

**IMPLEMENTATION OF NATIONAL VISION CHARACTER VALUES
THROUGH ISLAMIC EDUCATION LEARNING IN PUBLIC SENIOR HIGH
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Abstract

This study examines the inculcation of national vision character qualities using Islamic education learning at Public Senior High School 1 and 11 Garut. This study uses a qualitative approach with analytical descriptive methods to obtain an empirical and objective picture, as well as to analyze a certain phenomenon/condition that is currently happening. Data was collected through observation, interviews, and documentation. The data analysis was carried out by means of data reduction, data presentation, drawing conclusions, and data verification. The results of this study, that: (1) the cultivation of national insight character values in Islamic education learning that is applied to the two schools is effective and optimal, because it is in line with the objectives/competencies of Islamic education learning, methods, teaching materials/materials, tools or media, and evaluation of learning, (2) the programs in the two schools are carried out through several routine programs in order to have awareness of nationalism, (3) the process of inculcating the character values of national insight in these two schools has been carried out well, this is implied by their various patterns of attitudes and behavior when turning on the environment schools, (4) the supporting and inhibiting factors of these two schools consist of internal factors and external factors, and (5) the results of inculcating the character values of national insight in Islamic education learning in these two schools are students having good attitudes and behavior or character.

Keywords: character values; national vision; Islamic education learning

Received 08 May 2022, Revised 22 May 2022, Accepted 30 May 2022

INTRODUCTION

Swift current of globalization has caused the erosion of national values. Children are more fond of and proud of foreign cultures than the native culture of their own people. This is evidenced by the presence of a greater sense of pride in children when using foreign products, compared to using their own nation's products. Apart from that, the fading of national values in children can also be seen from the lack of appreciation of students during the flag ceremony, there are many

students who do not know the national or regional anthems, do not know the national heroes, and even many students who do not memorize the precepts of Pancasila. In addition, the character of the Indonesian nation which is oriented towards eastern customs is also starting to fade, as evidenced by the tendency of an increasingly entrenched attitude of dishonesty, the development of disrespect for teachers, parents, and leaders, and a lack of courtesy among students. This shows that the sense of Nationalism as the firm footing of the nation's

personality has been lost and faded along with the times.

Furthermore, negative behavior among teenagers, such as brawls, anarchy, quick temper and more priority to personal pleasures such as partying, drugs, or free sex has become a new culture that is considered to be able to elevate identity, morals and ideology of the nation. The following is a data from a research conducted as a manifestation of the fading away of nationalism in Indonesia, which is generally categorized as children attending school in big cities: Considering Pancasila as no longer relevant as the basis of the State 25.8%, justifying the bombing 7.5%, agreeing to implement it Islamic law 21.1%, approved of radical action 28.2%, lazy to participate in flag ceremonies 83.3%, preferred foreign products 73.3%, did not care about the problems faced by the nation 63.3%, liked school overseas 56.7%, prefer foreign names 40%, feel western figures are better 33.3% (Top Nine News Metro TV: June 6, 2011).

The indications of the fading of the character values of national insight among the younger generation as described above are one of the consequences of the negative influence of globalization and worrying about the existence of a country. This demands our collective vigilance, because if the spirit and national spirit of a nation has been lost, then in essence the existence of the nation and state concerned no longer exists, even though physically the administrative state and nation are still standing (Martodirjo, 2008).

In responding to these conditions, the community as development actors assesses the need for restoration in all fields, including the need for strategic steps to regenerate national insight to the nation's citizens through education. The character of national insight is able to restore the existence of the Indonesian nation as a civilized nation, tolerant and respecting human values, besides that it is also expected to be able to suppress moral degradation and deviant behavior for the next generation of the nation

because basically the character of national insight contains two aspects, namely moral and intellectual aspects (Chalim, 2013).

Efforts to increase national insight through education have been regulated according to Law Number 20 of 2003 concerning the National Education System, Article 3 states that national education functions to develop capabilities and shape the character and civilization of the nation. Islamic education was chosen as the main alternative for developing national values, because Islamic education is a means of nation building. Through Islamic education, it is hoped that an increase in the quality of the nation's young generation can be realized which is able to minimize the causes of various problems. National values as basic values or intrinsic values are sustainable and eternal values. This value exists both in the past, present and future in the life of the nation. National values become the guiding star or direction where the Indonesian nation and State should go.

The findings above show that values of national insight in Islamic education learning has its own strength in instilling character in its students.

Therefore, this study aims to explore information about how to actually values of national insight in Islamic education learning. Based on the background of the problem above, the title of this research was formulated "Instilling character values of national insight in Islamic education learning at Public Senior High School 1 and 11 Garut'.

METHOD

This research uses a qualitative approach, namely the research is carried out in natural conditions (natural) (Sugiyono, 2019). The method is descriptive analytic to get an empirical and objective picture, as well as to analyze a phenomenon/condition regarding the cultivation of national insight character values through Islamic education learning at Public Senior High School 1 and 11 Garut. Data was collected through

observation, interviews, and documentation. The data analysis was carried out by means of data reduction, data presentation, drawing conclusions, and data verification.

RESULTS AND DISCUSSION

A. Types of National Insight Character Values through Islamic Education Learning that are applied in the classroom at Public Senior High School 1 and 11 Garut

Implementing character education values in the learning process of Islamic religious education is a teacher's effort to instill character education values in the learning process of Islamic religious education to students based on an understanding of various different learning conditions. Students at Public Senior High School 1 and 11 Garut have different backgrounds. With the differences and diverse beliefs in each student, learning at the two state high schools is required to always understand the abatement conditions of the students. By always instilling an attitude of tolerance and mutual cooperation among students regardless of religion, ethnicity, race, and regional origin.

The values of the character of national insight that are carried out in the classroom through Islamic education learning at Public Senior High School 1 and 11 are as follows: Faith/Religious, Honesty and independent, Tolerance, Discipline, Hard work, Creative, Democratic, Curiosity, National Spirit and love for the homeland, appreciate achievements, love peace, love to read, and care.

Planting national values is to glorify humans, restore human nature as God's most perfect creation. The cultivation of national values also restores human

nature as social beings who interact with other humans and interact with nature such as cultivating values of tolerance, caring for the environment, cooperation, love for the homeland, democracy (not wanting to win alone, accepting differences, and maintaining harmony). In this case, which is more complex, the cultivation of national values can fortify and arm the Indonesian people to be able to compete and defend themselves to compete in an increasingly tight international world.

In concrete terms, the cultivation of national values is useful in improving the national character of students. Overcoming the decline in the character of the easy generation which is so real and we can see and feel it for ourselves in the community that has begun to be forgotten and is only an ideal and a mere symbol. This is in accordance with the theory of (Sjarkawi, 2009) which states that: "the value-instilling approach seeks for students to recognize and accept values as their own and be responsible for the decisions they make through stages, recognize choices, find a stance in applying values according to beliefs. self. The methods used in this approach include example, positive and negative reinforcement.

Character education without character identification will just be an endless journey or adventure without a map. Any organization in the world pays great attention to character education always and should be able to identify the basic characters that will become the pillars of individual behavior.

The true and universally accepted value is the value that produces a behavior and that behavior has a positive impact on both those who run it and others. This is the principle that makes it possible to achieve peace or prevent loss or distress. This is something that makes

others happy or prevents others from being hurt (Linda & Eyre, 2005).

Richard further explained that value is a quality that is distinguished according to: a) its ability to multiply or increase even though it is often given to others; b) the fact or law that the more value is given to other people, the more similar values are returned and received from others.

B. Program for Cultivating National Insight Character Values Through Islamic Education Learning at Public Senior High School 1 and 11 Garut

The program is a planned and measurable design that prepares a number of activities to achieve predetermined educational goals. The program will determine the quality of educational attainment in real terms. A program is a projection of what is needed to achieve a valued goal. Program is concerned with determining what will be done. The program precedes implementation, considering that the program is a process to determine where to go and identify the necessary requirements in the most effective and efficient way. To realize the character education strengthening program according to Muhadzir Efendi, it is necessary to strengthen the roles and functions of teachers, school principals, school committees, and harmonize with the school ecosystem by strengthening the five main character values, namely; 1) Religious, 2) Nationalist, 3) Independent, 4) Mutual cooperation and 5) Integrity (Muhajir Effendi, 2017).

Values are not taught but are something that must be developed. This implies that the material values for the character of national insight are not ordinary teaching materials, meaning that these values are not used as the subject of discussion, as is the case when teaching a concept, theory, procedure, or fact as in Indonesian, science, social studies

subjects, Mathematics, and other subjects. Therefore, to support the implementation of the process of instilling character values of national insight, schools need to condition them with supporting activities.

Based on the results of the study, it was found that the program for inculcating the values of national insight characters at Public Senior High School 1 and 11 Garut was carried out not only through the teaching and learning process in the classroom, but also applied to daily activity programs to train students' attitudes to get used to doing it in class. everyday life. This is done by the school because the character values of national insight basically emphasize from knowledge to attitude. Program The process of inculcating character values of national insight at Public Senior High School 1 and 11 Garut is carried out through routine activities outside the classroom such as:

1) Flag Ceremony Every Monday

The flag ceremony is one of the activities that is always carried out every Monday before learning activities begin. One of the media to instill character values of national insight can be done through a flag ceremony. Therefore, the ceremony supervisor is expected to convey the importance of a harmonious attitude tolerant and mutual respect for fellow students, so that the meaning of the ceremony can be conveyed not only as an activity that is limited to the formation of discipline but at the same time can shape the character values of national insight in students (interview, 19 July 2020).

2) Extracurricular

Based on the results of research conducted at Public Senior High School 1 and 11 Garut on the results of interviews conducted with the principal that extracurricular is part of the student development program which is included in the field of improving the

quality of education. Extracurricular activities are designed in order to improve the quality of education in schools that strengthen mastery of competencies and enrich the learning experience of students through activities outside of class hours.

3) Field

Visits Field visits are one of the activities that are always held by Public Senior High School 1 and 11 Garut almost every semester, especially in class XI and semester 1, class XII. Unlike the case with picnics which emphasize more on recreational elements, field trips have an educational content in their activities.

Program The process of inculcating character values of national insight at Public Senior High School 1 and 11 Garut is in accordance with the expected goals through the program at the two schools. The program in these two schools according to the author is in accordance with the guidance of the Qur'an, complete with all instructions covering all aspects of life and is universal, of course the basis of Islamic education is based on a philosophy of life based on the Qur'an.

The position of the Qur'an as the main source of Islamic education can be understood from the verse of the Qur'an itself. Allah's Word:

إِنَّا لَنَزَّلْنَا الذِّكْرَ بِالْعَرَبِيَّةِ لَعَلَّكُمْ تَعْلَمُونَ
أَخْتَلَفُوا قَوْمًا لِقَوْمٍ

"And we have not sent down to you this Book (the Quran), except that you may explain to them what they are arguing about and be a guide and a mercy. for those who believe, a letter? (Surat an-Nahl: 64)".

The existence of this solid foundation, especially the Al-Qur'an and Al-Sunnah, because the validity of this basis as a way of life has been

guaranteed by Allah and His Messenger.

The principle of making the Qur'an and the Sunnah as the basis of Islamic education is not only seen as the truth of belief. Furthermore, the truth is also in line with the truth that can be accepted by common sense and historical evidence. Thus, perhaps it is natural that we return the truth to proving the truth of Allah's statement in the Qur'an.

C. The Process of Cultivating National Insight Character Values through Islamic Education Learning at Public Senior High School 1 and 11 Garut

The process is a sequence of interrelated implementations or events that together convert input into output. a process of carrying out planned activities to achieve certain goals. In an educational process there is processing, formation and even making as expected, through activities in a program as an elaboration of the program. In the process, all components devote all their abilities, both human resources, concepts or curriculum, methods with relevant media, intensive interaction occurs to produce educational goals.

Based on the research that has been done, starting from the information gathering stage, observation, interviews with school principals, vice principals and teacher councils and others, the researchers concluded that the process of inculcating the values of national insight character through learning at Public Senior High School 1 and 11 Garut as follows:

1) The teacher's ability to teach material about tolerance and harmony.

The teacher's ability to teach is very mastery, as evidenced by the teacher citing the letter Yunus verse 99 as a deepening of the material and other references where the letter is not

in the syllabus and lesson plans. The teacher also relates the material to the 1945 Constitution Article 29 paragraph 1 and paragraph 2. The teacher gives understanding to students that understanding does not mean agreeing. Mutual understanding is the realization that their values and ours are different, and may complement each other and contribute to a dynamic and living relationship.

2) Materials related to National Insight Character Values

The material taught to students is adjusted to the syllabus and lesson plans that have been made, deepened with asbabun nuzul and hadiths related to the material.

3) Implementation of the method in instilling character values of national insight.

In teaching the material of tolerance and harmony, the teacher uses the questions and answer method and discussion which is a method that is commonly used and is a practical method in managing the class and so that students are active in the teaching and learning process and work together.

4) Learning Media

In the process of inculcating character values of national insight through learning at Public Senior High School 1 and 11 Garut, the learning process still uses the classical system which is still focused on the teacher. The media used are still in the form of supporting books, namely LKS, package books from the government, the environment and direct student experiences.

5) Students' responses

In terms of the results of Islamic religious learning about the material of the character of national insight, students gave a positive response to what was conveyed by the teacher in the classroom.

In addition to learning in the classroom, the researchers also made observations outside the classroom, namely by observing attitudinal

indicators about the character values of national insight that students had done, especially in the school environment, including:

a) The value of inclusive/open

proven by the results of interviews with school principals and teachers that there are no fights on the basis of religious differences.

b) Humanity values

In accordance with the notion of humanity itself, human humanity is basically an acknowledgment of the plurality, heterogeneity, and diversity of humans themselves. All students in these two schools carry out activities at school regardless of religion, regional origin, or social strata. All students are friends, get along without prioritizing differences.

c) The value of tolerance

Tolerance is understood as the embodiment of recognizing and respecting human rights. Freedom of belief in the sense that there is no compulsion in matters of religion, freedom of thought or opinion, freedom of assembly, and so on.

d) The value of religious awareness

In Islam, it has been explained to be aware that in belief or religion there is no coercion, this situation is evidenced by the absence of students who persuade / seduce other students who are non-Muslims to convert to Islam.

The process of instilling character values of national insight through learning is adjusted to the objectives, methods, materials, tools or media, and evaluation of subjects, both through programs and teaching and learning processes in classrooms and extra-curricular activities. The process in learning conditions is urgent and very calculated compared to the results obtained from the study. "In learning, the most important thing is the process, not the results. That is, learning must be obtained by one's own efforts; other people only act as intermediaries or

supports in learning activities so that learning can be successful" (Fathurrohman & Sutikno, 2007).

D. Supporting and Inhibiting Factors in Cultivating National Insight Character Values through Islamic Education Learning at Public Senior High School 1 and 11 Garut

In education related to inculcating character values of national insight regarding growth and development and change for students at Public Senior High School 1 and 11 Garut, education is closely related to knowledge, attitudes, beliefs, skills, and aspects of behavior others to future generations. Education is a process of teaching and learn to develop one's potential so that he has religious spiritual strength and intelligence as expected. On In essence, human nature is social, that is, it can study interactions between other humans and almost everything we learn is the result of our relationships with others, at home, at school, in the community and others (Nasution, 2005).

Education can also be seen as a process of socialization, students feel need to be able to adapt to the customs of society where he lives. The student's personality is determined in certain respects by changes in behavior that result from the process. Every institution government in the community and the activities provided by the community can give good results to their students, and can trying to socialize students.

Supporting and inhibiting factors in Public Senior High School 1 and 11 in Tarogong Kidul and Garut Kota sub-districts. In line with The development of the two schools is also there several supporting and inhibiting factors that accompany it. As for the supporting and inhibiting factors are divided into internal factors and external factors, which the authors explain as follows:

1) Internal Supporting Factors

Internal factors are supporting factors seen from the inside, while the supporting factors are:

a) There is good leadership performance.

In an educational institution, of course, there are administrators and staff educators who participate in developing the existence of the institution, this is also in line with the reality in Public Senior High School 1 and 11 Garut. Ready school leaders and make a big contribution in every development that exists at school, and with this competent stewardship, makes the course of life schools become regular and have a good effect on the survival of the students, teachers, staff and the community in the school environment.

b) The active role of the school founder

With the aim of accommodating heterogeneous and dynamic needs of society, especially in education sector can stand and growing well as it is today.

c) There is good interaction between teachers and students.

With good and wise professional teachers, you can be a role model for students so that they can gain knowledge beneficial. In school interaction between teachers and students are very well intertwined, so that make school administrators not have to worry if there are students who want to move. Because students are considered like children alone. With this good interaction, making the continuity of the school for the better.

d) Quality learning process.

In the learning process at school there is also a curriculum that accompanies students in each lesson. The goal is to fulfill curriculum and the interests and talents of students. The school also provides a variety of interesting learning processes, such as extracurricular and additional

training. As for some of the extracurriculars that exist, namely learning debate, scouts, spiritualists, paskibra, and others. With a good learning process and in line with student development. Therefore, the existence of schools and their students has increased in the number of students who want to study in educational institutions. This is evidenced by the many achievements achieved by several students in the academic and non-academic fields.

e) Support from alumni family

family is the main supporting factor in the establishment of the school, not only moral support is received but support in development funds is also provided by the alumni family, without them this institution would not exist as it is today. Therefore, the role of the alumni family is very important

f) Parents of students

Parents of students also support the rules that are implemented. The existence of a teaching system in schools that is an important element in education for the achievement of learning which is good for the students. With parents who support the teaching system that has been determined by school, then the relationship between student guardians and administrators very well intertwined.

g) Adequate facilities and infrastructure.

school has grown to be better. This development is of course also supported by the existence of adequate facilities and infrastructure. As is adequate infrastructure, then the state of teaching and learning in school is running smoothly and experienced a good increase every year.

2) External Supporting Factors

a) Family factors

Family is a small community consisting of father, mother and children. Along with its growth, the child will receive the influence of his

family, both positive and negative. According to (Sukardi, 1988), it is explained that: family environmental factors include parents, home atmosphere and socio-economic conditions of the family. The influence of family for students in the form of:

b) How parents educate

The way parents educate has a huge influence on the development of students. This was confirmed by (Slameto, 2003) who stated that the family is the first and foremost educational institution. Parents who do not pay attention to their children's education can cause children to be less successful in learning. For that, what needs to be considered, especially by both parents, is how to create good learning situations and conditions for children

c) Relationships between family members

Whether or not the relationship between families will affect children's activities. A good relationship will affect the child's self. not only successful in achieving goals, but also influential in the development of his soul. On the other hand, a bad relationship will cause the child's development to be hampered and can even cause other psychological problems.

d) School

Factors that can affect students' national insight, can be:

1. Teaching method
2. Teacher and student relationship
3. Environment and educational facilities

Cultivating national insight is not easy, but it can be achieved in various ways, one of which is character education. Character education is an attempt to influence the character of others, which is of course in this context towards a moral direction. Character begins with knowledge of morals, how to respond, and conduct morally appropriate behavior. This character education is very

important to be applied if you want to get a quality generation of the nation, with a national perspective. If the moral character is firmly planted as a foundation for behavior, a person will be difficult to be shaken by things that smell immoral. Character education consists of 18 points of values which also include values in national insight, such as tolerance, discipline, responsibility, democracy, independence, etc. (Suyadi, 2013).

3) Inhibiting factors

Efforts to inculcate character values of national insight in learning Islamic Religious Education are not an easy activity. In its realization it requires many supporting factors to obtain optimal results in forming students with character in accordance with the national education system law number 20 of 2003. Many efforts have been made to instill character values of national insight in Islamic religious education learning. Among them do not only refer to cognitive or knowledge but also practice, namely social.

The implementation of the inculcation of national character values in Public Senior High School 1 and 11 Garut students encountered several obstacles. These obstacles include students from different family backgrounds so that even in their behavior there are some children who need special attention from the coaches and teachers (interview 20 April 2020). Public Senior High School 1 and 11 Garut are like a picket problem, where this activity can also aim to help students become independent, tough and patriotic individuals and additional support from coaches and teachers is needed. With the support of the coaches and teachers, the possibility of achieving an activity in the school is very large.

Meanwhile, from the student's perspective, what often becomes an obstacle is the feeling of tiredness of the children when they come home from school and immediately resume routine activities such as congregational Asr prayers. After the prayer, if there are obligatory extracurricular activities,

students must be prepared to follow them.

E. The results of instilling the values of the character of national insight through Islamic Education learning at Public Senior High School 1 and 11 Garut

Values are not taught, but are something that must be developed. This implies that the material values of the character of national insight are not ordinary teaching materials, meaning that these values are not used as the subject of discussion, as is the case when teaching a concept, theory, procedure, or fact as in the subjects of Religion, Indonesian Language, Science, Social Sciences, Mathematics, and other subjects. Therefore, to support the implementation of the process of inculcating the character values of national insight, schools must be conditioned with supporting activities.

Schools must reflect the values of national life in accordance with the vision and mission of the school that has been formulated. As one of the high schools in Garut district, it does not only highlight success as its advantages. However, as a secondary level educational institution, it also has policies that aim to make its students have a harmonious, democratic and tolerant character in society later. As a manifestation of that character, students are trained to think, behave, and act that show behavior that reflects a multicultural attitude both at school and in the community.

From the results of the study, it was found that the cultivation of national insight character values at Public Senior High School 1 and 11 Garut was carried out not only through the teaching and learning process in the classroom. However, it is also applied to daily activities to train students' attitudes to get used to doing it in everyday life. This is done by the school because the cultivation of the character values of national insight basically emphasizes from *knowing* to *doing*. The process of inculcating character values of national insight is carried out through routine activities outside the classroom, such as:

1) Flag Ceremony

The flag ceremony is an activity that is always held at Public Senior High School 1 and 11 Garut every Monday before learning activities begin. One of the media to instill character values of national insight can be done through a flag ceremony. The results of this flag ceremony foster a sense of nationalism in the nation's children. Nationalism is the soul of the Indonesian nation that must be attached as long as this country is still standing. Therefore, the flag ceremony is one of the important activities to shape the nation's character. In addition, there is also a growing attitude of harmony, tolerance and mutual respect for each other in students, so that the meaning of the ceremony can be conveyed not only as an activity that is limited to the formation of discipline.

2) Extracurricular

Extracurricular is part of the student development program, which includes the group in the field of improving the quality of education. Extracurricular activities are designed in order to improve the quality of education in schools that strengthen mastery of competencies and enrich the learning experience of students through activities outside of class hours. The results of this extracurricular can be seen that students have life skills, so they can take part when they have entered the community. The success of students to build their lives is also one of the factors in the creation of nation building. In addition, it is also seen that students have a high sense of tolerance as social beings. In addition to character building that can be done through various kinds of games, scouts also teach students to be trained to be disciplined. Attitudes of tolerance and harmony as well as other multicultural attitudes are inserted at every meeting so that later after graduating the

students of Public Senior High School 1 and 11 Garut become a humanist society and proud of the Indonesian state.

This is based on the technical guidelines for integrating nationalism education through extracurricular activities. Organizing extracurricular activities for students to love the homeland, a sense of responsibility for the safety and welfare of the nation and state, discipline, and believe in themselves (Doeroso, 1989).

3) Field Visits

Field visits are one of the activities that are always held by Public Senior High School 1 and 11 Garut almost every semester, especially in class XI and semester I, class XII. Unlike the case with picnics which emphasize more on recreational elements, field trips have an educational content in their activities. Among the places that have become references are Sabuga, historical places such as Borobudur Temple, Lubang Buaya, Central Java Air Force Academy, Central Java Yakult Factory, Jakarta Stock Exchange, Geological Museum, and others.

The results of character values from field visits can be seen in their daily lives, namely:

- a) Students can participate in various activities carried out in the field, as well as experience and live directly what objects are impossible to obtain at school.
- b) In this activity students can ask questions, find sources of information to solve all the problems they face, thus enabling students to find evidence of the truth of the theory or put the theory into practice.

Islamic religious education learning in Senior High School has a goal that must be achieved. Islamic Religious Education teachers are one of the spearheads that become the foundation of hope and mainstay of the community, nation and state in terms of implementing Islamic religious

education in schools (Paraba, 2000). Therefore, it is not wrong to say that the success and failure of Islamic religious education in schools is in the hands of Islamic religious education teachers themselves (Paraba, 2000). The teacher's national insight will come into contact with global life and its issues, so knowledge and skills are needed to deal with the dynamics of differences that occur. "Teachers need to have insight into issues, dynamics, history, and global values so that they have the skills to appreciate cultural similarities and differences in world society (Soyomukti, 2014).

In this case, according to Walt Werner, when quoting Banks' opinion, three main things need to be developed, namely:

- a) Education must respond to pluralism through the creation of a school environment and curriculum that is consistent with differences and develops democratic values such as equality, justice, and human dignity.
- b) There needs to be a change in daily practice in schools, such as the atmosphere in the school or learning environment, curriculum, teaching and learning activities/KBM, evaluation and policies.
- c) It is necessary to provide a check *list* to measure how well the implementation of multicultural education is based on existing criteria (Walt Werner, 2013:12).

CONCLUSION

The results of this study, that: (1) The inculcation of character values of national insight in learning which is applied to the two schools is effective and optimal, because it is in line with the objectives/competencies of Islamic education learning, methods, teaching materials/materials, tools or media, and evaluation of learning, (2) The programs in the two schools are carried out through several routine programs in order to have awareness of nationalism, (3) The process of inculcating the character values of national

insight in these two schools has been carried out well, this is implied by their various patterns of attitudes and behavior when turning on the schools environment, (4) the supporting and inhibiting factors of these two schools consist of internal factors and external factors, and (5) the results of inculcating the character values of national insight in Islamic education learning in these two schools are that students have good attitudes and behavior or character.

Tarekat-based education management in improving the character of students in Islamic boarding schools is quite maximal, especially in terms of planning and organization. Prior to the implementation, the boarding school had prepared human resources such as the teaching council who were already committed to the implementation of tarekat-based education.

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