

CHAPTER I

INTRODUCTION

A. Background of the problem

The problem of character is one of the problems that has always been the concern of every nation, both in a developed country and a developing country. The occurrence of a degradation of character values or the loss of a nation's character will certainly be a slowdown in the development of every nation, considering that the character of each nation is the beginning of progress and even a foundation in development. However, when we look at the future, Indonesian society, especially teenagers, is in a position of concern.

The degradation of moral values is no longer unstoppable. The phenomenon of rampant anarchist behavior and deviant behavior among teenagers, ¹students and even students, acts of violence, brawls between students, pornography, drugs, free sex, theft, fraud and several other social ills have become daily consumption of mass media.

The loss of value in adolescents is certainly a serious challenge for education, as an institution that has an important role in the realization of a proud generation of the nation. Affirmed in Law No. 20 of 2003 concerning the national education system in article 3 which states that: national education functions to develop abilities and shape the character and civilization of a dignified nation in

¹ Novan Ardy Wiyani, *Save Our Children from School Bullying*, (Yogyakarta: Arruz Media, 2012), p. 14

order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. The reality of value degradation in adolescents is often found around the environment. So that through this thesis will explore how value education strategies in forming religious characters. Given that character education in the context of national education is in a very important position, it does not mean that its implementation can be easily in its naming. So it certainly requires a ²*strategy* and *specific approach* and not only shows moral knowledge, but also loves and wants to do moral actions. ³

Religious character in this day and age in the quality of society has decreased, such as the occurrence of violence, pornography, brawls, and others. So that character education is an educational program that must be implemented into formal education at all levels of national education. With the application of character education, the goal of national education can be achieved to make students become people who believe, have piety, noble character, creative capables and others.

Pesma KH Mas Mansur is a pesantren that focuses on the development and development of students. As an education unit, which plays an active role in supporting development in the field of education. Pesantren has great potential in

² National Education System Law No. 20 of 2003.

³ Sudrajat, A. *Why Character Education?*. *Journal of Character Education*, Year I, Number 1, October 2011

supporting the development of religious education and national morals. Pesanten is also at the forefront of quality improvement based on strong faith.⁴

The success of character building can be seen from the various daily behaviors of students and residents of Pesma KH Mas Mansyur. This behavior is manifested in the form of: sincerity, honesty, hard work, responsibility and brotherhood.⁵

So all coaches, teachers and students must be role models in practicing character education indicators in daily behavior. So that it can create the formation of religious character of all Pesma kh mas mansyur residents, so that character education is not only used as a learning ground, but it is the responsibility of all Pesma residents to foster.

B. Problem Statement

Based on this background, the problems studied are:

1. What is the Strategy for Building the Religious Character of Pesma KH Mas Mansyur Students in 2023?
2. What are the Inhibiting and Supporting Factors in the Strategy for Building the Religious Character of Pesma KH Mas Mansyur Students?

C. Research Objectives

1. Describe the strategy for fostering the religious character of Pesma KH Mas Mansyur students in 2023.

⁴ M. Masyis Dzul Hilmi, *Character Education Model in Improving Discipline (Case Study of Nurul Falah Al Kammun Islamic Boarding School, Gading Bululawang, Malang)* (Unfortunately : UIN Maulana Malik Ibrahim, 2014) , 3.

⁵ Five souls Pesma kh mas mansur

2. Describe the Inhibiting and Supporting Factors in the Strategy of Building the Religious Character of Pesma KH Mas Mansyur Students.

D. Research Benefits

1. Theoretically

The results of this research are expected to be able to contribute to science, especially regarding efforts to foster spiritual intelligence for students at Pesma KH Mas Mansyur

2. Practically

- a. For Pesma KH mas Mansyur as input in order to build a Strategy for Building Religious Character of Pesma KH Mas Mansyur
- b. For Pesma KH Mas Mansyur students, it provides awareness and motivation to form religious character.

E. Research Methods

1. Types of Research

Based on data sources, the type of research used by the author is the type of *field research*, namely research carried out in the field with the aim of revealing the meaning that has been given by the community to its behavior and the surrounding reality in actual conditions.⁶

With field research strategies, qualitative research is research on the realization of society directly in social life. The nature of studies in this field research is that it has an open, unsystematic and flexible nature,

⁶ Farida Nugrahani, *Qualitative Research Methods in Language Education Research* (Surakarta: Cakra Books, 2014), p. 20.

therefore researchers have the opportunity to determine the focus of research.⁷

In this study, the author will examine how the Character Building Strategy of the Supreme Legitimate, a student of Pesma KH Mas Mansyur.

2. Research Approach

The approach used in this study is a phenomenological qualitative approach. A qualitative approach based on phenomenology is a method used in research to focus on social phenomena, meaning, characteristics, definitions and views of a phenomenon. Qualitative research is a process of questioning to solve social and humanitarian problems using the opposite methodology.⁸

The basis for using this approach is because the problems studied in qualitative research lead to explaining, illustrating, and analyzing. The use of this approach allows researchers to get an accurate and detailed picture of behavior and social phenomena through the results of data described from written data and oral interviews from people or behaviors studied when describing discussions about the Character Building Strategy of the Supreme Student of Pesma KH Mas Mansyur.

⁷ Farida Nugrahani, "*Qualitative Research Methods in Language Education Research*" (Surakarta, 2014), p, 48.

⁸ Muri Joseph, *Research Methods: Quantitative, Qualitative, and Combined Research*, (Jakarta: Kencana, 2014), pp.328-329.

3. Research Data Sources

A data source is a subject to which data can be obtained. Therefore, the source of data in this study was obtained from the head of the institution, educators and there were 65 street children. On the other hand, the author also obtained data sources in addition to this study which came from literature such as literature books, journals, articles, and documents or written sources related to ⁹Legius Character Building Strategies.

4. Data Collection Techniques

In the research process, data collection is a very important step. Without data collection, research will not work, because the main purpose of research is the collection of data from data sources, both those related to literature studies and empirical data. In literature studies, researchers analyze books, scientific papers, and documents that have a relationship with the research theme.¹⁰

There are several empirical data collection techniques needed to facilitate data collection including:

a. Observation

Data collection by observation is a way of taking data using the eyes without the help of other standard tools for these purposes. In this study,

⁹ Suharsimi Arikunto, *Research Procedure A Practice Approach*, (Jakarta: PT Rineka Cipta, 2006), p. 129.

¹⁰ Suharsimi Arikunto, *Research Procedure A Practice Approach*, (Jakarta: PT Rineka Cipta, 2006), p. 129.

researchers used a type of ¹¹*participant observer* observation, where researchers are actively in the institution every day. This observation was used to obtain data related to the Character Building Strategy of the Supreme Legion of Pesma KH Mas Mansyur. The object observed is the head of the institution along with teaching equipment and street children's activities. Data from observations that will be an explanation of the Character Building Strategy of the Supreme Pesma Pesma KH Mas Mansyur Student.

b. Interview

Interview is the process of obtaining information for research purposes by physically meeting two or more people face to face with an oral question and answer process using a tool called an in-depth *interview guide*.¹²

In-depth interviews are flexible, open, unstructured, and non-standard interviews. The purpose of an in-depth interview is to understand the situation of the research subject and express it in his own language. The researcher conducted interviews with two speakers, namely: first, the researcher conducted an interview with the director or head of pesma to find out the implementation of the Character Building Strategy of the Supreme Legitimate, Pesma student KH Mas Mansyur. The two researchers conducted interviews with religious coaches, the aim was to

¹¹ Moh. Nazir, *Research Methods*, (Bogor: Ghalia Indonesia Publishers, 2014), p. 154.

¹² Moh. Nazir, *Research Methods*, (Bogor: Ghalia Indonesia Publishers, 2014), p. 170.

find out how the process of Character Building of the Supreme Legion of Pesma KH Mas Mansyur.

c. Document Study

Document study is the provision or collection of evidence and information in the form of information in the form of writing, images, or a work. Examples of documents in the form of writing are diaries, life histories, stories, biographies, regulations, policies. Examples of documents in the form of images are photos, living images, sketches, and so on. Examples of documents in the form of works are such as works of art in the form of films, drawings, paintings, and so on.¹³

In this case, the researcher knows the data related to the general description of Pesma KH Mas Mansyur along with documents related to the programs in the institution, data on students for the last 2-3 years, and documents on the Character Building Strategy of the Supreme Student of Pesma KH Mas Mansyur.

5. Data Validity Techniques

In testing the validity of the data, researchers use triangulation. Triangulation is a technique by combining data sources and data collection techniques that have been obtained by observation, interviews and document studies. From this explanation, it can be concluded that

¹³ Sugiyono, "*Quantitative Research Methods, and R&D*", (Bandung: CV Alfabeta, 2016), p. 241.

triangulation means comparing and examining data collection techniques and data sources obtained in qualitative research. The following is a triangulation used by researchers in testing the validity of data, namely:¹⁴

a. Triangulation Techniques

Triangulation technique where researchers test the validity of data by checking data to the same source but with different techniques. In this study, researchers conducted participatory observations then the data obtained were tested again for validity through detailed interview techniques and document studies on the same source simultaneously.¹⁵

b. Source Triangulation

Source triangulation is where researchers test data readability by checking data that has been obtained using the same technique but with different sources. Researchers tested the validity of the data through data sources by conducting interviews with ¹⁶the Director and religious guidance of Pesma KH Mas Mansyur.

6. Data Analysis Techniques

Data analysis in qualitative research is the management of raw or unstructured data derived from qualitative questionnaire data, qualitative interviews, qualitative observations, secondary data, written reflections, and

¹⁴ Ibid,.. p. 330-331

¹⁵ Sugiyono, "*Quantitative Research Methods, and R&D*", (Bandung: CV Alfabeta, 2016), p. 241.

¹⁶ Sugiono. *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches...* p. 330-331

field notes into units of meaning arranged into a single unit of research results. Data analysis in qualitative research means conducting a clear, detailed, and comprehensive organization of data into concise conclusions to produce an inductive theory derived from data.¹⁷

The analysis process consists of three lines of activities that occur simultaneously, namely data reduction, data presentation, and conclusion drawing or verification.¹⁸

1) *Data Reduction* (Reduksi Data)

Data reduction is a procedure for selecting, focusing on simplifying, abstracting, and transforming data obtained from the field which is quite large, complex, and complicated derived from written records in the field and the results of interviews with *key informants* and *focus groups*¹⁹ in other words data reduction is called a summary of data that has been obtained according to a certain topic.

In this study, the data obtained from observations, interviews, and documentation were filtered according to specific themes based on the problem formulation used as the focus of discussion in the study. Data reduction is necessary in interviews because there are times when the talk in the interview can expand in other directions.

¹⁷ Fatah Hanurawan, "*Qualitative Research Methods for Psychological Science*", (Depok: PT Rajagrafindo Persada, 2016), p.123-124.

¹⁸ *Ibid*, p. 185.

¹⁹ *Ibid*, p. 187.

2) Display *data* (Data Presentation)

Presentation is a process of sequencing data in an event that makes it easier to make conclusions or those to be proposed. The presentation of data in qualitative research can be carried out in the form of brief explanations, charts, relationships between categories,²⁰*flowcards* and those that are equated. Miles and Huberman explained, what is often used to present data in qualitative research is to use text that has a narrative nature.²¹

The presentation of data is useful to make it easier for researchers to understand what is going on, with the next work planning based on what researchers understand. By presenting concrete data that can be used to draw conclusions afterwards.²²

3) *Conclusion Drawing* (Verification)

The next step is verification or drawing conclusions from the analysis that has been carried out. Verification is the last stage in the analysis which is then entered to know transparently supported by clues obtained during data collection activities obtained from observations, interviews, and documentation. The data is data related to the formulation of the problem so that it can answer the available questions.

²⁰ Mohammad Ali, "*Educational Research Strategy*", (Bandung: Angkasa, 1993), p. 167.

²¹ Sugiyono, "*Quantitative, Qualitative, and R&D Research Methods*", (Bandung: CV Alfabeta, 2016), p. 249.

²² Connie Chairunissa, "*Research Methods Application in Education and Social*", (Jakarta: Mitra Wacana Media, 2017), p. 188.

The conclusion in qualitative research is to find findings that have never existed before. Among them, such as a description or description of an object that was previously still dark and then after being examined it became clear, so that an in-depth analysis was obtained about ²³the Character Building Strategy of the Supreme Legion of Pesma KH Mas Mansyur.

Drawing conclusions in this study where researchers will try to draw some conclusions based on the data that has been obtained and presented into a result in research conducted by researchers. The data obtained in the field is then tested with theories that are in accordance with the topic of discussion in this study in order to test the suitability or not of the results obtained in the field based on existing theories.

²³ Sugiyono, "*Quantitative, Qualitative, and R&D Research Methods*", (Bandung: CV Alfabeta, 2016), p. 253.