong foundation for character development based on Islamic principles.

Character Values

In the context of Muhammadiyah education, the character values instilled come from the teachings of the Islamic religion. This includes values such as honesty, discipline, caring, simplicity, and example. This approach is not just about incorporating these values into the formal curriculum, but also integrating them into daily practice, such as in interactions between teachers and students, celebrating religious holidays, social activities, as well as real efforts to instill character (Sutarman et al . , 2017) . Character education within the Muhammadiyah environment aims to create a generation that is not only academically intelligent, but also has strong morality. The main goal is for students to be able to make a positive contribution to society and have a deep understanding of human values (Kurniawati & Bakhtiar, 2018) .

Instilling these character values is not just rhetoric, but is a practice that is carried out every day in the educational environment. For example, when the value of honesty is instilled, it is not only expressed as a concept, but implemented in real actions at school. Teachers and school staff act as role models, demonstrating these values in their daily activities, providing concrete examples that students can emulate. This effort not only aims to create academically intelligent individuals, but also to form strong character, firm morality, and awareness of social responsibility. In this way, students who are trained in the Muhammadiyah educational environment are expected to have a strong moral and ethical foundation in living their daily lives and interacting with society in a positive way. An education system like this provides a guarantee that the educational process will not only produce individuals who are intellectually intelligent, but also have a solid moral foundation, ready to play a role in society, and understand and apply human values in real action. This is an important foundation in creating a generation that is not only intelligent, but also ethical and capable of bringing positive change to the surrounding environment.

Based on the results of an interview with the director of Muhammadiyah Primary School Unggulan Muhammadiyah Lemahdadi Bantul Yogyakarta, related to the school culture-based character education model, including: (1) Strengthening obligatory and sunnah daily worship; (2) Hizbul Wathan; (3) Holy site; (4) Leadership Training; (5) Market Day. The program to strengthen mandatory and sunnah daily worship at the Muhammadiyah Primary School , Lemahdadi Bantul Yogyakarta, consists of a series of worship services, which include praying before studying, memorizing the Koran, midday prayer, then midday prayer and Asr prayers in congregation. The Hizbul Wathan program at

Muhammadiyah Primary School, Lemahdadi Bantul Yogyakarta, is carried out once a week. Furthermore, the Tapak Suci program is part of an extracurricular program which is held once a week. Furthermore, the leadership training program is carried out as a leadership training program. Finally, the market day program is carried out by schools as a means of honing entrepreneurial intelligence (Muallifin, 2023) .

DISCUSSION

The issue of a worrying shift in character from an early age is a common problem in the world of education. Islamic education is one of the things that carries out a mandate that is in line with overcoming changes in character. Education basically also has various alternatives to overcome the main problems that occur, it's just that the appropriate model is an important formulation to study. The educational model must have a strong aspect of improving the character of students. Improvement is only possible if the educational model has character values that are able to overcome students' problems in the contemporary era.

Muhammadiyah is one of the largest Islamic organizations in Indonesia that responds to changes in character. Operating in the field of formal education, Muhammadiyah has a series of character education programs in its curriculum and school culture. The role of Muhammadiyah in providing an educational model needs to be studied further, regarding how far its interpretation goes in overcoming changes in character from an early age. Therefore, the educational model must be able to hone a series of skills and potential of students in many aspects.

This research uses the research object at the Muhammadiyah Lemahdadi Primary School as a model to study school culture in overcoming character shifts. The study of the values education model at the Muhammadiyah Lemahdadi Yogyakarta Flagship Elementary School is guided by school culture which can indeed be used as a reference in character education. This is in line with the school director who said that the school culture at the Muhammadiyah Lemahdadi Yogyakarta Flagship Elementary School was designed to overcome the increasingly worrying shift in the character of early childhood. The words of the school director also appear to be truly applied in the relevant agencies regarding school culture at the Muhammadiyah Lemahdadi Yogyakarta Flagship Elementary School which operates with full wisdom in instilling character values. Therefore, the achievements of the profile of school graduates are appropriate in forming a generation based on commendable morals.

A series of superior programs which serve as models for character education in schools include: (1) Strengthening mandatory daily worship and sunnah; (2) Hizbul Wathan; (3) Holy site; (4) Leadership Training; (5) Market Day. The program to strengthen mandatory daily worship and the Sunnah helps students to understand and deepen religious values, so that they are able to form strong and responsible characters. Furthermore, the Hizbul Wathan program is able to develop leadership, teamwork and a sense of discipline. The Tapak Suci program improves physical health, self-confidence and self-defense skills. Furthermore, the leadership training program hones leadership skills that are useful in everyday life and the future. Finally, in the market day program, students can learn about financial management, creativity and the entrepreneurial spirit.

Based on the following picture, the character education model found in school culture at the Muhammadiyah Lemahdadi Yogyakarta Flagship Primary School, which consists of a series of programs, is used as study material in examining the usefulness of Muhammadiyah school culture in overcoming changes in student character. So the interpretation of the character values education model found at the Muhammadiyah Lemahdadi Yogyakarta Flagship Elementary School combines strengthening religious values, leadership development, involvement in physical activities, and developing business skills, with the aim of forming strong character, good morals, and readiness. students in facing future challenges.

Fig. 1. Benefits of the character education model

CONCLUSION

The ideal condition of early childhood students' character should be able to become a model of moral strength in facing students' future readiness. However, the fact is that there are now many shifts in values among students from an early age, which actually has an impact on delinquency in adolescence. For this reason, an appropriate character education model is needed among students to overcome the problem of character shifts. One alternative that exists is in Muhammadiyah's charitable efforts in the field of education. An educational model in which students' character is constructed through the internalization of character values in school cultural programs. A series of programs that are able to provide benefits to students revitalize their character values.

As the object of this research highlights Muhammadiyah school culture, precisely the Muhammadiyah Lemahdadi Yogyakarta Flagship Elementary School is able to provide a model of character education. The program to strengthen mandatory daily worship and the Sunnah helps students to understand and deepen religious values, so that they are able to form strong and responsible characters. Furthermore, the Hizbul Wathan program is able to develop leadership, teamwork and a sense of discipline. The Tapak Suci program improves physical health, self-confidence and self-defense skills. Furthermore, the leadership training program hones leadership skills that are useful in everyday life and the future. Finally, in the market day program, students can learn about financial management, creativity and the entrepreneurial spirit. The benefits of school culture provide an interpretation of the integration of strengthening religious values, leadership development, involvement in physical activities, and developing business skills, with the aim of forming strong character, good morals, and students' readiness to face future challenges. So that character values increase and prevent delinquency in adolescence. This education model is a formulation both theoretically and practically for Muhammadiyah education units to answer alternative models of character education in each agency.

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