Developing the student's social care character at Islamic Senior High School

by

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Abstract

This study aims to describe and analyze the activities of teachers and students in schools in developing social care characters. This study uses qualitative methods with the main instruments of observation, interviews, and questionnaires. The subjects in this study were teachers and students in two high schools. Data analysis techniques were carried out through thematic analysis and descriptive analysis. The results of this study stated that the school's success in developing students' socially caring character was due to an understanding of the condition of the student's character. The research results show that schools have a strategic role in developing students' socially caring nature. School efforts to optimize the teacher's role as a supporter of the success of student character development programs have been carried out. The results of this study have implications that character development should begin with identifying students' learning needs. The mixed-method approach can be used as an alternative to perfect research on developing socially caring characters in students.
Keywords: School strategy, development, social care character

Abstrak

Penelitian bertujuan untuk mengetahui aktivitas guru dan siswa di sekolah dalam pengembangan karakter peduli sosial. Penelitian menggunakan metode kualitatif dengan instrumen utama observasi, wawancara, dan angket. Subyek dalam penelitian ini adalah guru dan siswa di dua SMA. Teknik analisis data dilakukan melalui analisis tematik dan analisis deskriptif. Hasil penelitian menyatakan bahwa keberhasilan sekolah dalam mengembangkan karakter peduli sosial siswa disebabkan oleh pemahaman terhadap kondisi karakter siswa. Sekolah mempunyai peran strategis dalam mengembangkan sifat peduli sosial siswa. Upaya sekolah untuk mengoptimalkan peran guru sebagai pendukung keberhasilan program pengembangan karakter siswa telah dilakukan. Pengembangan karakter hendaknya dimulai dengan mengidentifikasi kebutuhan belajar siswa. Pendekatan metode campuran dapat dijadikan salah satu alternatif penelitian penyempurnaan dalam pengembangan karakter peduli sosial pada siswa.

Kata kunci: Strategi sekolah, pengembangan, kepedulian sosial

Introduction

Education is business-aware participant teaching done in a manner active to look for perfect truth in a manner critical or not side (Arif et al., 2021). Education is a reality solution social. So that Already education should be the solution for problem social. With objective produce participant students who have character care social to the environment. So that education is expected to be able to provide change and progress to students (Kholifah & Naimah, 2017). Khansa, Utami, and Devianti (2020) state that cognitive and intellectual aspects must be developed, and affective elements must also be developed simultaneously. Character is a character or habit. Character is seen as a solution to be implemented in every educational institution. The current education system is still concerned only with academic aspects. Even though education should develop the potential of students in a comprehensive manner. Intellectual, emotional, and spiritual intelligence needs to be developed together. If only academic intelligence is designed. As a result, this intelligence will be eroded by the times because of the fragility of emotional and spiritual intelligence. The educational process in schools can produce students who not only have cognitive competence or are intellectually proficient but should also have a socially caring attitude. With their attitude toward social care, these participants will develop into good and mature students who later own useful strong character for their homeland and nation.

However, times change, and the development of technology, it turns out, has brought a change in everything segment, good pattern, style life, and also behavior in-demand human. Development of technology and the internet Of course, it also influences the formation current generation's character. Based on research conducted by Boston University, at ten years Lastly, empathy child young very decreased by as much as 40%. This matter is caused by the use of technology and the internet (Damiarti et al., 2019). This matter also occurs in students in the learning stage, including students who are impolite towards teachers and peers (Kholifah & Naimah, 2017).

The fading of national identity, moral degradation, and the loss of noble moral values among the younger generation are urgent problems. The rapid flow of global information, which impacts the penetration of foreign cultures, significantly influences the younger generation's mindset, attitudes, and behavior (Nurpratiwi, 2021). The rapid development of globalization, which is marked by the rapid advancement of technology and information in the millennial generation, is not matched by an increase in the quality of character as students will result in the fading of the original cultural character values of the

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region and the further decline of the morale of youth as students. Character education is a deliberate effort to help someone so that someone can carry out core ethical values and pay attention to and understand them. Character education requires specific methods that are appropriate so that educational goals can be achieved. Appropriate learning methods are praise and punishment, habituation, and exemplary methods (Lickona, 2012).

Characters do not automatically appear in people the moment they are born. Need process through parenting and education. (Saripudin & Komalasari, 2015) Therefore, a character education process is needed. Character education emerges as a new hope as one of the solutions facing a problem that is being faced by the nation and state of Indonesia and an educational institution, namely the school, is one place that is valued highly influential in the formation of a person's character. Character education is done with excellent and effective in making students more moral and more civilized, concerned with the surrounding community and can bring the increased quality of academic performance (Lickona, 2012).

Character education is an important aspect taught to students in the learning process. Therefore, schools must be able to shape student character through classroom learning and activity programs that can shape student character, such as cooperation, which can form the character of social care. The school environment is instrumental and influential in forming a student's personality. Schools can be called the second educational environment after the family, which plays a role in character education for students, especially in developing social care attitudes.

Several previous studies revealed that schools carried out two strategies to foster the character of social care: program activities implemented by the school and teacher learning in the classroom (Rahmawati et al., 2022). Other research reveals that teachers have a role in developing students' social care attitudes (Khaerunnisa & Muqowim, 2020). The subsequent analysis also revealed that in shaping the character of social care, the supporting factors in school culture are the school environment, educational staff, and student readiness (Umam, 2017).

This article examines three important points related to developing socially caring characters in students in the school culture. The three studies are: first, the study of the character of social care from a student's perspective. Second, examine the social care character development strategy carried out by teachers in schools. Third, describe the impact of teacher activities in schools on the social care character of students. These three studies

are expected to be able to make an academic contribution to understanding the character development process of student responsibility.

This article is built on three basic assumptions. First, the character of social care is one type of character that is important to be developed in high school students. Second, the culture in schools designed by teachers is a strategic method for developing socially caring characters. Third, the description of the social care character of students as a result of the teacher's activities in conducting learning in the classroom.

Research Methods

This type of research in this study is to use a qualitative approach. This study uses a qualitative descriptive method. Qualitative descriptive methods are used to describe events or facts in the field as they are. This type of descriptive method is very appropriate if the research objective is only for a real description of the facts in the field, not until there has to be testing (Sukmadinata, Syaodih, 2011).

The research was conducted in two schools of Senior high schools in Malang and Kediri. The research was conducted for one month, from October 10, 2022, to November 10, 2022. The reasons for choosing the research location included: (1) The two schools had students with diverse backgrounds, both economic, social, and educational; (2) Both schools are affordable by the author for conducting research. The subjects in this study were students and teachers consisting of three teachers and six students in each school. In this study, the selection of teachers as subjects were based on recommendations from the deputy head of the school curriculum concerned. As for selecting students as subjects, the researchers chose students who took part in extracurriculars and students who did not participate in extracurriculars as a comparison.

The data collection technique used in this study is Observation, namely the technique of collecting data through observation and records. In this case, regarding the initial data relating to the environment and school culture. Interviews, namely data collection techniques, are carried out by holding a question and answering directly with data sources. In this interview, the researcher held a debriefing with teachers and students to obtain data. Documentation, namely data collection techniques, is carried out by taking and collecting the necessary data. Methods of data collection using observation, interviews, and questionnaires. Comments were made to observe the conditions and ongoing educational processes. Interviews were conducted with six teachers and twelve students. The questions to the teacher were focused on the process the teacher carried out in developing students' socially caring

characters, while the interviews with students focused on their perceptions of socially caring feelings. Questionnaires are given to students to measure the level of social care. This questionnaire can reveal the character of social care through 16 statement items, which can show three indicators: mutual help, tolerance, and social action.

The research procedure was carried out through three stages of activity: first, an initial visit containing introductions and delivery of research objectives and a request for permission to access some of the documents needed the next visit involved observing and interviewing informants to collect initial data. Furthermore, visits were made to conduct observations and interviews and distribute written questionnaires to obtain more detailed data.

Data analysis used in this study is through thematic and descriptive analysis techniques. Thematic analysis was conducted to analyze interview data from teachers and students. Descriptive analysis was conducted to analyze quantitative data about students' social caring character. The research was carried out by categorizing each social care indicator into a high category (the score obtained was higher than the group's average score) and a low category (a score lower than the group's average score).

Results and Discussion

This partly exposes three related data descriptions of character care social students. Three, the data to be served is view students about character care social, teacher activities in schools to develop character care social students, and an overview of character care social students. Every presentation of data continues with a discussion of that data.

First, data served about the results of the interview with six students. The interview focused on the perception of students about social character care. Data is displayed in form snippet statement relevant students with focus question The results are displayed in form table 1.

Table 1. The character of responsibility from the student's perspective

Informant	Student statement	Coding
1.	..... In touch, ok mutual _ help each other Help help and each other share to Friend School (.....*Berhubungan baik, saling membantu, saling tolong menolong, dan saling berbagi kepada teman sekolah*)	Created a connection harmonious between student
2.	..... A friendship circle is formed so that in distribution tasks must be from the same circle until there are students who don't get a group Because No join any circle (.....*Terbentuk circle pertemananan sehingga dalam pembagian tugas harus dari satu circle yang sama sampai terdapat siswa yang tidak*	The problem of students' social care character

	mendapat kelompok karena tidak ikut circle manapun)	
3.	.....Feel comfortable at school because school members establish good communication and social interactions *(.....Merasa nyaman berada di sekolah karena warga sekolah menjalin komunikasi dan pergaulan yang baik)*	Fun school conditions
4.	.....Visiting friends who are sick, offering condolences when a friend's family member dies, and consoling friends who are sad *(.....Menjenguk teman yang sakit, turut berbela sungkawa Ketika anggota keluarga teman meninggal, dan menghibur teman yang bersedih)*	Forms of caring social behavior toward friends
5.	.....Empathy toward those in need and willingness to volunteer to help those in need *(.....Empati terhadap mereka yang membutuhkan dan bersedia melakukan kegiatan sukarela untuk mebantu mereka yang membutuhkan)*	Form behavioral care social to others

Table 1 explains three student views about the character of social care. First is the view that there are still problems regarding these characters, and second is hope in the educational process of developing socially caring characters. Such hope among them is the creation of a connection harmonious between inhabitant schools. The last view is about the form of students' socially caring character, both to schoolmates and other people. Problems that exist among students are problems that need to be addressed by all groups, including educational institutions, namely schools (Ginanjar, 2016). In addition, the lack of empathy of students towards other friends, such as ridiculing or silencing other friends, is an obstacle for students. Schools need to have teachers and counseling rooms to manage student discipline, with the expected disciplinary unit, be a step for students to obey the rules orderly and have mutual respect for students, teachers, and the entire school community (Rahayu BA, 2019).

In the teaching process, it is very important for students, along with a positive atmosphere, that the teacher respects and answers their questions and concerns. Students can easily distinguish a class that is carefully designed to be useful from one that is lifeless, emotionally neutral, and irrelevant to them. They highly value the efforts of teachers who use their own life experiences and examples from everyday life and popular culture in teaching, and active learning methods to engage students and equip them with learning experiences, according to their different interests and ways of learning (Simel Pranjic, 2021)

Students' expectations in improving the character of social care in schools must be a concern, one of which is with school culture. School culture includes all activities carried out by the head schools, teachers, counselors, personnel administration, and students.

Involvement of all residents in schools, especially internal students care, utilization, maintenance facilities, and infrastructure, as well as the environment school, is necessary to build or shape character learners. Environmental conditions clean, beautiful, and comfortable school by actively involving students will develop a sense of belonging, responsibility, and deep commitment to maintaining it all. Thus, the school community is expected to become concerned about the physical and social environment.

The right effort to instill a socially caring character in students is to create a comfortable school culture. School culture has become part of the focus of school reform and management success school (Abdullah, 2019). These results align with previous research stating that school culture positively influences student character (Ggus et al., 2018). In addition, the application of school culture can significantly affect teaching and learning activities. It can be said that the school culture is strong and positively formed by principals, teachers, And students. It can be said that the people above have a close relationship with each other in achieving common goals in school (Pay & Karaduman, 2021). The research results further explain that school culture is important in supporting students to instill good social care characteristics. This cultural process occurs continuously through teaching and social activities among school members, between the principal, teachers, employees, and students. The cultivation of character values is closely related to school culture. Implementing student character values cannot run well without good synergy between the two.

This section outlines two important findings from interviews with five elementary school teachers who were selected purposively. These findings relate to teacher activity in developing students' socially caring character. The findings are presented in table 2.

Table 2 Teacher activities in developing students' social care character

Informant	Student statement	Coding
1.	..... *There are individual differences for each student; this needs to be studied by the teacher regarding the needs of each student so that they know what the obstacles for each different student are* *(..... Adanya perbedaan individu dari setiap siswa, hal ini perlu dipelajari oleh guru terkait kebutuhan-kebutuhan tiap individu murid agar tahu apa saja yang menjadi kendala dari masing-masing murid yang berbeda-beda)*	Pay attention to individual differences
2.	.....*Some students are alone and rarely socialize with other friends, so the teacher approaches these students* *(.....Terdapat siswa yang menyendiri dan jarang bersosial dengan teman lainnya sehingga guru melakukan pendekatan kepada siswa tersebut)*	Understand student background

3.	....*Requires students to shake hands with teachers inside and outside of school and apply 5S to all school members* *(.....Mewajibkan siswa bersalaman dengan guru di dalam maupun luar sekolah dan menerapkan 5S kepada seluruh warga sekolah)*	Provides practice
4.	.....*Students are invited to raise funds for disaster victims on the streets, to do home visits if a friend is sick, to give thanksgiving if a student's parent dies* *(.....Siswa diajak penggalangan dan untuk korban bencana di jalan-jalan, melakukan home visit jika ada teman yang sakit, bertakziyah jika ada orang tua siswa yang meninggal)*	Involve students in social activities
5.	.....*Guiding students in extracurricular activities such as PMI, PMR, and scouts* *(.....Membimbing siswa dalam kegiatan ekstrakulikuler seperti PMI, PMR maupun pramuka)*	Provide opportunities to actualize social behavior
6.	.....*Bringing together disputing students to find the root of the problem and solutions by mediating.* *(.....Mempertemukan siswa yang berselisih untuk mencari akar masalah dan solusi dengan melakukan mediasi)*	Guiding troubled students

Table 2 explains about teacher's findings inside the class as well as the steps used to embed character care social in students. First, the teacher finds differences in character in each student, so they need different solutions, p _ This Can become a constraint in planting character care social. Both teachers always use the method _ of involving a child in every activity for students to study and socialize. Third teacher's efforts _ _ form guide problem students _ with mediation.

Teachers have a big influence on teaching and learning activities. A teacher Must be able to bring his students to achieve learning goals (Khaerunnisa & Muqowim, 2020). In preparing for teaching in the classroom, the teacher should make observations first to find out what methods are appropriate for use in the classroom. In national education, student characteristics are an important element in pedagogical competence. Mastering student characteristics is essential for educators; even mastering these characteristics is one indicator of whether or not an educator is professional. As a competency, student characteristics are not only used as a cognitive variable, but student characteristics are understood, mastered, and implemented in the learning process (Janawi, 2019). The characteristics of students are very important to be known educators because this is very important to be used as a reference in formulating a strategy for teaching (Septianti & Afiani, 2020).

High-quality teachers are key to promoting quality education (Ling et al., 2020). Forming noble character in students is not a simple thing, but it is not impossible Possible. Building character requires patience, persistence, a long time, appropriate methods, techniques, or strategies, and the environment that supports them (Suherman et al., 2019). So teachers must be able to provide their best innovations in developing the socially caring character of students through class activities (Nguyen, CK et al., 2021). Therefore, character development can be learned through social interaction with natural students at school.

Teacher success in education character students is inseparable from how teachers do something good, communicate with students, and find interesting methods of learning so that between teachers and students, there is no distance between them (Septianti & Afiani, 2020). In cultivating the character of social care, the role of the teacher is the initial foundation for shaping students' personalities. To instill character not only through intra-curricular activities but the cultivation of character education carried out in extracurricular activities (Ajmain & Marzuki, 2019). Through these extracurricular activities, how to cultivate tolerance, discipline, responsibility, and social attitudes.

In subsequent findings, the efforts made by the teacher were in the form of guiding students who had problems by mediating. In learning activities, it is very necessary to have a capable teacher become a mediator or intermediary (Khaerunnisa & Muqowim, 2020). The role of the teacher as a counselor is where the teacher performs guidance services to students; with his role as a counselor, teachers can help students in solving current problems they face, both from the results of learning achievements or problems that occur between students with their friends and students with their parents at home. In this case, Gradually, the teacher also instills the character of discipline, responsibility, honesty, social care, and tolerance in students. Of course, the cultivation of these characters adapted to the problems currently being experienced by students (Arifudin, 2015).

This section describes the character of responsibility of two hundred and twenty-five (225) students as measured through the social care scale. The description in question is in the form of high and low indicators of the character of social care, namely mutual help, tolerance, and social action. Data analysis results are presented in the form of diagram 1

Figure 1 shows that the social care character of upper secondary students is quite high. It can be interpreted that the teacher's efforts to instill a socially caring character by creating a conducive school climate are quite successful. This can be proven by the visible behavior of students, such as helping each other, having a sense of tolerance for friends who a disaster has hit, and voluntarily taking to the streets to raise funds for disaster victims. Then the data above show that Helps help, tolerance, and social action have mutual roles related. So that can be

concluded that Help helps, tolerance, and social action on a fundamental role in embedding character care social in students.
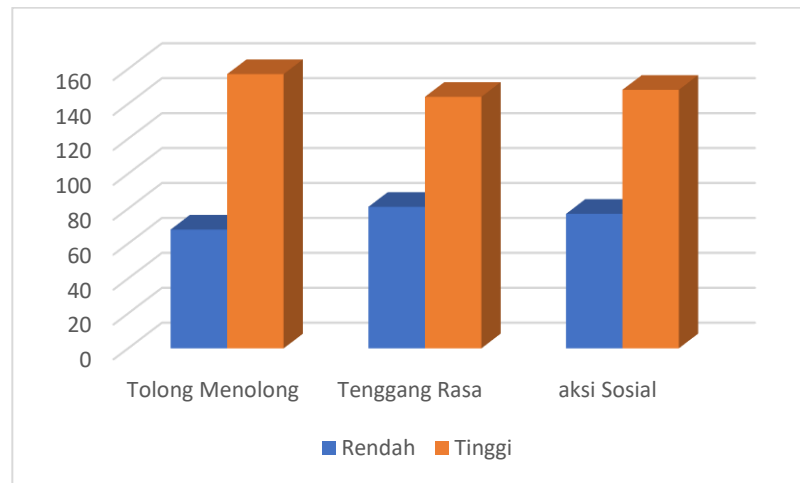

Figure 1. Description of students' social care character

Figure 1 shows that the social care character of upper secondary students is quite high. It can be interpreted as the school's efforts to instill a socially caring character by implementing a school culture that is quite successful. This can be proven by the visible behavior of students, such as helping when they see friends in trouble, having a sense of tolerance/empathy for those in need, and doing voluntary activities to help those in need. Then the data above show that helping, tolerance, and social action have mutual roles-related. The third indicator is the importance of embedding social character care in students.

There are several indicators of character care social must be owned by one student to form social concern by students: first, help is a natural human need base For receiving and giving help to others. As a social creature, the natural man will follow and feel the suffering and hardships of others, so there is a desire to help and assist people in trouble. Man has empathy and feels what other people feel because, in essence, man is like a creature.

Second, tolerance showed in speech, deeds, and behavior. Reflective behavior is the attitude of appreciating and respecting others. Mean southeast rasa is a reflective attitude _ values and respects others through speech, deeds, and behavior. Third, do action social, that is, students can do various useful things other students can do action real in activity social like visiting sick students, giving help to deep friends, difficulties, and assistance in natural material and non-material (Kosongat et al., 2022).

Environment good school _ own great influence _ on students' character development. Environment Schools are very important and influential in forming a personality student. School can be called environment education second after acting family in education character

in the participants educate especially in development attitude concern social. In tune with the study previously stated that environment schools even own impact on the performance of Study students (Wayan Maba, 2022).

Studies about care social in students can group become three groups. First, social care development is done through practice activities at school. Second, development care social done in practice classroom learning, through an integrated approach, that is, material lessons associated with the explanation importance of tolerance. So that created effective learning (Sulistianingrum & Humaisi, 2022). Third, social care developed through culture school can do by applying several activity development selves like activity routine and exemplary. Then, some such strategies provide facilities to donate and collect money for disaster victims' nature and others (Amaniyah & Nasith, 2022). Expected can grow attitude care social student.

Schools can conduct stages of activities for students to practice critical thinking. Activities that can give the right direction for a student in thinking and work and help determine connection one each other with way more accuracy. Thinking critically must naturally be based on values and character, such as a sense of responsibility, responsibility, honesty, democracy, tolerance, desire to know, and excited nationality (Irawatie et al., 2019).

Social care character can optimally grow in school because of many activities to support the growth, so the more the activities, the more the social care character can be embedded student's self. School is important for embedding values in social students (Saraswati et al., 2020). So Already duly schools emphasize possible activities form personality as a process of dynamic interaction in public school. Schools conduct program development to form personality and improve the student's abilities. One of them, through educational planting character concern social student.

Conclusion

This research explains that schools have a strategic role in developing students' socially caring character. School efforts to optimize the teacher's role as a supporter of the success of student character development programs have been carried out. By creating a comfortable school atmosphere with a good culture, it is hoped that the socially caring character of students will also develop more optimally. Students and teachers still experience some obstacles in instilling a socially caring character, like the circle of friends in the class and the various characters of the students. This needs to be considered by teachers and schools by providing understanding and school activities that can develop students' socially caring character.

This research used a qualitative approach which could only provide a description of the process and description of the development of students' social caring character at school. A theoretical test of an effective development model is needed to develop a socially caring character. Therefore, research with an experimental approach can be an alternative to researching students' social care character development model.

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