Strategic Instructional on Character Education

Hardianto[1]

Abstract

This study aims to describe: (1) The implementation process of Islamic Education Teachers (PAI) in implementing character education; (2) Factors that support and obstruct and solution in implementing character education; (3) Result of implementation of PAI teacher learning strategy in implementing character education. This type of research is qualitative research by analyzing field data (field research). The approach used is the theological approach of normative, juridical and pedagogical. Sources of data in this study are primary data and secondary data. Methods of data collection used are reference search and field research using observation, interview, and documentation. Processing techniques and data analysis are done starting from data reduction, data presentation, and conclusion. Testing the validity of the data using the data credibility test. The results showed that: (1) Implement character education based on PAI teacher strategy can be done by setting learning strategy mastered in learning. (2) Supporting factors of character education implementation are the support of Makassar City government, community, and parents. While the inhibiting factors are family and environmental problems. Solutions in implementing character education that is to provide sanctions to educate and communicate to parents. (3) The implementation of learning strategies for educators is planned and participated in school characteristic activities that are composed of daily, weekly, monthly, semester and yearly program. The results of character education training are systematically seen in the behavior and appearance of learners. The whole affective, cognitive, and psychomotor spheres of learners reflect the values of the characters.

Introduction

One indicator of the success of a nation's development is the increasing quality of education of its citizens (Hasanuddin Buhory 2007). Education should provide a basis for sustainable life of the nation with all aspects of life of the nation that reflects the character of the nation of the future (Ministry of Education and Culture of RI 2010). The result of observation and study of several parties shows that elementary school teachers (SD) in implementing the learning process there are a number of weaknesses and deficiencies (Iskandar Agung 2010).

A logic says that there is no quality learning process without any quality of educator behavior, and there is no quality of educational outcomes without any kulaitas learning process. The point is the quality of educational outcomes is strongly influenced by the quality of educator behavior. Therefore, no child cannot be educated, there are educators who have not managed to educate (Muhaimin 2011). Educators are always required to master A large number of professional learning skills. In accordance with the author's observations, educators who take advantage of the development of Science and Technology (Science and Technology) as a medium of learning is still relatively few of the educators are able to use electronic learning media.

Education Indonesia for learners as the object and subject of learning directed to the formation of characters. One of the educators who play a role in character values is the teacher of Islamic Religious Education. Teachers as educators must make efforts of spiritualization of education, science dichotomy is time to be abandoned. Because the method of religious education is not only limited to the transfer of knowledge that memorize some verses and Hadith, but do not apply the meaning of content in life.

[1] Candidate of Doctor of Islamic Education Program at Muhammadiyah University of Parepare Indonesia
E-mail: Antohardi001@gmail.com

To overcome this problem, there needs to be awareness of educators as teachers of Islamic Education which is one of the most important factors in character building in schools to develop curriculum and modify the learning system. Especially in public education institutions, religious education is presented on the plains of introducing religious teachings according to its adherents, aiming to instill character to learners in accordance with the concept of Islamic teachings and implement in life (ArmaiArief 2005). The material is related to ketauhidan, worship, character and muamalah.

The profession as a teacher is a noble task, a prophetic profession. The noble qualities which the prophet holds, should be possessed by the teacher, especially the compulsory nature of nab and away from the self and the attributes that distinguish the mercy of God. Teachers who fathanah in learning Islamize Religion education will use a variety of instructional strategies. Each strategy has the specificity of the linguistic religious education Islaman educational goals, both cognitive, affective and psychomotor (HeryNoer Ali 2012). Learning strategies that are executed well, easily forming and implementing character education can be realized in each activity participants ahsantaqwim.

Teacher Strategy Islamic Religion Education

Basic Concepts of Learning Strategies

One effective teacher measure is that teachers are able to change the models, strategies, methods, and techniques in teaching. Even able to correct errors in the student book and can perfect it (Suparlan 2005). Learning model is a system of learning process intact, starting from the beginning Islam final. Learning model includes learning approach, learning strategy, learning method, and learning technique (Munif Chatib 2013). The term often gives the impression of equality even though in practice there are differences. The learning strategy refers to how the teacher organizes the entire learning process, including; Time allocation, beheading of presentation, method selection and so on. Teachers who think about strategy, include thinking about the methods and approaches (Sharsismi Arikunto 2012). Strategy is a set of formats that become the basis of the implementation of learning optimally by educators and learners to Islam learning objectives.

The above description can be concluded that the learning strategy is a concept that provides a perspective, thinking patterns and direction of teacher learning actions in choosing effective learning methods to Islam learning objectives. Learning strategy variable earning strategy variables classified into three, namely: organizational strategy, delivery strategy and management strategy (Made Wena 2010).

Organizational Strategy

Learners succeed in learning if the process is right. The process is an amalgamation of interesting material and the way that Islamic educational materials are compatible with the child's learning style. Interesting material is the material that raises the interest of the child to want to know something new. If the material is less interesting, usually learners will be lazy to learn (Munif Chatib 2013).

Organizational strategies aim to help learners improve the meaningfulness of new information, primarily by imposing new organizing structures on the material information. This strategy consists of outlining (framing outline), concept mapping (mapping concept), mnemonics (create a new category), chunking (pieces) and acronyms (abbreviations) (Trianto 2009). In its application, it is called macro strategy (arranging the order of the whole field of study of more than one idea) and micro-strategy (arranging the order of presentation for a single idea or concept).

Cited by Muchlas Samani, Ausubel believes that learning should be meaningful (meaningful learning) for students (Muchlas Samani, 2011). Therefore, the creativity of teachers in the design of learning. The teacher's creative learning program needs to be accompanied by a set of strategies such as broadening the horizons, developing class communities, developing the physical environment, developing an openness attitude, optimizing the use of learning technology, raising challenges and developing evaluation tools (Iskandar Agung 2010)

The Delivery of Learning

In Government Regulation Number 19 The year 2005 regarding National Education Standard chapter IV Article 19 states that:

Learning Processes in educational units are organized interactively, inspiration, fun, challenging, motivating learners to participate actively, and providing sufficient space for the initiative, creativity, and independence according to the talents, interests, and physical and psychological development of learners (Republic of Indonesia 2005).

The process of learning transfer is implemented using two learning strategies, namely exposition-Discovery Group -Individual Learning and Learning.

a. Exposition-Discovery learning

Exposition learning is a learning strategy that tends to menyam Pendidikan Religion Islamize the material in detail. Discovering Learning is a learning strategy that asked students active for observation, experiment, or scientific measures so concluded.

b. Group-Individual learning

Group learning strategies that involve more than one learner in each group so as to produce the subject matter interaction. Individual learning is individual learning strategies, independently resolve its own the problem (Munif Chatib 2013). There are three components that need to be considered in expressing the strategy of Islamic Religious Education delivery, namely: learning media, student interaction with media and forms of teaching and learning (Made Wena 2010). Teachers should encourage multiple approaches taught in schools, so as to make the process more open, democratic and diverse, not only doctrinal and formalistic (Chi-Ming Lee, 2004). Effective learning Teachers should have the tips and art combine between the form of learning and media so as to create a harmonious learning process because there is a correlation that must be aligned.

Behavior in children is common in the world of children, so be not surprised. If you can cope with the behavior wisely, then the fruit you earn will be good. If not, then the students will grow and evolve with the behavior and those of other store behavior (Abu Amr Ahmad Sulaiman, 2000).

Learning Processing Strategies

Learning situation processing strategies Processing strategy deals with determining when a strategy or strategy component is appropriately used. There are four matters that become the processing strategy problem, that is scheduling the use of learning strategy, making progress note learners, motivational management and learning control (Made Wena 2010). Including what needs attention is a dynamic classroom environment. According to LouAnne Johnson to create a dynamic environment involves four basic elements, namely detail flavorings, seating arrangements, fittings and joints, and informant learners (LouAnne Johnson, 2009).

Education experts presents 10 (ten) active learning strategies-fun-charged character, the ten strategies most accommodating are the Active Learning charged character, Cooperative Learning charged character, Contextual Teaching and Learning (CTL) charged character, learning strategy Inquiry charged character, Based Learning problem (PBM) charged character, character-laden Expository teaching strategies, Creative and Fun Active learning (PAKEM) charged character, character-laden Innovative learning strategies, learning strategies Affective charged character, and character-laden Quantum learning (Suyadi 2013).

Teachers need to understand the principles of using learning strategies. A number of these principles are goal-oriented, activity, individuality and integrity (Vienna Sanjaya 2009). Implementing an appropriate strategy in learning allows for better learning effectiveness, otherwise learning becomes a problem, therefore, it is important for educators to format a fun learning strategy (Darmansyah 2010). A practical way for educators to master many teaching strategies is to study the state of learning and practice teaching strategies.

Mastering a wide variety of strategies is essential for an educator, but educators need to be aware of their position as "second parents" for children. Educators need to do things as parents. Like, pray for learners (Abdullah Munir 2010). What is more important for teachers, teachers must have positive qualities and abstain from negative traits (Muhammad Abdullah Ad-Duweisy 2014).

Evaluation of Learning

Implementation of evaluation need systematic planning, evaluation is an effort to make decisions about the level of student learning outcomes in accordance with learning objectives. Target evaluation of learning outcomes is the development of the cognitive, affective and psychomotor aspects in accordance with the procedure (Zainal Aqib 2010).

In the dimension of Islamic religious education, it should be directed to two dimensions, namely horizontal dialectical dimension and vertical dimension. The purpose of evaluation of Islamic religious education is more emphasized on the aspects of charity (affection) and psychomotor then cognitive. Evaluation of Islamic education refers to the evaluation system outlined by Allah swt. In the Qur'an as practiced by the Messenger of Allah. (Mulyadi 2010) The concept of evaluation in Islamic education is comprehensive in every line of life. The spectrum of evaluation study based on the balance, the world and the realm of the hereafter. Neither in the affective, psychomotor and cognitive aspect, there is unity of faith, science, and charity.

Character building

Understanding Character Education

Character comes from the Greek character derived from *charissein*, etymologically means making sharp, making the inside. In English is called character, temper; France, character; and Arabic, morality. Ibn Jama'ah called it an adab. Morals include all good and bad behavior. While adab always annotate well (HeryNoer Ali 2012). In Indonesian words, character is commensurate with the word character, character, psychological properties, character and morals that distinguish someone from others (Ministry of National Education 2011).

Character education in a school format is called learning that leads to the strengthening and development of a child's full behavior based on a certain value that the education institution refers to. Character education is aimed at strengthening and developing children's behavior as a whole and based on school values. The character is equated with manners, morals, morals, affections, moral, character, character (Dharma Kesuma 2011).
Educational Objectives Character school format

School as a learning institution, has a format of educational objectives that Strengthen and develop the values of life that are considered important and necessary so that the typical personality of learners, correcting the behavior of learners who do not correspond to school character education values, Build a good connection with the family And society (Dharma Kesuma 2011).

Theories on Critical Education

Echoed character education since ancient Greece with the theories of the philosophers that have evolved from the days of to the times, namely Ancient Greece Character Education, Character Education Roman and Medieval, Modern Era Character Education (Fatchul Mu'in 2011), character education in Indonesia (Which contains the values of religious character, honesty, tolerance, discipline, hard work, independent, democratic, curiosity spirit of nationalism, love of the homeland, Appreciate achievement, friendly / communicative, love peace, love reading, caring environment, social care, and Responsibilities) (Ministry of National Education 2010) and Islamic Character Education perspective

Character or culture is the image of behavior that should be owned and implemented by teachers and learners. Imam Al-Ghazali calls *Akhlaq* (Imam Al-Ghazali 2005). Moralism of the faith, the Qur'an affirms the virtue of morality into the group of *traits of the believers* (Surat al-Mu'minun: 1-8), *the devoted people* (Surah Ali-Imran / 3: 133-134), *Ibad al-Rahman* (QS. Al-Furqan: 63, 67 and 72) and *Ulul al-Bab* (QS. Al-Ra'd; 20-22) (An-Nida Bulletin 2013). The correlation of taqwa and morality is explained through the hadith of the prophet concerning cautious in every situation and condition.

Education in Islam is directed as a process of education to organize morals. Noble deity is one of the outputs of Islamic education (Ali Mudlofir 2011). Character education can be referred to as *al-Tarbiyah al-Akhlaqiyyah fi al-Islam*. Moral without religion is an inanimate object that dies in the face of materialist humanitarian values. Thanks to the noble and glorious character, the holiness and salvation of one's life will be preserved (Ali Qaimi 2002). Characters to be formed tailored to the subject matter. Learners kept away from acts that violate the teachings of religion, even though the action was not unlawful for children with reasons not yet *mukallaf*. Learners although not mukallaf but are prepared to accept taklif (Ibn Qayyim al-Jawziyya 2006). Allowing students to pray without wudu or being exposed to unclean is a less educational measure.

Research Methods

This study was conducted in accordance with the conditions of natural objects what develops there in the field, field research (Abd Kadir Ahmad, 2003).

This type of research in this thesis is a qualitative study to analyze field research. This study will examine the strategy of Islamic Religious Education teachers in the implementation of learning that shapes the character of learners in accordance with the objectives of learning. The location of the research is the Integrated Islamic Primary School (SDIT) Ar-Rahmah Makassar city. The research location is located at Jl. Komplek Masjid Al Ikhlas Housing Lecturer Hasanuddin University Tamalanrea Makassar City South Sulawesi Province. Researchers used the approach microcosmic, including reviewing educational aspects in-school system as a process of interaction involves factors of students, teachers, materials, and environment (Ella Yulaelawati 2007) Another aspect approach used in this study is a normative approach theological, juridical and pedagogical.

Source of data in this research divided by two; Primary and secondary sources. Primary data sources obtained from the Principal, Islamic religious teachers, learners and parents of learners. Secondary data sources in the form of writing and other documents serve as for a reinforcement of the findings in the field. Instruments used by researchers are interview guides, observation guidelines, and related documentsData collection techniques in accordance with the purpose of research, ie using library research and field research. This field research uses qualitative data types, using observation, interview, and documentation.

The research is qualitative using non-statistical analysis (Yatim Riyanto 2010). Data analysis in qualitative research, conducted at the time of data collection took place, and after the data collection period. Activity in qualitative data analysis is done interactively and continuously sam Pendidikan Islam is complete. Activities in the analysis of the data, that is data reduction, data display, and conclusion drawing, verification (Sugiyono 2013). Summarizes the data, making the relationship between categories accompanied by valid and consistent evidence. Test the validity of data in this study using the test credibility data (internal validity).

Research Result and Discussion

Strategy Implementation Process Islamic Education Teachers In Implementing Character Education

Teachers in menyam Pendidikan Religion Islam subjects of Islamic Religious Education should reflect the universality of Islamic teachings, which includes trust, worship, akhlaq and social interaction, namely the output of learning directed at pena Pendidikan Religion Islamic aspects affective, cognitive and skills. The subjects of Islamic Religious Education in question are Al-Qur'an and Hadith, Aqidah Akhlaq, History of Islamic culture.

The learning process of Islamic Religious Education is conducted with three activities, namely planning, implementation and evaluation of character-filled. The Syllabus and Learning Implementation Plan (RPP) contains character values. In conducting research on the strategy of Islamic Religious Education teachers in implementing character education, the basis of which is the target of research is the implementation of learning strategy of Islamic Religious Education which is characterized by the teacher of Islamic Religious Education to the students in accordance with the RPP that the character wants to develop.

Review of Lesson Plans

Syllabus of Religious Education and Character in Ministerial Regulation No. 57 Th 2014 on the 2013 curriculum developed by the government used by educators as a reference in the preparation of RPP. The RPP component shall refer to the Process Standard No. 65 Th 2013 containing the identity of the School, subject identity, class / semester, subject matter, time allocation, learning objectives, basic competencies and indicators of pens Religious education Islam competence, learning materials, time allocation, learning methods, learning media, learning resources, Learning steps, and assessment of learning outcomes. Teachers in the field of study carry out the learning directed by the Coordinator Field Studies.

Implementation of Learning Strategy Education Islam

Organizing Strategy

Schools have provided teaching signs before carrying out the lesson, which is the coordination meeting of the field of study. In general in the success of learning programs, then formed Learning Resources Center (PSB) with the aim of a forum for discussion among teachers in the field of study. Specifically formed PSB PAI for all PAI teachers, they discussed the PAI strategy before they taught next week. I believe when it is implemented, then the teacher will be able to process the learning with more interesting because the input from colleagues who had attended training (Jusria Kadir 2015). Agreements in PSB meetings are actualized in the provision of subject matter.

From the description above can be seen that through the activities of organizing strategies can add creativity and innovation of teachers in learning.

Strategy the Delivery of Learning

Various interactions and learning experiences, ranging from preliminary activities, core activities, sam Pendidikan Islam covering activities.

Preliminary activities

Preliminary activities undertaken by teachers of Islamic Religious Education subjects are implementing orientation, apperception, motivation and targeting. Examples of these preliminary activities are the activity, experience, interaction of learners during the journey from home to school. Because it has an impact on learning in the classroom. Attention learners before entering the learning can be focused on a variety of strategies, one of which provides a question about thank goodness favors. Learning is done if the attention and motivation of learners have started to form (TitaYunita Sari 2015)

Core activities

The core activities are the main activities in learning by taking the following actions:
Using learning models, learning methods, learning media, and learning resources tailored to the characteristics of learners and subjects.

The method of religious study of aspects of the Qur'an is the method of UMMI. UMMI method helps learners in reading and memorizing al-Quran according to the level of school education. UMMI method taught is one method of reading the Quran is fun. Directed learners say verses or sentences of the Koran in accordance with *makhraj al huru>f, s}ifa>t al huru>f* and corresponding Qaeda recitation, simultaneously learners are trained to memorize the Koran. The religious character will awaken by building a love of the Qur'an through reading and memorizing the Koran. Cultivation of certain kinetic values is emphasized after ending the lesson by taking a good lesson from the reading of the Qur'an (Sharif Dai 2015). Using thematic and/or scientific and/or thematic approaches and/or inquiry and disclosure (discovery) tailored to the characteristics of competence and level of education.

Strategies are similar to methods, which often do vary. History material that discusses using concept mapping and wears pegs (objects in the classroom, placed on the wall) by directing learners recognize important events, such as the birthplace of the prophet Muhammad and his parents' names. Make the title of the middle and give the branches, mapping implemented in classes IV, V and VI. The material of fiqh discussion by taking practice directly at ablution (Rosdiana 2015). The teaching strategy has a close relationship with the teacher's creativity that requires maximum effort to generate an idea or strategy concept in learning.

Loading the development of attitudes, knowledge, and skills integrated on learning.

Specific strategies for the inclusion of character values of each learning process are non-permanent. Eg subject matter with group discussion method. The discussion atmosphere is not conducive, appears tendency to defend opinions and impose understanding on other groups, then as a teacher PAI approach by emphasizing the importance of tolerance. Why quarrel and what he wants and the solution (Aliyah Mansyur 2015). Integrating character values to learners, especially every learning process can be done by the personal approach.
Closing Activity

Evaluation of learning is done at the end of the subject matter, which is giving tasks or exercises, reminding to repeat the kingdom and preparing the next lesson materials, provide motivation to learn, and pray together may get mercy and benefit from the knowledge learned and grateful for the gift of God. (Aliyah Mansyur 2015). Character values can be emphasized in closing activities according to the subject matter. Closing activity is an effort to develop the character of learners. Educators are reminded of the importance of repeating and learning the next material
strategy learningprocces

Implementation of learning strategies can adjust to the situation and conditions encountered in learning. The class situation, student circumstances, and the availability of facilities and infrastructure becomes the factor of accuracy in choosing a strategy. S Strategy learning requires the use of a schedule as set out in the RPP.

The RPP format has been established using the Problem Based Learning (PBM) strategy. But because of the constraints, Student Worksheet (LKS) does not, the switch or looking to other strategies such as the move to cooperative learning strategies, antipodal following meeting after LKS or media are available. Minimal use of lecture method because of much power (Rosdiana 2015).

All the events that occur in the learning process for learners become observations and notes. Teachers' notes or journals serve as guidelines for evaluating the development of learners. Schools make yaumiyyan book, a kind of book of deeds well learners. Activities along with the family are recorded by the parents or guardians of students to assess the good character of the students, in consideration that the character of the learner is not all known by the school, so we co-operate with parents. Then comes the issue, when parents do not pay attention to their children at home, so there is no data. If that happens, then learners are interviewed (Jusria Kadir 2015).

Cooperation conducted by the school (homeroom teacher and teacher of the study including the teacher of Islamic religious education) with the parents of the students will strengthen the relationship friendship and facilitate the assessment of character. The good and bad character of learners can be portrayed in the book yaumiyyan. The combination yaumiyyan book and an explanation of the spirit of charity would motivate learners.

Activity learning learners inside and outside the classroom influenced by the state of motivation and emotion. Motivation learners need to be emphasized every entering or ending lessons, therefore management of motivation and emotions of learners need to get the attention of teachers. The questionnaire results one private school in Singapore showed that the most memorable experiences of learning Islamic religious education were drama, learning with humor, telling stories, watching movies and mind mapping.

Based on the observation of a writer, teacher of Islamic religious education is already implementing a wide variety of learning strategies with multiple Intelligence, such a strategy discussion, strategy identification, strategy sociodramatic, strategy characterizations, visual strategies, strategy board (cardboard) games, strategy Applied Learning and strategies Movie Learning. The whole strategy can actualize one of the values in character education.

Factors that support and obstruct and implement solutions character building

Supporting factors in implementing Character education

The development of schools based on cultural character 'can be done by integrating the efforts of teachers, students, administrators, parents and communities in building a character-based school environment, by strengthening the function of parent education and community education, utilizing several religious, cultural and educational organizations and involving participation Media (Chi-Ming Lee 2004)

a. Community Support

The community witnessed the seriousness of the school in the character building of learners, with various methods and strategies applied by schools, such as a modern and trusted school management system, the practice of good Islamic teachings, knowledgeable and devoted teachers. In addition, the location factor is strategic and easy to reach.

According to the public assessment, in general, the students of SDIT Ar-Rahmah Makassar have a good character. It can be seen when establishing communication with people around the school environment, religious coaching activities conducted in the mosque, they are orderly, calm and well-dressed in performing the prayers in congregation (Mu'min 2015).

b. Parent Support

Efforts made in establishing friendship with parents of learners is to provide a particular activity, such as parenting seminars and meetings of teachers and parents who are always running smoothly. The value of Islam that the school carries makes it special for the views of parents. Alumni SDIT Ar-Rahmah has good attitude and ethics of graduates, one of the indicator is the initiative to perform the prayer and have a good Qur'an reading. I do not want a children's education like a public school that seems only one way. While in SDIT AR-Rahmah Makassar created two-way communication, ie from teacher to student, student on the teacher (Sariefathanah 2015). Factors supporting the implementation of the strategy of Islamic religious education teachers in implementing character education are a common understanding and joint efforts of various parties trust and responsibility in education.

c. Peer Support

Participation of colleagues in learning can be done by exchanging thoughts and experiences in the process of learning. Lack of knowledge of Islamic religious education teachers about learning strategies may be controlled by other teachers. The importance of communication of Islamic religious education teachers with other teachers about learning makes it easier to find Islamic Religious Education learning objectives. Islamic learning is divided into three, namely Islamic Religious Education, Tahfiz, and UMMI. Tahfizh materials help teachers of Islamic religious education in Islam menca Pendidikan mastery learning on the material of the Qur'an. Material UMMI more emphasis on the recitation and memorization of the Qur'an. The material Islamic Study Club (ISC) helps teachers of Islamic religious education in cognitive learners about the insight Islam.

Obstacles in implementing character education

Based on interviews with teachers of Islamic religious education, they testified that the limiting factor in the implementation of character education is among others:

a. Family problem

Obstacles commonly faced by teachers of Islamic religious education in relationships with parents, for example, parents have a busy, parents are less aware of the importance of cooperation with teachers, parents entrust and give entirely the responsibility of their children's education to the teachers at school, and with parents free to communicate with the school.

b. Problem social Friend

Based on the results of questionnaires one Makassar schools, revealed that less good deed ever done by his friends. The less good deeds can have a negative impact, it is likely to mimic or invite friends to do so. Learners who have Intelligence Quotient (IQ) is low, weak faith, immorality, would be more easily influenced by friends and customs bad temper.

c. Problem Students

The behavior of learners affected by the individual principles, namely; differences in the level of intelligence, interests, personal needs, experiences, talents, abilities that indicate the need for counseling. Schools are now dealing with a pupil formed by the media, which has become the most influential force shaping the world view of our pupils and values. In this state, the teaching content and pedagogy needs to be reviewed where updated examples of media used and students are encouraged to discuss problems arising from these examples to look at the underlying values and make their own decisions after critical reflection (CK Cheung)

Solutions to Overcome the Problem of Students in Implementing Character Education.

a. Steps that can be taken are as follows:
Provide guidance in the form of advice to the students about the harmful effects hang out with friends who are depraved.
b. Intensifying communication with families educate learners
The role of parents is needed in building the character of students. designing the alignment mechanism parent role. If the role of parents does not get involved then development character in school unrequited. Therefore, the school responds to the input of parents and parents also responded from school (Hasan Hamido 2015).
c. Stimulate interest, motivation, and talents of learners in the learning process.
d. Adjust appropriately into diverse situations in the environment of learners.

Implementation of Learning Strategies Teachers Implementing Character Education.

The results of the implementation of character education in the subject of Islamic religious education in an integrated manner through four activities, namely the implementation through a process of learning, self-development school, stabilization through extracurricular, and habituation

Learning process Planting character learners can use contextual linking approach the subject matter with the facts of their lives .

The efforts of teachers in improving the quality of learning PAI, namely the implementation of learning should choose contextual nature , Learning is directly related to reality , Not only powerful in terms of concept, but we encourage learning in class to be carried on outside the classroom, for example, learning directed to the place of ablution (Hasan Hamido 2015).

Each classroom has a target achievement character building Smaller. Homeroom and subject teachers to design learning for designing learning to hit the target character. PAI teacher learning strategies used to develop certain characters quite varied, such strategies Cooperative learning is charged character, Contextual Teaching and Learning (CTL) charged character, problem-based learning -charged character, and concept mapping charged character.

School Self-Development Program

All school activities program can be achieved with the cooperation. We deliver when breaking the morning, that all teachers and is the pioneer we, as leader, just made and Me- management, the executor is homeroom and subject teachers. Learners need to be involved in building the character because when formulated together, the learners feel responsible and be a moral consequences for breached (Arman 2015)

Implementation of character education through school culture specifically runs by teachers of Islamic education through school self-development activities are routine, spontaneous activity, activity pattern, and extracurricular activities.
routine activities Routine activities are all activities undertaken learners consistently and continuously, for example, the activities of discipline, cleanliness, neatness, pray, pray and greetings. Values of characters that can be developed that are religious, discipline, social care and care for the environment with a form of execution that has been programmed (Grand Design SDIT Ar-Rahmah Makassar 2011). Coaching is done in a sustainable manner, the next one or two months are already visible results of the program (Arman 2015). Without prejudice to the values of other characters, the formation of character values can be applied in accordance with the conditions of learning and learners.
spontaneous activity

Forms of activity are reflexively done learners when addressing something that happened. The deed is done on the basis on the basis of a boost in self-awareness, for example, disbursements victims of natural disasters. The success of character building for students reflected in addressing the charged activities undertaken characters reflexively learners. Understanding a good value and a good result in actions show learners are able to achieve the learning objectives in accordance with the instructions of the teacher.

Table 1. Data observation of spontaneous activity

Character Values	Forms of implementation
Social care	Gives light-spoken and well-behaved to a friend
	Reminds request and gave sorry
	Reminds said mannered
	Shouted the ban warn
	Warns ban utter harsh words or dirty

Exemplary Learners have certain phases and have a tendency to learn through imitation of the habits and behavior in their environment. Exemplary effective exemplified by parents, teachers and education staff in accordance with the ideals exemplified by Rasulullah Muhammad saw., The Companions and the righteous.

Table 2. Data observation exemplary activities

Character Values	Forms of implementation
Social care	Teacher -spoken and well-behaved neighbor
	Teachers ask for and give sorry
	Teacher directs to say politely
	Teachers call with a good cry
	Teacher directed to not utter a harsh word or dirty

Extra activities curricular

The purpose of education through extra-curricular activities is to steer students have awareness of love for the homeland. Students can participate actively through the capital extracurricular training materials along with formal education are more likely to develop self-expression and sensitivity to social rules (FilizKezer, Hanife Roots and Ali Yidrim 2011). The following extra-curricular activities were found.

Scout

The values of the characters will be embedded in scouting is a democratic, self-discipline, hard work, self-contained, the national spirit, love of the homeland, communicative, environmental care and social care. Implementation of the strategy undertaken in the form of programmed exercise that leadership, enforcement of discipline and the rules of scouting.

Sports

The values instilled character is appreciated accomplishment, love peace, responsibility, discipline, honesty, hard work and love of homeland. The shape of the strategy undertaken regular training, such as football or karate practice.

Spirituality

Religious, tolerance, curiosity and love of peace. Shape strategies that do that regular worship, religious holidays warning, lightning pesantren or religious activities.
habituation program

Various school activities including Islamic education teachers who take on the role of the development of character education for students and providing habituation effects in everyday life. Such activities eg market day. Ar-Rahmah SDIT consistent a monthly report activities are on the active participation of all learners.

Mabit (night of faith building taqwa) monthly courses are held at the school, which aims to determine the state of a day of learners and trained to live independently. The annual program is *Mukhayyar* (super Camb) and market day which is held once in two years. Committee activities market day mandated the learners to make creations that have economic value. Berikunya program that will be a stage greening (green school). There are stages of target achievement every month (Arman 2015).

The overall shape of the learning process gives an overview PAI assessment standards in implementing the curriculum. An evaluation study conducted by PAI teacher as learning outcomes can be understood as a change in behavior that occurs as a result of the learning process. Learning outcomes are expected to bring changes and benefits for students and the surrounding community. Character evaluation of learners is done by looking grade book morality or book yaumiyyan , then give credit points each learner.

Character Education in PAI learning reflects on learning science which has been standardized in accordance with National Education Standards (NES). PAI-quality lessons to students conducted by teachers with the planting of character values in the packaging strategy up to date. Strategies for improving the quality of teachers PAI are contextual, strong in terms of concept and practice (faith and charity), and motivate learning in class to be carried on outside the classroom (Hasan Hamido 2015)

Creativity educators in the process of learning cause a variety of learning strategies Various learning strategy is not something stagnant, therefore, various kinds of learning strategies can be developed in accordance with the development of life appropriate to the situation and condition of the learning and development of learners, taking into account the effectiveness of graduation national education standards and give birth to human achievement and character.

The teachings of Islam that emerged from the educational values of the Qur'an and hadith needs to be transformed into learning strategies for students, provide principle standards and principles that need to be used in formulating a range of approaches to learning that lead to the Islamization of Religious ketercaPendidikan educational purposes, in accordance with the interests and talents, availability of facilities and educational media, prudent, sustainable and in accordance with nature.

Practical level character values of the school, religious activities that have been realized in the form agreed upon ' amaliyahyaumiyyan by all citizens of the school. The development process can be done through the dissemination of religious moral values as ideal behavior attitude who want dicaPendidikan Islam, establishing agendas practice daily, weekly, monthly or half in each school year as a stage and systematic steps.

Education is an effort to develop human nature is the beginning of human capital in the hold of human life. Human nature as beings who have affective and psychomotor logistic can be translated as being characterless characterized perfect man who has the potential mujahadah, ijtihad, and jihad. The values of characters in line with human nature, develop characters simultaneously develop human nature. So educators must be able to adorn themselves with the values of character and are able to develop the nature of learners using various learning strategies.

Results of research on the strategy of Islamic Education teachers in implementing character education in schools, educators found the subject of Islamic education using varied instructional strategies and in sync with the values of the character to be developed creatively and effectively. The fact indicates the rare presence of an educator who uses only one learning strategies course. It was also discovered in the process of character education in the subject of Islamic education in schools. One learning strategies can be used to develop certain characters, then educators must know what character values developed by tailoring specific learning strategies.

Conclusions and Recommendations

Conclusion

Implementation of character education in a strategy teacher of Islamic education implemented by choosing an effective learning strategy and needed by learners. learning strategies through three stages of implementation, namely implementing organizing strategies (outlining, concept mapping, mnemonics, chunking and acronyms), implement the strategy penyam Islamic Education 's that encourages students to make observations and experiments by utilizing instructional media, and carry out the processing strategy of learning by observing learning situations and establish procedures for evaluation.

Implementation implemented character education teacher of Islamic education find their support and constraints. Factors supporting the implementation of character education are government support of Makassar, the community, parents and the support of peers. While the inhibiting factor is the problem of troubled family, friends social friendship negative behavior and learners themselves. The magnitude of the sustaining factor of the constraints faced facilitating formulating solutions to problems in implementing character education to establish intensive communication between teachers, staff, parents and the community.

Implementation of learning strategies for educators implemented programmatically through four activities, namely the implementation through a process of learning, self-development school, stabilization through extracurricular, and habituation. Output implementation of character education is generally characterized by the application of the values of characters in behavior and appearance that touches the affective, cognitive and psychomotor. All educators and education personnel have made Islam as a way of life that must be actualized in life. Teacher of Islamic education has contributed more to provide strengthening the character of a religious aspect to the strengthening of the relevance of the concept of Islamic teachings appropriate learning strategies that have been determined.

Suggestion

To improve s Strategy learning and implementing organizing strategies (outlining, concept mapping, mnemonics, chunking, and acronyms), it is necessary to me formulate strategies penyam Islamic Education 's that encourages students to make observations and experiments by utilizing instructional media based Information and Communication Technology,

To increase the f actors to support the implementation of character education, it is necessary to support optimal from various parties, government, communities, parents and the support of peers. While the inhibiting factors including family problems, friends' social friendship negative behavior and learners send envy needs to come together with various parties, both from the educators and the community that cares about education. To strengthen the implementation of character education of the general public in schools in need application of the values of characters in behavior and appearance that touches the affective, cognitive and psychomotor.

References

Ad-Duweisy, Muhammad Abdullah. 2014. *Al-MudarrisuwaMuharat al-Taujih*terjemahan*Menjadi Guru yang SuksesdanBerpengaruh*olehIzzudin Karim. Surabaya: PT. eLBAMandiri Sejahtera.,

Agama, Departemen. 2002. *Al-Quran danTerjemahnnya*. Semarang: PT. KaryaToha Putra.

Agung, Iskandar. 2010. *MeningkatkanKreativitasPembelajaranBagi Guru*. Jakarta: PT. BestariBuanaMurni.

Al-Ghazali, Imam. *2005. Ihya al-Ulum al-Din. Beirut: Dar al-Kutub al-Ilmiyyah*

Ali, HeryNoer. *2005. PenciptaanLingkunganEdukatifdalamPembentukanKarakterdalammajalahTsaqafah Vol. VIII No. I.* Ponorogo: ISID Pondok Modern Darussalam Gontor: 54

Al-Jauziyyah, Ibn Qayyim. 2006. *Mukhtasar Tuhfatul Maudud bi Ahkamil Maulud* terjemahan *Bingkisan kasih untuk si buah hati* oleh Abu Umar Basyir. Solo: Pustaka Arafah.

An-Nida, Buletin. 2013. *AkhlaqMerupakanBuahKeimanan*. Pertubuhan Kebajikan al-Nida Malaysia.

Arief, Armai. 2005. *Reformulasi Pendidikan Islam*. Jakarta: CRSD Press.

Arikunto, Suharsini. dan Abdul Jabar, Cepi Safruddin. 2004.*Evaluasi Program Pendidikan*. Jakarta: PT. Bumi Aksara.

Aqib, Zainal.2010. *Profesionalisme Guru*. Surabaya: InsanCendekia.

Ahmad, Abd Kadir. 2003.*Metodologi Penelitian Kualitatif* . Makassar, CV. Indobis.

Buhory,Hasanuddin. 2007.*Akuntabilitas Kinerja Pendidikan*. Malang: UM Press.

Burhan, Inggrit. 2003.*Notaris SK. Menteri Kehakiman dan HAM RI No. C-512.HT.03.01-Th.2001 Tanggal 20 Nopember 2001 .SK. Kepala Badan Pertanahan Nasional No. SK 3-XA-2003 Tanggal 27 februari*

Chatib, Munif.2013. *Gurunya Manusia*. Bandung: Kaifa.

Cheung, CK. *The Teaching of Moral Education through Media Education*.The Asia Pacific-Education Researcher.VOL. 16 NO. 1.

Darmansyah.2010.*Strategi Pembelajaran yang Menyenangkan dengan Humor*. jakarta: Bumi Aksara.

Departemen Pendidikan Nasional. 2011.*Kamus Umum Bahasa Indonesia Edisi Ketiga*. Jakarta: Balai Pustaka.

Grand Desain SDIT Ar-Rahmah Makassar. 2011

Gulo, W. 2002.*Strategi Belajar Mengajar*. Jakarta: PT. Grasindo,

Johnson, LouAnne. 2009.*Teaching Outside the Box* terjemahan *Pengajaran Kreatif dan Menarik* oleh Dani Dharyani. Jakarta: PT. Indeks,

Kementrian Pendidikan dan Kebudayaan,2012.*Dokumen Kurikulum 2013*.

Kementrian Pendidikan Nasional, 2010.*Pengembangan Pendidikan Budaya dan Karakter Bangsa* (Jakarta: Badan Penelitian dan Pengembangan Pusat kurikulum,

Kesuma, Dharma. 2011.*Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.

Kezer,Filiz, Hanife Akardan Ali Yidrim(2011) The Role of Extracurricullar activities in active citizenship education [Journal Curriculum Studies] Vol. 43, No. 6, 809-837.

Lee, CM. (2004)Changes and challenges for moral education in Taiwan [Journal of Moral Education],33 (4), 575-595

Muhaimin. 2011.*Pemikiran dan Aktualisasi Pengembangan Pendidikan Islam*.Jakarta: PT. Raja Grafindo Persada.

Mulyadi. 2010.*Evaluasi Pendidikan*.Malang: UIN-Maliki Press.

Munir, Abdullah. 2010.*Spiritual Teaching*. Yogyakarta: Pustaka Insan Media.

Mu'in, Fatchul. 2011.*Pendidikan Karakter Konstruksi Teoritik dan Praktik*. Jogjakarta: Ar-Ruzz Media.

Nawawi, Imam. *Arba'in al- Nawawiyah*. Surabaya: Penerbit Muhammad bin Ahmad, t.th.

Qaimi, Ali. 2002.*Khonewodeh wa Kudakone Dusywor* terjemahan *Keluarga Anak Bermasalah* oleh Najib Husain Alydrus.Bogor: Cahaya,

Riyanto, Yatim. 2010.*Metodologi Penelitian Pendidikan*.Surabaya: Penerbit SIC.

RepublikIndonesia.2005.*Standar Nasional Pendidikan: Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*. Jakarta: Departemen Agama RI.

Samani, Muchlas. 2011.*Pendidikan Bermakna*.Surabaya:SIC,

Sanjaya, Wina dan Tim Pengembang Ilmu Pendidikan FIP-UPI. 2009. *Ilmu dan Aplikasi Pendidikan Bagian II dengan Pengajaran*. Bandung: PT. Imperial Bhakti Utama.

Sugiyono. 2013.*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.

Sulaiman, Abu Amr Ahmad. 2000.*Minhajut al-Tifli al-Muslim* terjemahan *Metode Pendidikan Anak Muslim usia pra Sekolah*oleh Ahmad Amin Syihab. Jakarta: Darul Haq.

Suparlan. 2005.*Menjadi Guru Efektif*. Yogyakarta: Hikayat Publishing,

Suyadi. 2009. *Strategi Pembelajaran Pendidikan Karakter*.Bandung: PT. Remaja Rosdakarya, 2013.

Trianto. 2009. *Mendesain Model Pembelajaran Inovatif – Progresif: Konsep, Landasan, dan Implementasinya pada KTSP*. Jakarta: Kencana.

Wena, Made. 2010.*StrategiPembelajaranInovatifKontemporer*. Jakarta: PT. Bumi Aksa