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Character Deepening Training for Students and Teachers of Man 1 Rembang

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Abstract: The problem in this study is the deepening of character for students and teachers of Madrasah Aliyah Negeri 1 Rembang, which has not been maximized in deepening character. The purpose of this research is first, to know the interest and activeness of students in deepening their respective characters. Second, to improve skills in deepening character according to the needs and talents of Madrasah Aliyah Negeri 1 Rembang students. The method used in this research uses qualitative methods. The approach used in this study used a narrative approach. The data in this study were obtained from observation results, interview results, and documentation results. Data collection techniques in this study used observation techniques, interview techniques, and documentation techniques. Data analysis in this study used data reduction, data presentation, and data conclusion techniques. The results of this study are first, increasing student interest and activeness in deepening character. Second, the increasing ability of students in deepening character after being given character deepening training.

Kaeyword: Training, deepening, character

1. Introduction

Education is a conscious and planned effort to create an environment and learning process in which students actively develop their potential to have religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state, Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). character education means that schools create an environment that helps students grow ethically, become responsible, and teach good character through universal values, Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017). Previously, character education was not new to Indonesian society. Much has been done within the framework of character education since independence, Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Hadiprayitno, et. al (2024); Fakhriyah et.al (2016); Pujiati, et.al (2018); Kanzunnudin, et.al (2018); Yuliani et.al (2018).

In the first Law on National Education, the 2003 Law, character education exists, but has not been the main focus of education, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018). Character education can be implemented in daily life in all types, levels and pathways of education, Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018). The importance of three components of good character, namely, moral knowledge (or moral cognition), moral feelings (or moral sense), and children should understand, feel, and follow the principles of wisdom, Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014); Fathurohman, et. al (2015); Fathurohman, et. al (2017).

In today's increasingly globalized era, high-quality and insightful human resources are needed, who not only have expertise in general science, but also have a firm morality, so that they can protect themselves from the permissive cultural influences that are sweeping Indonesia today not only involving material problems, but also entering religious morals due to the lack of strong religious knowledge, Tamarudin, et. al (2020); Umah, et. al (2020); Widianto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyani, et. al (2019). Since

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globalization not only has positive effects but also negative effects, character education and the application of Islamic religious values are the best ways to become smarter in interacting and facing globalization, Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020).

Knowing the good, loving the good, and acting the good are three ideals that are closely related to each other. So far, character teaching and value cultivation have only been done partially and are considered to be the responsibility and authority of certain teachers, especially at MAN 1 Rembang school. Education is a planned and unplanned process that not only aims to humanize human beings but also to inform them about their role as leaders on earth. In education, not only knowledge is passed on by teachers to their students, but also the inheritance of culture and character, Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020); Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020).

The role of the teacher is the main role in formal educational institutions. Consequently, in an effort to build students into individuals who are moral and able to contribute to their social life. The awards received by MAN 1 Rembang are the result of teachers' efforts in spreading good values in character education. Learning values, attitudes, norms and morals is part of learning character. Attitudes and behaviors are part of a person's character. Individuals develop their perspective in the person's behavior and the behavior will be seen by others and it will make others judge how the person's character is. Even from these attitudes and behaviors, others tend to judge as a reflection of a person's character, even though what others see is not necessarily true.

The interaction of students with teachers and learning resources in the learning environment to achieve learning objectives is known as learning, (Darmuki: 2018); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020). Learning is defined as assistance provided by educators to their students to cause the acquisition of knowledge and skills, mastery of competencies, and the formation of student attitudes and confidence, (Darmuki & Hidayati: 2019); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020).

Indonesian is a language that can be used to communicate both orally and in writing. Learning this language means mastering four language skills (Darmuki et al.: 2020). Character education can help fix the degradation of community character. By getting guidance to become a better character. In the learning process, character education should help students understand values cognitively, live values affectively, and use these values in real life. Student character learning can be achieved through habituation which is indirectly contained in the learning process (Ahsin, M. N: 2021). According to Hidayati (2019), motivation can be defined as a driving force that arises within students that encourages learning activities, ensures the learning process continues, and provides direction so that learning goals can be achieved.

Character education should be applied to the younger generation, especially through formal schooling institutions. Character education is the process of building one's personality through moral teaching, which is shown in actions such as good attitude, honesty, responsibility, respect for the rights of others, and hard work, among others. In education, characters are considered important because they can control and shape the way people think by using their reason and mind in performing actions. This introduction of character should start at an early age, as people begin to see and recognize actions from a very young age.

2. Methods

In this research, the method used is descriptive qualitative in the form of words and sentences. Data analysis in this study uses reduction techniques, data presentation techniques, and conclusion drawing techniques. This research focuses on character deepening training for students and teachers at Madrasah Aliyah Negeri 1 Rembang.

The method used in this study used qualitative methods. The approach used in this study used a narrative approach. The data in this study were obtained from observations, interviews, and documentation at Madrasah Aliyah Negeri 1 Rembang school. Data collection techniques in this study used observation, interview, and documentation techniques. The stages of the method prepared by the PkM team include the preparation stage, the implementation stage and the evaluation stage.

1. Preparatory stage
   a. Survey teachers and students to identify areas that require character strengthening.
   b. Develop a training schedule, including the duration, time, and venue of the training.
   c. Determine the training materials and resources needed.
   d. Develop training modules that include theory, case studies, and practical activities.
2. Implementation stage
   a. Explain the objectives, agenda and expectations of the training.
   b. Presenting materials on the basic concepts and importance of character education.

3. Evaluation stage

The evaluation stage will be carried out to all parties involved, namely training participants, organizers and resource persons. Afterwards, data analysis and improvement of shortcomings in the training will be carried out. The evaluation of the participants is done by distributing questionnaires and asking each participant to honestly fill in the character deepening training experience. Meanwhile, the evaluation of the committee and resource persons was conducted internally.

3. Results and Discussion

There are several crucial problems at MAN 1 Rembang related to character deepening training for students and teachers. One of the main problems is the students' low awareness of the importance of positive character in the school environment. Many students may not fully understand the expected character values and how to implement them in daily life. This can result in a lack of optimal character skills and abilities. This decline in awareness poses a serious problem that needs to be addressed.

The decline in students' motivation in adopting character education is also a serious problem. When this motivation decreases, students' participation in character learning activities may be affected. As a result, the quality of learning is uneven among students, learning objectives may be difficult to achieve, and discipline in applying character values may become inconsistent. To address these issues, several solutions have been proposed. First, periodic workshops aimed at discussing concrete case studies and sharing best practices. These workshops are designed to improve students' understanding of positive character implementation. In addition, a mentoring approach in character education is also implemented, where teachers play an active role in guiding students in applying character values in daily life.

Another issue is the challenge of maintaining students' motivation and discipline during the character training process. Without direct supervision from teachers, some students may face difficulties in staying actively engaged in character learning. The solution to this involves the use of interactive and engaging learning methods, designed to keep student motivation high. A regular monitoring and evaluation system is also implemented to measure students' progress in developing character skills. Involving teachers' active role in the learning process is another key. By involving teachers directly, schools can ensure that each student gets the support and guidance needed to succeed in internalizing character values.

The results of the research and implementation of this solution showed significant improvements in students' character and skills. Students are not only able to understand and implement character values in their daily lives, but also able to use their creative thinking to enrich the learning experience. In addition, this activity provided an opportunity for students to build better relationships with their peers, creating a more inclusive and supportive school environment. Overall, the character deepening training provided by Madrasah Aliyah Negeri 1 Rembang is not only an important step to prepare students for future challenges, but also to build a strong foundation for the development of character education in their educational environment.

The service team conducted data collection in Rembang district to find data on members who participated in PkM activities, conducted field surveys to find information on teacher and student data at MAN 1 Rembang, and reviewed references and literature for data, and made it. The program was created based on the set research objectives. Having such a program will facilitate training activities in online news production online. Therefore, the preparation program must be carefully planned. Then, prepare online journalism PkM support. Thus, the PkM team can set goals to be achieved in future PkM activities and keep the PkM in a better condition as a kind of orientation. This phase introduces journalism learning media and teaches teachers and students the importance of online journalism learning. This is to ensure that MAN 1 Rembang teachers and students are focused and supported in the training process. The themes that will be raised by the mentors this time are interviews, online news, articles, and others published in online media. Teachers and students should pay attention to the actual interview instructions given by the instructor or mentor. I hope this introduction is effective and can be understood by both teachers and students. This requires attention from both parties. Otherwise, the implementation of the steps in the next stage will be less effective.

After completing the previous mentoring process, all participants were ready to enter the general mentoring stage again. The mentor explained the performance he had just attended and how it related to the theme of online journalism.mThis mentoring did not happen many times and required a detailed explanation by the mentor. Friends then explain the importance of developing a written newspaper. Your supervisor or assistant will not only explain it, but also give examples of how it can be done using good materials. The goal is to make it easier for teachers and students to recognize and participate in journalistic activities.

After a joint consultation, participants feel comfortable with the mentoring learning stage. Participants were divided into small groups. For example, each group consists of 4 to 6 people. Each group has a mentor who understands the training guidelines. Related issues are currently being identified in the reporting tool. If a problem arises, each mentor can identify the participants and draw conclusions to solve the problem.

Teachers and students work together in groups to demonstrate and practice good and proper interview examples. A mentor will guide you directly through the exercises. This means that teachers and students can measure their skills at each stage. Teachers and students can work in groups to make suggestions to improve this activity. The mentor then evaluates the results of this activity.



Fig. 1 - Students discuss about character deepening.

4. Conclusion

Advances in information and communication technology have brought about major changes in the world of education, including character education. Character education is not new to Indonesian society. Many things have been done in the framework of character education since independence in Madrasah Aliyah Negeri 1 Rembang, there is an urgent need to improve in character education, given the important role of the media in disseminating information and forming public opinion. The problems found, among others: the deepening of character for students and teachers of Madrasah Aliah Negeri 1 Rembang which has not been maximized in deepening character, such as, lack of pouring correct ideas and creativity, as well as low motivation and awareness of the importance of character education.. The purpose of this training is to improve skills in deepening character according to the needs and talents of Madrasah Aliah Negeri 1 Rembang students and prepare students and teachers to actively participate in the world of character that continues to develop in the digital era. The results of the research from this training provide an increase in character education and the ability of students to use socializing to increase creativity.

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Conflict of Interest

The authors declare no conflicts of interest.

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