



Shaping Student Character Through Daily Life Activities: Study of Female Students at Wisma Alamanda

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Abstract

The activities of students who live in a wisma are certainly different from students who live in houses, boarding houses, or dormitories. This is of course very influential on the character possessed by students. The aim of this study is to find out how the efforts made in building the character of students living in Wisma. This research uses the method qualitative approach with a case study. The research data was taken from three informants who are students who live in Wisma through in-depth interviews. To strengthen the data, the authors also made direct observations of students living in Wisma. Research result shows that there are seven important themes in the effort to build student character at Wisma. The seven themes are implemented through: i) wisma rules (discipline, responsibility, independence), ii) social activities (tolerance, social care), iii) spiritual activities (religious, curious), iv) joint activities (honest, creative, democratic, appreciate achievement, friendly, loves peace, cares for the environment), v) daily worship practices (religious, hard work), vi) national day commemoration (national spirit, love of country), vii) Channeling interest in reading (likes to read). The results of this study can be used as information for students to be able to build character in everyday life.

INTRODUCTION

Education is one of the pillars that supports the establishment of a civilization called a Nation, the character of a Nation greatly determines the existence of that Nation (Manurung & Rahmadi, 2017). A nation that has strong character can become a nation with dignity and respect from other nations (Mughtar & Suryani, 2019). Character education began to be widely discussed in the Western World in the 1990s, Thomas Lickona was considered a bearer at that time, through his work which was much riveting "The Return of Character Education" providing awareness in the world of education in general about the concept of character education as a concept that must be used in this life and that's when the beginning of the rise of character education became more developed by many people in the world (Ainissyifa, 2017).

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For Indonesian people, character education is not something new. Even since the beginning of independence, the Old Order era, the New Order era, and now the Reform Order era, many steps have been taken within the framework of character education with different names and forms (Sunarso, 2020).

There are eighteen character education values that a teacher must instill. The eighteen characters are religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love for the motherland, respectful for achievement, friendly or communicative, love peace, love to read, care for the environment, social care, responsibility (Marzuki & Hakim, 2019; Akhimelita et al., 2020; Yulianto et al., 2020).

At this time character education has not shown optimal results. This can be seen from social phenomena that show behavior that is not characterless, behavior that is not characterized, for example, there is promiscuity, frequent brawls between students, environmental damage that still occurs a lot, there are socio-economic-political inequalities in society, and injustice still occurs. Law, violence and riots, increasing corruption rates, anarchic acts, and social conflicts (Susanti, 2013).

Therefore character education really needs to be implemented, because character education can build a multicultural nation's life; building a nation that is intelligent, has a noble culture, and is able to contribute to the development of human life; develop the basic potential to have a good heart, good thoughts, and good behavior as well as good examples; building the attitude of citizens who love peace, are creative, independent, and are able to live side by side with other nations in harmony (Budiarto, 2020).

Character education is not only applied to elementary, middle, and high school students but also to students at the tertiary level (Agustina et al., 2020; Hasan, 2012; Saputro & Soeharto, 2015). Therefore this article will discuss how to implement character education among students who live in guesthouses, in order to produce the next generation who are not only capable in the academic field but also commendable in character.

METHODS

This study uses a qualitative method through a case study approach (Agusti et al., 2018; Efendi et al., 2019; Engkizar et al., 2018; Muswara & Zalnur, 2019). According to Yuliani, (2018) this method is appropriate when researchers want to see and explore the results of a program or activity that has been implemented. Data sources were explored through interview techniques with three active students of Universitas Negeri Padang who occupy wisma around Universitas Negeri Padang. In obtaining more in-depth and relevant information in the data collection process, the researcher conducted free interviews, the respondent was not fully aware that he was being interviewed. While observations were carried out in this study systematically by using guidelines as an observation instrument. For data analysis techniques obtained, data reduction is carried out and then presented in brief descriptions, charts, and relationships between categories, then conclusions are drawn.

RESULT AND DISCUSSION

Based on the results of interviews with all informants, the research results actually found that there are seven important themes that can be carried out in an effort to build the character of students at the guesthouse. The seven themes are house rules, social activities, spiritual activities, togetherness activities, daily worship practices, national day commemorations, and channeling interest in reading. A more detailed description of efforts to build student character at the Wisma can be seen in figure 1.



Fig 1. Efforts Student Character in Wisma

The first through house rules. According to informants, this method is very effective for instilling character values discipline, responsibility and independence towards students. Because to comply with these rules, students must have high discipline, for example, such as coming home no later than a predetermined curfew, not dating, and getting up early at a predetermined hour. This theme was conveyed by informants as excerpts from the below:

...the rules made make students more disciplined (I-1), ...there are rules that if violated will be given a penalty. Punishment can instill a sense of responsibility and also train students to become independent (I-2), ...there are sanctions for violating the rules...(I-3)

The results of this study are in line with the research of [Sobri et al., \(2019\)](#) where the results of his research are, one of the efforts that can be made in shaping the character of discipline is to create a rule. The application of discipline to rules will have an impact on the formation of student character such as religious behavior, discipline, responsibility, honesty, active learning, high competitiveness, care for the environment, respect for teachers, and parents, neatness, friendly and polite and respect for fellow human beings ([Rohmah, 2019](#)).

According to Hurlock's theory, regulations have educational value, because regulations introduce children to behaviors that are approved by members of the group ([Alwati et al., 2020](#)). Based on this opinion, by making rules and also imposing sanctions if they are violated, character values will grow by themselves.

The second theme is social activities. According to informants, social activities are one way that can be done in an effort to build the character of students at the guesthouse. This social activity can instill character values social care and tolerance, such as activities to collect donations for residents affected by the disaster, activities GEMAR (movement to close the genitals), and sharing takjil in the month of Ramadan. This theme was conveyed by informants as excerpts from the below:

...this social activity can make students have a sense of care and also tolerance...(I-1), ...usually the GEMAR event (covering the genitals movement) distributes headscarves,

prayer tools, hand socks and distributes them to the community (I-2), ...to instill our sense of care, there are usually takjil-sharing activities in the month of Ramadhan...(I-3)

According to [Saraswati et al., \(2020\)](#) providing facilities to donate, and collecting money for victims of natural disasters are several strategies that can be used to instill the value of a socially caring character. Contributing is giving assistance or giving part of property rights, both money and goods to other people in need. This arises from high social awareness and sensitivity, as well as a form of cultivating a socially caring character, carried out without compulsion. Then disaster relief is a form of cultivating a socially caring character, namely by praying together so that evictions of student houses will not occur again and providing stimulus for students to help ease the burden affected by the disaster by making donations in the form of money or goods ([Lestari & Rohani, 2017](#)).

The third theme is spiritual activities. According to informants, this spiritual activity aims to develop character religion, and curiosity. An example of this spiritual activity is the cult which is held every night, and also attending lecture studies such as Islam pedia, tasqif. This spiritual activity will increase student knowledge and can also increase piety, so character religious will be attached to the student's personality. This theme was conveyed by informants as excerpts from the below:

...at the guest house there are cultural activities at night, they are carried out every day. This cult will be able to foster religious character in students (I-1), ...there is a lecture study like that. For example, Islamic pedia, tasqif also adds knowledge (I-3)

According to [Lestari & Legiani, \(2018\)](#) in developing a good character, spiritual activities are felt to be very appropriate to do and also very useful. This activity not only trains in terms of interest and talent but also about how to behave and behave well. This spiritual activity can increase knowledge and also increase piety so that religious character will be attached to one's personality. Spiritual activities are one of the self-development activities which are part of Islamic development and function to shape the character of Islamic students ([Pratiwi, 2017](#)).

The fourth theme is joint activities. According to the informants, these themes are steps to instill values of honesty, creativity, democracy, care for the environment, appreciation of achievement, friendliness, and love for peace. Examples of this activity are mutual cooperation, picket cooking, and cleaning, having dinner together, and congratulating friends who won the competition. This theme was conveyed by informants as excerpts from the below:

...to keep the environment clean we hold a mutual cooperation once a month and there is also a cleaning picket schedule as well as a cooking picket schedule. These activities are steps to instill honest, creative, democratic values, and care for the environment (I-1), ...dinner together (overnight) every night...if there is a guest house member who wins the competition we appreciate his achievement by congratulating him (I-2), ...to cook it takes turns having four to five people for one day. this can foster a sense of friendship as well as peace-loving (I-3)

According to [Naimah, \(2019\)](#), the habit of eating together has an extraordinary positive character value, eating together can stimulate self-reliance, responsibility, maintaining personal hygiene and the environment, knowing eating etiquette, getting used to praying before and after activities, becoming a person who is always grateful, know polite behavior so that you can get used to behaving well. Character education is one of the strategies for growing the value of togetherness ([Syahrial et al., 2019](#)). This shows that togetherness and character education have a reciprocal relationship.

The fifth theme is daily worship practice. These themes can instill character values religion, and work hard. Based on the observations the writer made during the research, the members of the guest house always pray in the congregation every time. This is in accordance with what was conveyed by informant 3. Apart from that there are also Alma'tsurat activities, reading the Qur'an, morning alms, sunnah fasting, sunnah prayers, and there are daily practice targets that will make students have good

character. Hard work. This theme was conveyed by informants as excerpts from the below :

...in the morning after the morning prayer, Alma'tsurat continued the dhiker activities together and someone led one person to take turns per room (I-1), ...the activities of reading the Qur'an, giving alms at dawn, fasting the sunnah, and praying the sunnah, are yaumi (daily) practices. Of course, these activities are to instill religious values (I-2), ...it is obligatory to pray in the congregation every day. And there are also yaumi practice targets (daily) to train students to work hard (I-3)

Religious practices or daily worship practices have benefits, namely, the formation of a child's religious character and religious nature, becoming a good habit for a person, making a person more understanding and able to carry out mandatory worship and sunnah worship (Ahsanulhaq, 2019).

The formation of religious character can be carried out through regular daily religious activities using the habituation method (Nurbaiti et al., 2020). The habituation method is a form of education in which the process is carried out in stages in familiarizing good qualities as a routine so that it can be carried out easily and lightly, does not lose a lot of energy and is easy and does not experience difficulties when carrying it out (Nurbaiti et al., 2020).

The sixth theme is through national day commemoration. According to an informant, a commemoration of this national day is carried out through study activities on the theme of heroes or history, for example. Implementation of this activity aims to instill character national spirit, and love of country. This theme was conveyed by informant as excerpts from the below:

...activities to love the motherland or national spirit can be like on the 17th of August, there is a study made on the theme of heroes or history, for example (I-2)

A sense of love for the motherland is very important to be cultivated in every member of the community, some positive things can be developed in the community to foster a sense of love for the motherland, including singing the national anthem at all official activities, raising the red and white flag on national day moments, commemorating national holidays, using batik on national batik day, and also the celebration of the seventeenth of August which aims to make someone love and know Indonesian culture more (Amalia et al., 2020).

The seventh theme is channeling interest in reading. This theme aims to instill character likes to read. At the student there is a library or some guesthouses call it a literacy corner. Here are provided books that can be borrowed, with this library it is hoped that students will read diligently. This theme was conveyed by informants as excerpts from the below:

...at the guesthouse, there is a library where we can borrow any number of books just like the library in general there must be a report to the magazines and library division. With this library, students are expected to be diligent in reading (I-1), ...for those who are interested in reading, we have a literacy corner where books can be borrowed (I-2)

According to Anggraeni, (2019) fond for reading is a habit of providing time (csdlkvsvdkv) to read various readings that are beneficial to him (jddowhv. Suggest that there are three general purposes of reading, namely reading as a pleasure and does not involve complicated thought processes, reading to increase knowledge and information, and reading to be able to do a job or profession. In an effort to foster students' interest in reading, educators are beginning to realize how close the relationship between skills and reading activities is, Carrying out efforts to foster reading interest cannot be separated from the existence of a library (Nashrudin, 2015).

CONCLUSION

For character education students it is very necessary to form and develop

individuals with character in accordance with the noble values of the ideology of the Indonesian State. The application of character education among students does not only have to be done with formal education but can also be done with informal and non-formal education. This research succeeded in revealing seven important themes that can be carried out in an effort to build the character of students at the guesthouse. The seven themes are house rules, social activities, spiritual activities, togetherness activities, daily worship practices, national day commemorations, and channeling an interest in reading. With the implementation of these seven themes, students are expected to be able to become smart scholars who are characterized by the noble values of the ideology of the Indonesian nation. At least this research can be used as a basis and reference for subsequent researchers to examine this issue in different contexts and issues.

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