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Internalization of Character Values through the Backpacker Program in Sekolah Menengah Pertama Islam Terpadu Al-Ibrah Gresik

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Abstract

This research aims to describe the internalization of character values through the backpacker program. This research uses a constructivism paradigm with a qualitative approach. The data collection techniques in this research include observation, interviews and documentation. The data analysis technique uses three steps that must be carried out, namely condensing the data, presenting the data, and drawing conclusions/verification. The results of research related to the internalization of character values through the backpacker program at Sekolah Menengah Pertama Islam Terpadu (SMPIT) Al-Ibrah are going well. This can be seen from the backpacker program completion aspect, all students have completed 7 indicators starting from (1) Students can develop a spirit of independence, (2) Students can develop problem-solving skills, (3) Students can develop communication skills with the community, (4) Students can develop a spirit of brotherhood and solidarity in group work, (5) Students can train physical resilience and emotional resistance to problems, (6) Students can develop a love of their homeland, (7) Students can develop a spirit of empathy and caring. This program provides space for them to learn from real

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experiences, hone social skills, and strengthen moral values that are useful for their future lives.

Keywords: Internalization, Character, Backpacker Program

INTRODUCTION

In this era of globalization which is full of challenges, the internalization of character values is an important aspect in forming an individual's personality, especially in the educational environment. Strong character is needed to face various social, cultural and technological dynamics that are developing very rapidly (Wisiyanti, 2024; Khotimah & Muslimah, 2023; Setyawati et al., 2021; Rijal, 2018). Character education is not just a transfer of knowledge, but also an effort to instill moral values so that students are able to act according to the norms and ethics that apply in society (Lickona, 1991). Therefore, internalization of character values must be carried out systematically through learning.

Various studies show that internalization of character values can be done through habituation in educational and family environments. Tilaar (2012) emphasized that character education must be carried out holistically by involving all parties, including teachers, parents and the community. An experience and example-based approach is an effective method in instilling moral values in students. Faridi (2020) explains that character education is a process of cultivating and empowering noble values in the educational unit environment, family environment and community environment. Character is a form of mental revolution for the nation's generation. The character internalization process at the educational unit level is designed by carrying out various stages, from planning, implementation to assessment carried out by a teacher by paying attention to the character that students need at that time (Supriyadi et al., 2022). Character must be integrated in theoretical and practical realms in the world of education to form positive values in students (Hamidah & Susilawati, 2023; Timur et al., 2024).

Essential and main character elements must be instilled in students which include Lickona, (2012): sincerity or honesty, compassion, courage, compassion, self-control, cooperation, hard work. Strengthening character values is a program to strengthen the character of students through harmonization of heart, feeling, thought and sports as a form of the National Mental Revolution Movement (Perpres, 2017). The internalization of

values certainly cannot run well without support and cooperation between schools, families and communities. So that students must be equipped with moral, spiritual, religious and scientific values to face future challenges, in accordance with government directions in forming students' character through the learning process in class, additional assignments outside of class, and extracurricular activities, intracurricular learning and co-curricular activities (Kollo et al., 2024).

Based on the description above, research on character is still interesting to research. This research is different from previous studies because this research examines the backpacker program in implementing character values in schools (Al-Ibrah, 2022). For this reason, the aim of this research is to describe the internalization of character values through the backpacker program at Sekolah Menengah Pertama Islam Terpadu (SMPIT) Al-Ibrah.

METHODS

The paradigm used in this research is the constructivist paradigm. This research uses a qualitative approach, namely the researcher explores and understands the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems so that the researcher explores from data obtained in the field (Creswell, 2016). According to Silalahi (2015) this type of qualitative approach leads to the identification of characteristics that differentiate the characteristics of humans themselves, objects and events experienced. The location of this research is the Sekolah Menengah Pertama Islam Terpadu (SMPIT) Al-Ibrah. The data collection techniques used in this research are observation, interviews and documentation (Creswell, 2018). The data analysis technique in this research uses the Interactive Analysis Model. The Interactive Analysis Model has three steps that must be carried out, namely condensing data, presenting data, and drawing conclusions/verification (Miles et al., 2014).

RESULTS

Based on the research results, it can be described that the character built at Sekolah Menengah Pertama Islam Terpadu (SMPIT) Al-Ibrah is through several character values such as spiritual, moral, intellectual, physical, interpersonal, cultural and social (Al-Ibrah,

2017). Firstly, Spiritual values, this character includes having a clean and solid aqidah *(salimul aqidah)* which is something that every Muslim must have. The spiritual aspect also includes worshiping properly (shahihul worship). If a clean and solid aqidah is firmly embedded in your heart and you worship correctly according to the guidance of the Prophet Muhammad SAW then as a good Muslim you will always be enthusiastic and sincere in your deeds. As expressed by a teacher at SMPIT, stated in an interview;

> *Spiritual values are the basic and main values that students must have. Because with understanding and familiarization with faith and morals, it is hoped that students will be more active and enthusiastic in carrying out religious commands and carry them out without coercion.*

Second, moral values include strong morals *(matinul khuluq)* or noble morals, which are attitudes and behavior that every Muslim must have, both in relation to Allah SWT and to His creatures. The moral aspect also includes fighting against lust *(mujahadatun linafsihi)* which is one of the personalities that must exist in a Muslim, because every human being has a tendency towards good and bad. As stated by the SMPIT Teacher in an interview;

> *Morals are a reflection of a person's self. Good and bad student behavior can be seen from the way they interact with peers and teachers in daily life in the school environment. For this reason, instilling moral values in students is an equally important part of forming a good Muslim as a reflection of individual students and the school in general.*

Third, Intellectual values include Intellect in thinking or broad insight *(mutsaqqoful fikri)* which is one of the important aspects of the Muslim personality. Therefore, one of the characteristics of the Prophet Muhammad SAW is *fatonah* (intelligent). As stated by the SMPIT Teacher in an interview;

> *Students must have broad insight in facing the rapid development of science and technology in this era of globalization. Intellectual values are developed based on students' cognitive abilities. Students' reading and analyzing abilities are expected to increase students' abilities and insight in recognizing and understanding lessons.*

Fourth, physical values are the character of awareness of living a clean, healthy and balanced life. Clean living is Islamic culture, Islam teaches cleanliness and beauty. Healthy living is one aspect of the Muslim personality that must be present, physical strength (qowiyyul jismi) physical strength means that a Muslim has physical endurance so that he can learn and implement Islamic teachings optimally with a strong physique. Prayer, fasting, zakat and hajj are practices in Islam that must be carried out with a healthy or strong

physique, especially fighting in the way of Allah SWT. As stated by the SMPIT Teacher in an interview;

> *Physical values possessed by students refer to aspects of physical health, fitness and body care that reflect life balance, for example, exercise, healthy eating patterns, personal hygiene and physical endurance in facing daily activities both at school and at home.*

Fifth, interpersonal values are the Muslim character of being orderly in matters (munazhzhamun fi syu'unihi). A business is done professionally, so whatever he does, professionalism always gets his attention. Being serious, passionate and sacrificial, having continuity and being based on knowledge are among those that receive serious attention in carrying out their duties. As stated by the SMPIT Teacher in an interview;

> *Interpersonal values refer to values related to a person's relationships with other people in social life. This value is very important in building harmonious and effective interactions in various aspects of life, such as family, school, work and society.*

Sixth, the cultural value that is built in schools is time management/being good at keeping time *(harishun ala waqtihi)*. Seventh, Social value is a character that is useful for other people *(nafi'un lighoirihi)*. As stated by the SMPIT Teacher in an interview;

> *Cultural and social values are principles, norms or beliefs held by a community group as part of their identity and cultural heritage. These values shape ways of thinking, behaving and interacting in social life, and are passed down from generation to generation.*

These seven character values are values that are understood and implemented at SMPIT. Character values in schools are a process of instilling moral and ethical values in students so that they become part of their personality which is reflected in their daily attitudes and behavior. This process not only involves cognitive aspects (knowledge about character values), but also affective (attitudes and feelings towards these values) and psychomotor (manifestation of values in real actions). As expressed by a teacher at SMPIT, stated in an interview;

> *The seven character values above are the basis for internalizing character values at SMPIT. These values are the school's way of instilling character values in every program, both academic and non-academic. It is hoped that instilling these values will provide students with an understanding to apply in everyday life.*

In line with this, said Thursina IIBS Student in an interview:

> *We were given an understanding of character values during this backpacker program material, with the hope that we can instill these values in our daily lives. These values teach us how to become independent individuals, work together with groups, physical and emotional strength, and strengthen spiritual values as well.*

These character values are then used as indicators in the Backpacker program in determining aspects of student completion in participating in the Backpacker program. The aspects of completeness are as follows; (1) Students can develop a spirit of independence, (2) Students can develop the ability to solve problems, (3) Students can develop communication skills with the community, (4) Students can develop a spirit of brotherhood and solidarity in group work, (5) Students can train physical resilience and emotional resistance to problems, (6) Students can develop a love for their homeland, (7) Students can develop a spirit of empathy and caring (Al-Ibrah, 2022). As expressed by a teacher at SMPIT, stated in an interview;

> *Students are considered complete in this program if they can fulfill several aspects which are indicators of completion in this backpacker program. These seven indicators of completion will be presented at the end of the activity to determine which students with the best grades will receive appreciation and rewards. Rewards are given to encourage backpacker program participants to take part in this activity.*

The backpacker program in the context of character education is an effective method for internalizing character values in students. These activities usually involve independent or group travel with limited facilities, which require participants to develop life skills, independence and responsibility. Through the backpacker program, students not only gain travel experience, but also experience the process of internalizing character values that support their personal development. This program provides space for them to learn from real experiences, hone social skills, and strengthen moral values that are useful for their future lives.

DISCUSSION

Based on the results of the research above, the internalization of character values at Al-Ibrah Gresik Integrated Islamic Junior High School (SMPIT) is going well. Values such as spiritual, moral, intellectual, physical, interpersonal, cultural and social are the values taught at SMPIT (Al-Ibrah, 2017). The process of instilling moral and ethical values in students so that they become part of their personality and are reflected in their daily attitudes and behavior. This process takes place through education, experience and social interaction, both within the family, school and community. This is in line with Lickona, (2012) who divides the main elements of character into 7 parts, namely honesty, compassion, courage, kindness, self-control, cooperation, diligence or hard work.

The character values taught at SMPIT are also inseparable from strengthening the character values in the presidential regulations regarding the national movement for mental revolution, which is a program to strengthen the character of students through harmonization of heart, feeling, thought and sports (Presidential Decree, 2017). From spiritual, moral, intellectual, physical, interpersonal, cultural and social values, students are taught through several aspects such as cognitive aspects (knowledge of character values), but also affective (attitudes and feelings towards these values) and psychomotor (embodiment of values in real action).

The results of the internalization of character values through this backpacker program give birth to students who have a spirit of independence, the ability to solve problems, communication skills with the community, a spirit of brotherhood and solidarity in group work, physical resilience and emotional resistance to problems, love of the homeland, and a spirit of empathy and caring (Al-Ibrah, 2022). Of course, this will not be able to run well without support and cooperation between schools, families and the community (Tilaar, 2012; Faridi 2020; Kollo et al., 2024). The backpacker program provides real experience for students to become more familiar with problems and solutions in dealing with others in different social and cultural conditions.

CONCLUSION

Based on the results of the research above, it can be concluded that the internalization of character values through the backpacker program at Al-Ibrah Gresik Integrated Islamic Junior High School (SMPIT) is going well. This can be seen from the

backpacker program completion aspect, all students have completed 7 indicators starting from (1) Students can develop a spirit of independence, (2) Students can develop problem-solving skills, (3) Students can develop communication skills with the community, (4) Students can develop a spirit of brotherhood and solidarity in group work, (5) Students can train physical resilience and emotional resistance to problems, (6) Students can develop a love of their homeland, (7) Students can develop a spirit of empathy and caring. This program provides space for them to learn from real experiences, hone social skills, and strengthen moral values that are useful for their future lives.

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