Character Education Strategy through Entrepreneurship Approach in Integrated Islamic Schools (IT)

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Abstract

It takes a strategy for proper character education for children in Integrated Islamic Schools (IT) by combining two different concepts, namely the concept of religion and the concept of economics. The combination of these two concepts is expected to be able to form a strategy that is considered appropriate for students. The combination of these concepts is expected to be able to form a strong character for children. The religious character is expected to increase faith and piety while the economic concept will build an entrepreneurial spirit in children from an early age. By using ANP, it is expected to be able to form an appropriate strategy in achieving the goals of character education. In determining the strategy it is necessary to identify the main problem then make a solution in answering the question and will produce an appropriate strategy. In achieving the right character education for children in integrated Islamic schools, synergy is needed between schools and families. This synergy will produce a pattern of character education that can be achieved in character education.

I. Introduction

Character education is closely related to moral education and can be carried out in the school and family environment.In general, the function of this education is to shape the character of a student so that he becomes a person who is moral, has noble character, is tolerant, tough, and behaves well.The quality of good human resources is one proof of the success of a nation in obtaining or achieving its goals. There is even an expression "a great nation can be seen from the quality/character of the nation (humans) itself". This expression proves how important character education is. In the view of Islam, character is the same as morality. Morals in the view of Islam is personality. Personality consists of three components, namely knowledge, attitudes and behavior in the Islamic concept, morality is an important thing that must exist in humans, morality is a marker of whether humans are good or not.

In Islam, character education is a teaching that is needed and prioritized. As the words of the Prophet Muhammad SAW, which means "the chosen one among you is a person who has good morals." In character education by setting a good example with the figure of the Prophet as a role model is something that is highly recommended and even required in Islam. Therefore, if children from childhood have been accustomed to recognizing positive characters according to the example taught by the Prophet, then when they grow up they will grow into a generation that is tough, confident, and has strong character. This is where the big role of character education in the education process is, namely to form crystal grains so that they can be embedded in every young generation.

In the past few years, the development of IT-based schools (Integrated Islam), hereinafter abbreviated as IT, has seen extraordinary growth. The initiators of Islamic schools began to grow unstoppably. The community also warmly welcomes the presence of Islamic-based schools. Parents began to be moved to send their children to Integrated Islamic schools. Economically, the growth and development of the Integrated Islamic school has opened up job opportunities for alumni of undergraduate education. Although the competition is fierce because the selection to be able to teach in integrated Islamic-based schools is not an easy matter. Various stages of selection are carried out in recruiting prospective teachers who will teach of course with the aim of getting professional and quality teachers.

The presence of IT-based schools offers better things when compared to general education. In addition to integrating religious education with general education, SDIT also provides students with skills according to their respective talents. In addition, the learning patterns are also slightly different and indeed accommodate the rights of students as students of knowledge. This is actually trying to answer the challenges of the era of globalization and free trade. Indonesian children must be equipped with managerial methods, skills and so on that support themselves to be able to compete. Of course, shaping their character is not to become a workforce but to create jobs, that's what makes SDIT very attractive to many Indonesian people today.

Husain Usman and Nuryadin Eko Raharjo (2012), in their research tried to make an entrepreneurial character education model in Vocational High Schools with the concept of development, with the results of the implementation model of entrepreneurial character education that has been running using various approaches, including: (1) exemplary, (2) learning in the classroom and outside the classroom, (3) cultivating through school culture and (4) strengthening. The concept of developing an entrepreneurial character education model includes an integrated entrepreneurial character education between character education and entrepreneurship education. Its implementation by accommodating cultural, structural, and figure interventions that implement it includes: (1) classroom learning consisting of entrepreneurship lessons, integration of all subjects and local content,

Suyahman (2017), in his research on strengthening entrepreneurial character through family education. This study only focused on one character value, namely the entrepreneurial character. The selection of this entrepreneurial character is based on a reason that if every teenager has an entrepreneurial character, it will foster a thorough, critical, not unyielding, tenacious and independent attitude. With these attitudes, they can contribute in facing current global developments. Entrepreneurial character must be built from an early age and not only through school education but also through community education and family education.

II. Review of Literature

Character education is character education plus, which involves aspects of the theory of knowledge (cognitive), feelings (feeling), and action (action). According to Thomas Lickona, without these three aspects, character education will not be effective, and its implementation must be carried out systematically and continuously. With character education, a child will be emotionally intelligent. Character education that is built in education refers to Article 3 of the Law on the National Education System Number 20 of 2003, that, "National education functions to develop and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become good human beings. have faith and fear of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

The first objective of character education is to facilitate the strengthening and development of certain values so that they are manifested in children's behavior, both while still in school and after graduation. Strengthening and development means that education in a school setting is not a dogmatization of values, but a process that brings students to understand and reflect on the importance of realizing values in daily behavior. Reinforcement also directs the educational process to the habituation process at school and at home. Character education that is instilled in students as early as possible has many benefits in various aspects, such as aspects of the family environment, school environment, social sphere, and government environment (service to the state).

According to the Ministry of National Education, the objectives of character education include:

a. Developing the potential of the heart/conscience/effectiveness of students as human beings and citizens who have cultural values and national character.

b. Develop the habits and behavior of students who are commendable and in line with the universal values and cultural traditions of the religious nation.

c. Instilling the spirit of leadership and responsibility of students as the next generation of the nation.

d. Develop the ability of students to become independent, creative, and national-minded human beings.

e. Develop a school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as a high sense of nationality and full of strength (dignity).

Entrepreneurshipcomes from English which means entrepreneur or entrepreneur. Entrepreneur means a person who starts (The Originator) a new business venture, who seeks to improve an organizational unit through a series of productive changes. The purpose of Entrepreneurship is essentially driven by economic change, so the same factors that promote economic growth and development influence the emergence of entrepreneurship. The characteristics possessed by an entrepreneur are not something that comes by itself, but are produced from certain processes through the factors that deliver them. Here are some of these factors, namely:

1. Environmental factors, successful entrepreneurs are mostly people who were raised by parents who are also entrepreneurs, because they have a lot of experience. Likewise, the influence of parents' work on the growth of their children's entrepreneurial spirit is very significant.

2. Education Factors Good education will provide better knowledge in business management. It will be very helpful in overcoming the problem of correcting irregularities in the business.

3. Age factor, age can have a correlation with the level of success if it is associated with the length of time a person has been an entrepreneur. In other words, the older an entrepreneur gets, the more experience he has in his business.

Work Experience Factors Work experience is a driving factor for the success of an entrepreneur, the experience of being dissatisfied and having failed is also one of the motivations for developing a new business.

III. Research Method

The research in this paper is a descriptive qualitative research. Qualitative research is an approach to explore and understand the meaning of individuals or social groups or human problems. While the analysis tool using ANP (Analytic Network Process). ANP is a

qualitative method for a decision-making process with a general framework without making assumptions about the independence of elements at a higher level from elements at a lower level and about the independence of elements at a level. By using ANP we know in detail which things are the most priority or important from problems, strategies and solutions, because sometimes there are lots of policies or policy making there are many limitations related to resources so we need to know and understand which one must be the first main key/problem or main strategy.

IV. Discussion

Integrated Islamic Elementary School hereinafter abbreviated as SDIT offers better things when compared to general education. In addition to integrating religious education with general education, SDIT also provides students with skills according to their respective talents. In addition, the learning patterns are also slightly different and indeed accommodate the rights of students as students of knowledge. This is actually trying to answer the challenges of the era of globalization and free trade. Indonesian children must be equipped with managerial methods, skills and so on that support themselves to be able to compete. Of course, shaping their character is not to become a workforce but to create jobs, that's what makes SDIT very attractive to many Indonesian people today.

The advantage of SDIT is the principle of learning by doing. Students are directly involved in concrete experiences with a material. Activities in which they participate in something relevant and meaningful. Then there are also educational rewards and punishments, if one of the students makes a mistake then the response made by the teacher is not scolding them, instead inviting dialogue until the students know exactly where the mistake he made is. Therefore, in this way it is hoped that students will not repeat their mistakes again because they already understand that their actions are not right. Other training through examples also applies the other way around, if one of the teachers makes a mistake that is known to his students, for example when he enters class he doesn't say hello, then other teachers will reprimand and ask other students how the correct behavior should be. Referring to the two examples, it can be seen that the students really get real examples of what they have to do, so they are easier to imitate.

Aspects in making character education strategies for children through the approach of religious concepts and economic concepts have three elements, namely, SD IT Cendekia, the Education Office, and the Community. The problem of SD IT Cendekia has three elements, namely Sarpras, child-rearing patterns and costs. The problem of the education office has three elements, namely curriculum, teaching staff, and school status. Community problems have three elements, namely the location of the school, different views, and mindsets. The solution for SD IT Cendekia has three elements, namely parenting day, waqf development and parental cooperation. The education office solution has three elements, namely seminars, training, and new innovations. Community solutions have three elements, namely character education, responsibility and discipline. The strategy has four elements, namely Cooperation of SD IT Cendekia with other schools and education offices related to character education, developing creativity and new innovations through training of educators, developing school waqf bodies, unifying school commitments and parents. Based on the results of data processing through Super Decision Software, the priority cluster strategies according to the opinion of all respondents are obtained as shown in Figure 1:

Figure 1. *Results of Synthesis of Strategic Priorities Based on Average Scores*

Recently, character education has been increasingly discussed in the midst of Indonesian society. The attitudes and behavior of the Indonesian people and nation today tend to ignore the noble values that have long been upheld in their daily attitudes and behavior. The values of noble character, such as honesty, politeness, togetherness, and religion, are gradually being replaced by foreign cultures so that these character values are no longer considered important. As part of the Indonesian nation that has a noble civilization, and cares about the nation's education, we should strive to cultivate these values again. One of the efforts in that direction is to carry out character building in all aspects of people's lives, especially through education. Education is something important and cannot be separated from a person's life, both in the family, society and nation (Sari, 2021). Education has a very strategic role in determining the direction of the forthcoming of the nation's quality of community knowledge (Musdiani, 2019). This compulsory education program is expected to provide minimum education for Indonesian citizens to be able to develop their potential so that they can live independently in a community environment or continue their education to a higher level (Martono, 2020).

Education is one of the important aspects in character building. Education is an agent of change that must be able to improve the character of our nation. Therefore, education needs to be reconstructed so that it can produce a generation that is more qualified and ready to face a future full of problems. In other words, education must be able to carry out the mission of character building so that students and graduates can participate in filling developments in the future without leaving the values of noble character. With a good education, it is hoped that a generation will be created that is able to take this nation towards a better direction. education needs to be reconstructed so that it can produce a generation that is more qualified and ready to face a future full of problems. In other words, education must be able to carry out the mission of character building so that students and graduates can participate in filling developments in the future without leaving the values of noble character. With a good education, it is hoped that a generation will be created that is able to take this nation towards a better direction.

The process of character development in a person is influenced by many distinctive factors that exist in themselves which are also called innate factors and the environment in which a person grows and develops. Inherited factors can be said to be beyond the reach of society and individuals to influence it. Meanwhile, environmental factors are factors that are

within the reach of society and individuals. So efforts to develop or educate one's character can be carried out by the community or individuals as part of the environment through environmental factor engineering. Literacy activities develop an oral culture Strong literacy-based classes are expected to bring up various oral activities in the form of discussions about books during class learning. This discussion activity also needs to open up the possibility for differences of opinion so that critical thinking skills can be honed. Students need to learn to express their feelings and opinions, listen to each other, and respect different views. Literacy activities need to develop awareness of diversity. School residents need to respect differences through literacy activities in schools. Reading materials for students need to reflect the richness of Indonesian culture so that they can be exposed to multicultural experiences.

V. Conclusion

The most priority character education strategy in the implementation of character education is cooperation/synergy between SD IT Cendekia with other state schools and the education office and making a good formula for applying character education in schools using related concepts, including a combination of religious concepts and concepts. economics in character building for students, where in the study of religious concepts and economic concepts there are many similarities in the main points in character education.Character education is an effort that is designed and implemented systematically to help students understand the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words. , and actions based on religious norms, laws, etiquette, culture, and customs. Character education teaches habits of thinking and behavior that help individuals to live and work together as a family, community, and nation and help them to make responsible decisions. In other words, character education teaches students to think intelligently and activates the midbrain naturally.

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