

## **CHAPTER FOUR**

### **FINDING & DISCUSSION**

This chapter talked about finding of this study. The researcher was doing interview to collect data from participants. The researcher got information about the value of character education that has been implemented in Madrasah Muallimin Muhammadiyah Yogyakarta and what madrasah do to build those characters. A descriptive analysis in this qualitative research was used in analyzing the data.

#### **Students characters are attempted to be built at Muallimin**

Character education has been implemented by Madrasah Muallimin Muhammadiyah Yogyakarta. It means that Madrasah Muallimin Muhammadiyah Yogyakarta supported character education at its school. There were efforts to build the character in this school. To build the character of students was not easy. Two respondents (R2 & R4) said that to build the character of students need process. One of them (associate principal for curriculum) said “to build the character of students is not like folded back a palm” (interview, 2014). Students have differences of background; to build the good character should be step by step. In order to get a good character, one could not reach it automatically, but it needs to be cultivated (Hauerwas, 1997).

There were some characters taught in Madrasah Muallimin Muhammadiyah Yogyakarta. From the results of research conducted by the researchers, these values

of character education which was taught by Madrasah Muallimin Muhammadiyah Yogyakarta:

### **Religious**

From six respondents in this study, three respondents said that a religion was implemented at Madrasah Muallimin Muhammadiyah Yogyakarta. Because Muallimin was Islamic school, this has become a certainty if the religion values were implemented here. As one of respondents (R4) reported, "The door of character education in Muallimin is only one that is religion" (Interview, 2014). Other respondent (R2) also mentioned, "Although he learned about anything, students still need to understand about religion" (Interview, 2014). This could be understood that religion was basic in character education in Madrasah Muallimin Muhammadiyah Yogyakarta. Besides that, another respondent (R6) also said that spiritual competence is implemented in Madrasah Muallimin Muhammadiyah Yogyakarta also. It is expected that students have a high spiritual soul and always remembers to Allah.

One of respondent (R2) said, "Good character should be build by Muallimin because Muallimin is Islamic school. So the rules of religion should be done" (Interview, 2014). Muallimin believe that to build good personal for students, the rules of religion is a basic. This statement in accordance with the word of (Handoyo, 2008) in chapter two, he said that comprehension of religion for students can create

## **Honest**

The second character implemented in Madrasah Muallimin Muhammadiyah Yogyakarta is honesty. There were some rules in Madrasah Muallimin Yogyakarta that supported the honesty. One of respondent (R3) said that when a student was doing an examination, students are prohibited to cheat. So if a student cheats, he will be taken outside of a class and he couldn't sit the examination anymore. In addition, school would call their parents. From the explanation above, one of the examples of honesty was prohibited to cheating. Another respondent (R5) also said that honesty is the main key in character education. If students are dishonest, it will impact to all aspects. He also said that he always control the students to do honesty. If students do a mistake, they should acknowledge what they do. It means that honesty should tell the truths and do not lie.

After knowing what all respondents said above, the definition of honesty in Muallimin was same as what Jefferson said in chapter two. Jefferson quoted by (Koellhoffer, 2009) promoted "It is very easy to define honesty: It simply means that you tell the truth; behave honorably; and do not lie, cheat, or steal. (p.27)

## **Discipline**

The next value was discipline. From six respondents in this study, four respondents talked about discipline. There were some rules in Madrasah Muallimin Muhammadiyah Yogyakarta where the value of discipline was implemented. For

1. ... respondents (R3) talked about discipline in the classroom. He said

that students should collect the assignment on time, if students are late to collect the assignment, there would be point reduction, in subject. Besides that discipline was a culture in Madrasah Muallimin Muhammadiyah Yogyakarta. Another respondent (R4) said, "Discipline is a culture in Madrasah Muallimin, if students came late, the punishment will be processed" (interview, 2014). This is some example that Madrasah Muallimin Muhammadiyah Yogyakarta hope students can discipline on the time or can manage time well. McEllmel (2002) said that discipline is the ability to control, manage, or correct oneself for the sake of improvement.

### **Caring to others and environment**

The next character that has been taught by Madrasah Muallimin Muhammadiyah Yogyakarta was caring. Caring which was implemented by Muallimin was to care for others and care for environment. A respondent (R3) stated that students should help the others if there are friends who do not understand about a subject. This is one of caring with others in classroom. Besides that another respondent (R6) gave the explanation about social care. He said that students should have social attitude or respect with others.

Madrasah Muallimin Muhammadiyah Yogyakarta taught about care with environment also. Respondent (R1) said, "I also advise that children are not indifferent to the environment, I give an example of cleaning up trash and student can follow what I do" (interview, 2014). Muallimin taught about caring for the environment to the students so that students have a sense of empathy toward others

and the environment. Like McEllmel (2002) said in his book that caring is the act of being concerned about or interested in another person or situation. It is feeling or acting with compassion, concern, or empathy.

### **Friendly**

The other character which is taught in Madrasah Muallimin Muhammadiyah Yogyakarta was friendship. Two respondents said that friendship is also valued in Madrasah Muallimin Muhammadiyah Yogyakarta. Respondent (R1) explained that Madrasah Muallimin Muhammadiyah Yogyakarta taught character about politeness, good attitude, and no talk wildly to others and always friendly with others. This can be seen from the existing culture in Madrasah Muallimin Muhammadiyah Yogyakarta; on this school people always give smile to others, because there are mottoes (smile, greeting, regards) in Madrasah Muallimin Muhammadiyah Yogyakarta. It was not only applied by students to students but also carried out by the teacher to the student. Respondent (R2) said that every morning some teacher welcome the students in the school gateway, where respect with others and friendly is purpose in this culture. If students are respected by teacher, students will respect the teacher. So there was good relation between teacher with students or students with students. This was confirmed by McEllmel (2002), he assumed that friendship is a condition where someone can establish good relation with others by love, loyal, respect or esteem. So it can be interpreted that the friendship is a relationship between one people with others by having a sense of care for each other

### **Able to work in team / teamwork**

From six respondents, two respondents said that team work implemented in Madrasah Muallimin Muhammadiyah Yogyakarta. One of respondent (R3) said that he design assignment where students make a discussion group. The purpose is students should help the others to give guidance if there are friends do not understand about subject. So students expected that can work together as a team. This was explained by oxford dictionary that Team work is the activity of working well together as a team (Oxford Dictionary, 2006)

### **Other characters**

In addition, after known all characters above, there was other character that taught in Madrasah Muallimin Muhammadiyah Yogyakarta. The characters are responsible, creative and work hard.

The first is responsibility, one respondent explain that Madrasah Muallimin Muhammadiyah Yogyakarta implemented responsibility value at school. Respondent (R1) explained one of example of responsibility in Madrasah Muallimin Muhammadiyah Yogyakarta; he said that there was picket (group of students who responsible for the cleanliness) schedule in class and residence. Besides that, there was leader or coordinator in classroom. So it coached students to have responsibility and leadership attitude because students must take responsibility for his task. This

care of something, so that you may be blamed if something goes wrong (Oxford Dictionary, 2006).

The second, one respondent explain that Madrasah muallimin Muhammdiyah Yogyakarta implemented creativity at school. Respondent (R6) said that he taught students to have the skills to apply the knowledge. It's mean that Madrasah Muallimin Muhammadiyah Yogyakarta hoped students have skill to implement their knowledge. This was explained by oxford dictionary that Creative is having the skill, ability and imagination to produce something new or a work of art (Oxford Dictionary, 2006).

The third, respondent said that work hard implemented in classroom. Respondent told that he always give a story to students about his experience that he always struggle. So he was being a model for students if he was doing work hard also in daily life. Students should work hard to achieve the success. This was confirmed by (McEllmel, 2002), he assumed that work hard is the ability to keep on work to achieve a goal and have more capacity to continue and do not know despair.

#### **Mualimins' strategies to build the character of students**

Madrasah Mualimin Muhammadiyah Yogyakarta has some manners to build the character of students. These are strategies of school that can support the character education. The result from data gathered proves that there were some strategies has implemented in Madrasah Muallimin Muhammadiyah Yogyakarta, the strategies are:

### **Giving examples**

From six respondents, three respondents said that teacher as a model for students to do the good character. One of the respondents (R4) said, 'teachers were asked to give a good example whether it's the attitude or speech, that which we do' (interview, 2014). Other respondent (R1) told the experience:

If I tell the students to be discipline, I also do it, like coming to class on time.

When I say should care, I also practice it, when I look trash in the class, I take the trash, then I give advice to the students that they should care with the environment (interview, 2014).

It means that the teacher was expected to be a good example for students in schools. This was confirmed by Kim. He said that teachers are expected to be role models for students at school (Kim quoted by Ni'mah, 2014).

### **Giving Motivation**

Students of Madrasah Muallimin Muhammadiyah Yogyakarta always got motivation to build good character. One of respondent (R6) said that when teacher taught in class, he built the habit of students and gave motivation to do good character like social care, teamwork, and discipline. So he was always insert the character education and giving motivation to build the good character for students. The other respondent (R3) explained that the teacher of Madrasah Muallimin Muhammadiyah Yogyakarta always gave the motivation to students. He explained to students that

they are cadre for this country, and they will be continuing for this country. So they



should have good character. That is answer that school should be able to increase student's motivation to reach the goal of character education.

### **Implementing in school daily life**

The 3<sup>rd</sup> was practice in action, Madrasah Muallimin Muhammadiyah Yogyakarta developed good character with action in daily life. There were some activities where it was a school culture in daily life to supporting character education. Some respondents explained many examples the activity in Madrasah Muallimin Muhammadiyah Yogyakarta that supports the character education. Respondent (R2) said, "When students come in classroom they should say "salam" first" (interview, 2014). These built the ethical values of students. Other respondent (R3) also said that teacher design assignment that supports character education, such make a group in class to build the team work. It's mean that school created atmosphere that support the character education. Moreover, in Madrasah Muallimin Muhammadiyah Yogyakarta, there were cultures where students always shalat berjamaah in school and read qur'an together to build the religious and high spiritual.

### **Embedding in school rules**

Next, four respondents explained that there were some rules in Madrasah Muallimin Muhammadiyah Yogyakarta that support character education. Respondent (R1) told that, "Students in Muallimin must follow system in Muallimin" (interview,

2014). So, it is clear that the rules of Madrasah Muallimin Muhammadiyah

Yogyakarta. He also explained that students would get punishment/D.O if can't follow the system or doing howler. Furthermore, Muallimin created a book which contains the rules that must be adhered to by students, so that students could understand the rules must be obeyed. Another respondent (R2) said, "There was hand book about rules in Muallimin, there were some points inside about rules and punishment for students if doing a mistake" (interviews, 2014). Moreover the others respondent (R4) also said that Muallimin just as strict with implementation of character education on there. If the students was doing the wrong ethics, that was be point in infraction. For example, discipline was a culture, if students come late, the law will be processed. Respondent (R3) gave example, he said, "When a student was doing examination, honestly should be implemented by student. So if student was not honest, school will take outside the student and can't follow the examination again and school will call their parents" (interview, 2014). So Madrasah Muallimin Muhammadiyah Yogyakarta has a strong mission, commitment, and determination to develop character in its students (Murphy, 1998)

### **Giving understanding about definition, impact and benefits**

Koellhoffer (2009) said that to develop good character we should understand what benefits for our self if we can develop and have good character. In Madrasah Muallimin Muhammadiyah Yogyakarta five respondents said that teachers gave understanding to students the definition, benefit, and impact of good character. One of respondent (R3) told, "Teacher always gives understanding about good character

and the impact for future” (interview, 2014). The other respondent (R5) assumed that, “I was told to make the writing of material honesty (good character), so that he knows, because he may not be able to practice because it does not know what kind of honesty”(interview, 2014). Besides that, (R3) also said that teacher of Madrasah Muallimin Muhammadiyah Yogyakarta explained how to implementation the good character in teaching and learning process for daily life”. Furthermore, two respondents (R1 & R4) gave information that there were subject in class where this subject specially teaches character education, the subjects’ name is “Aqidah aqhlaq. So Madrasah Muallimin Muhammadiyah Yogyakarta applying to understand the definition of character comprehensively, in which character consists of thinking, feeling and behavior.

### **Monitoring the student**

The 6<sup>th</sup>, four respondents talked that Madrasah Muallimin Muhammadiyah Yogyakarta always monitors students in character. One of respondents (R2) said, “Because of Muallimin is boarding school, the student get a control in school and residence” (interview, 2014). Furthermore, the other respondent (R3) also said that, “Teacher always interacts with students to know the character of students” (interview, 2014). Seen from the results of these interviews, it appears that Madrasah Muallimin Muhammadiyah Yogyakarta really proactive in implementing character education. It is like the assumption of Lickona, Lickona (1996) assumed that schools should be

proactive and systematic in teaching character education and not simply wait for opportunities.

### **Evaluating**

Next, five respondents said that Madrasah Muallimin Muhammadiyah Yogyakarta always did evaluation to find flaws or know the advantages of the program. One of respondent (R5) explained that there was evaluation in the end of semester, the name is program evaluation. In this evaluation could conclude how far the successfulness of character education. The other respondent (R6) also explained that there was evaluation in Madrasah Muallimin Muhammadiyah Yogyakarta to correct the character building, after evaluation, there was amelioration. Moreover respondent (R3) told that in evaluation school tries to change the situation if there were some mistake in character of students and always optimist, because school hoped that students have a character appropriate vision and mission.

### **All elements of school and curriculum support character education**

Besides that, to execute character education, Madrasah Muallimin Muhammadiyah Yogyakarta involved all elements of the school. Of the interviews, two respondents talked about that. One of respondent said that valuation is done by all teachers in school, residence laborers, father residence, and the teacher of counseling guidance. Indeed, schools need to work together and share norms for

... (1008) explained that High levels of

participation by staff, students and parents in the management process determining the desired qualities to be nurtured in the school.

The last, curriculum of Madrasah Muallimin Muhammadiyah Yogyakarta was support the character education since from the past. From 6 respondents, 5 respondents told about that. Respondent (R5) explained that teacher should give point of character education in lesson plant to all subjects. To develop good characters of students, school should support character education implemented in school. Arthur (2003) promoted: "The school curriculum should contribute to the development of students, sense of identity, promote, and develop principles for distinguishing between right and wrong" (p.133)

In summary, Madrasah Muallimin Muhammadiyah Yogyakarta has implemented the character education in school. Getting interviews, there were nine values of character in Madrasah Muallimin Muhammadiyah Yogyakarta which was implemented. The values are: religious, honest, discipline, caring (with others and environment), friendship, creativity, responsibility, works hard, and team work.

There were some strategies to develop the character in Madrasah Muallimin Muhammadiyah Yogyakarta. The strategies are: teacher be a model in school; school always give motivation for students; develop good character with action in daily life; there were some rules that support character education; give understanding to students the definition, benefit, and impact of good character; always monitors students in character; always evaluation to find flaws or know the advantages of the

program; involved all elements of the school to develop good character; and the last curriculum of school support the character education