



Teacher's Strategy in Overcoming Students' Moral Decadence through Character Education

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Abstract : This research was conducted based on obtaining a description of the teacher's strategy in overcoming the moral decadence of students through character education and obstacles in its implementation with the locus of MTs Nurul Jadid Paiton Probolinggo. The research method uses descriptive qualitative to get a detailed and credible picture of the teacher's strategy in overcoming the phenomenon of student moral decadence. The main subjects of the research include the principal, the student affairs department, class teachers, and several students as part of the research sample. Data were collected using participant observation techniques, in-depth interviews, and documentation. The Miles-Huberman interactive model was used as the data analysis procedure, which includes data collection, data presentation, data reduction, and conclusion drawing. The research analysis results show that efforts to overcome moral decadence carried out through character education by teachers with habituation, learning integration, and school culture application. Efforts to implement character education are not limited to being carried out by principals and teachers, but also all school components ranging from educational parts, environment, family, and pesantren. This series of steps is an effort and strategy to overcome moral decadence in MTs Nurul Jadid Paiton Probolinggo.

Keywords : Character education, Moral decadence, Teacher strategies

INTRODUCTION

In the era of society 5.0, there are many changes in various aspects of life; these changes can be seen from changes in social functions towards information technology functions in every life activity in multiple elements, including education (Hermawan et al., 2020), (Resufle & Rofiki, 2022), (Kurniawan & Aiman, 2020). The world of education must follow the dynamics of technological development quite rapidly to maximize information and communication technology as a sophisticated and futuristic medium to accelerate the teaching and learning process (Rahayu, 2021). Education is intended to form an entire generation, a generation that has intellectual intelligence, good attitudes, and manners, as well as the ability

to contribute and socialize in society. Teachers, as an essential component in the world of education, have the task of producing a good, engaging, and balanced learning process in terms of cognitive, affective, and psychomotor development (Santika, 2020), (Saputra & Ramadhan, 2022), (Rofiki, Diana, et al., 2022).

In the teaching and learning process, teachers have an essential role in conveying knowledge and knowledge to the students they care for and ensuring that the expertise and knowledge obtained can be well received by all existing students. In addition to the task of conveying cognitive ability, a teacher is also responsible for shaping the character of students into qualified individuals in terms of academics, expertise, emotional maturity, morals, behavior, and spirituality of each student (Amelia & Ramadan, 2021), (Yestiani & Zahwa, 2020). Teachers play a significant role in improving student character to have good behavior that will produce good human resources. Teachers also play an essential role in regulating and controlling students directly and indirectly (Faiz et al., 2020), (Tajudin & Aprilianto, 2020). By knowing the character of each student, teachers have the capital to address, organize strategies, and control affective, cognitive, and psychomotor development through learning (Ndraha & Tangkin, 2021). Therefore, the role of the teacher is vital, and the teacher must be able to become a facilitator who can identify all the advantages and disadvantages of learning models that will be applied so that they can produce effective and efficient learning while having a significant impact on cognitive, affective, and psychomotor.

The moral decadence of the younger generation, especially among students and school students, is an important issue that needs to be addressed wisely and well by a teacher as a protector and educator. The phenomenon of student moral decadence can be reflected in phenomena such as violence between students, drinking alcohol, bullying, drugs, promiscuity, child crime, driving above reasonable limits, and hedonism among students. If left unchecked, existing forms of juvenile delinquency will become a habit and unconsciously embedded as a character in the students themselves. Furthermore, this will have a negative impact not only on individual students but also on the family, environment, and surroundings (Afif, 2021). If left without excellent and practical handling, the younger generation, especially students, will experience moral decline, a great danger in nation-building efforts. Indonesia's golden moment of 2045, which is predicted to be abundant thanks to the peak population of productive-age people, could be threatened. Isn't the younger generation essential to developing a nation and state? (Listari, 2021).

The phenomenon of delinquency and moral decadence of adolescents and the younger generation have become a common problem and require the attention of various parties, especially educational personnel, who are closely related to the character building and mental cultivation of the younger generation. There needs to be an effort to improve morals and instill character in the younger generation of students to create a young age that is moral, educated, and wise as a foundation for building a better nation and state (Abdurrahman & Syahrullah, 2022). According to Wasito & Turmudi (2018), the failure of education is due to its focal point, which is only on cognitive values and ignores the affective aspect, namely the willingness to practice the importance of religious teachings and manners (Rofiki, Zuhriyah, et al., 2022).

MTs Nurul Jadid is an educational institution under the auspices of the Nurul Jadid Islamic Boarding School, which has and is continuously implementing countermeasures against moral decadence through various efforts and programs implemented both by teachers and other components in educational institutions. Some of the problems of moral decadence and ethical deterioration found at MTs Nurul Jadid are as in the following table.

Table 1. Problems of Student Moral Decadence

No	Moral Decadence Problems
1	Some students are still relaxed and not orderly when the bell to enter the lesson is rung, when reprimanded by the disciplinary department, students do not immediately go to class as if the reprimand from the teacher is just a bluff.
2	Some students do not pay attention to the teacher's explanation during the teaching and learning process, and sometimes students are found chatting and sleeping during class hours.
3	Many students go in and out without permission during break time, and there are several incidents where students were found jumping over the school fence to skip class.
4	As an Islamic boarding school, there is a zuhr prayer activity in the congregation, which in its implementation is often found by students who are lazy and finally punished by the Student Affairs department.
5	After the zuhr prayer, students do not immediately return to class but sit outside the classroom and wait for the time to go home.

From these problems, teachers need to pay more attention to the phenomena that occur, considering the true nature of the teacher is a person who must be versatile and all-knowing and can guide students to improve. Teachers have an essential and vital role, not only in the teaching and learning process and in efforts to overcome the moral and ethical decadence of the younger generation, especially students (Nuwa, 2020), (Fathoni & Rofiki, 2023). The presence of teachers as part of the education and learning system has an important

impact on the results of the learning process in schools, as well as having a very close relationship with student authority. Simply put, teachers play an essential role in the success or failure of character training in a school (Pradina et al., 2021), (Rofiki et al., 2021).

In addition, some of the problems faced by teachers in developing students' character are lack of ability to master the characteristics of students from the moral-emotional aspect; lack of learning the element of students from the sociocultural part; lack of getting the details of students from the physical aspect; lack of mastering the characteristics of students from the intellectual aspect; lack of interest in reading students which has an impact on the level of students' intelligence (Tari & Hutapea, 2020).

Based on research conducted by Erviana, character education not only needs to be carried out and pursued by the school but also needs the cooperation of all components, ranging from educational details, and the environment to family and society (Erviana, 2021). The results of research by Samsudi et al. show several exciting things related to character education 1) By always explaining moral values in everyday life, giving sanctions and habituation of the 5S culture (smile, greetings, salim, polite, and polite), 2) trying to set an excellent example for students so that they provide good feedback in their daily lives, 3) providing a comprehensive evaluation, because evaluation does not only discuss cognitive aspects but also discusses evaluation in affective and psychomotor aspects (Samsudi et al., 2022). According to Mas'ud, the affective domain is optimized with specific approaches and methods so that the output and result can be adequately realized. Like adolescents, after being guided and fostered, they eventually become the hope and desire of society, nation, state, and religion (Mas'ud, 2020).

From some of the previous researchers, it can be concluded that many things need to be applied in overcoming student moral decadence, and many parties are involved and participate in it. Therefore, if this is not overcome, it can create bad morals and deviant behavior and impact the student's families and environment. Thus, the research has its uniqueness, where researchers try to make character education an approach to overcome the decadence of students. This research aims to discover the teacher's strategy in overcoming the moral decadence of students through character education focused on MTs Nurul Jadid Paiton Probolinggo.

RESEARCH METHODS

This research used a descriptive qualitative approach with the type of field research, where in the view of Danim and Darwis the procedure consists of several stages as follows: formulating problems as the focus of research, collecting data, analyzing data, formulating results, and preparing recommendations for decision making. The informants in the study were the principal, the student affairs department, homeroom teachers (VII, VIII, and IX), and some students. Several data collection methods were used, including participant observation, in-depth interviews, and documentation. The comment carried out in this study is participant observation, in which the researcher tries to understand whether, without his presence, the subjects have a fixed personality or become different. Participant researchers make observations and listen carefully.

Based on the results above, the initial stage of the research in the form of observation is still a stage of understanding the situation to facilitate the equalization of views and research foundations with the school as the research locus. At this stage, it was more utilized to connect with the principal, deputy head of student affairs, homeroom teachers, and students who participated in the research sample. After the observation stage, the research continued with direct observation activities related to the research topic, which included strategies and conditions that developed in the field, which were then grouped into primary and secondary data groups. In-depth interviews are intended so that researchers can conduct preliminary studies to find problems that must be researched and obtain more in-depth data exposure related to the topic being studied.

Documents are records of past events in the form of writings, pictures, or monumental works of a person, suggesting that researchers look for records regarding respondents' data through documentation. A documentation study is conducting an assessment of documents that are considered to support the research results. The observation is unstructured, which means observation is carried out without an observation guide. The researcher at this moment conducts a frank statement, namely the researcher in working data collection states frankly to the data source that he is conducting research (Harwindito & Abi Saptadinata, 2022).

The data analysis of this study uses the data analysis model according to Miles and Huberman, which includes; 1) data reduction, namely by analyzing data collection and making reflective notes related to the data obtained; 2) data presentation is done by presenting data in an informative manner; and 3) conclusion drawing and verification, namely by interpreting data which can be in the form of a description or description of the research

results (Siskayanti & Chastanti, 2022). The data that has been reduced provides a sharper picture of the observations and makes it easier for researchers to search for them at any time. Data presentation is organized information that allows concluding and taking action. Finishing is the final step in data analysis (Carlyna et al., 2022).

RESULTS AND DISCUSSION

Based on the research results after interviews with the principal, deputy head of student affairs, and teachers regarding the teacher's strategy in addressing student moral decadence through the implementation of character education. The performance of character education will effectively overcome students' moral decadence. The research results illustrate various teacher strategies for overcoming the phenomenon and impact of moral decadence through character education, which can be translated into several essential points or interrelated aspects, as in the figure below.

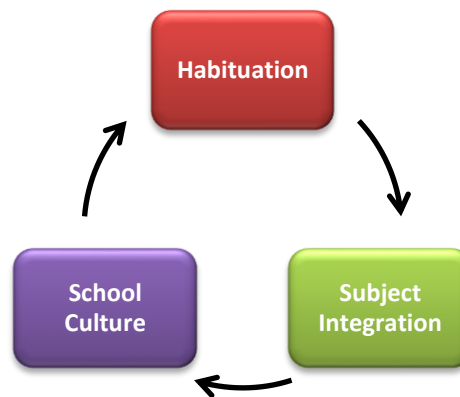


Figure 1. Teacher's Strategy in Overcoming Student Moral Decadence

Habituation of Learners through Character Education. Habituation is very important because habit is a subconscious driving factor for a person in action and behavior; without habituation, a person's life will run slowly because they must think about what they are doing first. Teachers apply the habituation method to familiarize students with commendable and noble character traits so that the activities carried out are recorded positively (Nurbaiti et al., 2020).

Habituation has a vital role in character-building efforts. Efforts in this habituation are influenced by human personality factors that have weak and forgetful nature. A habit comes from activities carried out regularly daily, which become routine and embedded as a habit (Haibah et al., 2020). Through interviews conducted with the Principal and the student affairs department, it was found that habituation that occurs in the school education environment through routine school activities, spontaneous activities that happen, and exemplary attitudes,

habituation, and discipline is a small part of the form of overcoming moral decadence through character education instilled in the form of habituation. The habituation carried out by teachers to students can be seen in the following figure:

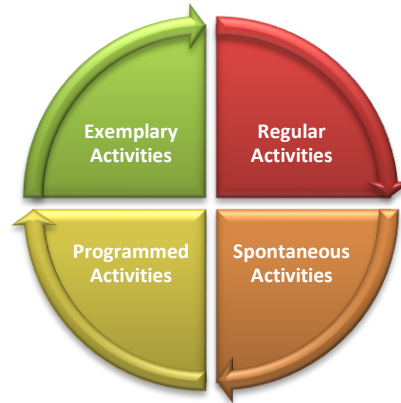


Figure 2. Student Habituation Activities

Routine activities aim to get students used to doing something well. Habituation activities that include regular activities include: praying before starting learning activities; reading Asmaul Husna before entering class; reading juz amma; praying dzuhur in the congregation; keeping the course clean. Spontaneous activities aim to provide education spontaneously, especially in getting used to being polite and other manners. Incidental activities implemented by teachers include: greeting and shaking hands with the school community; being polite; throwing garbage in its place; respecting other people's opinions; asking permission when entering/exiting a class or room; helping others; consulting homeroom teachers or other teachers as needed; channeling aspirations through school media such as wall magazines, and others;

Programmed activities aim to familiarize students and school personnel to be active in carrying out school activities according to their respective abilities and fields. Programmed activities are carried out: class meetings held at the end of each semester; commemorating Islamic and national holidays; subject olympiads; and art performances at the end of the school year. Exemplary activities aim to serve as role models in the form of daily teacher behavior that can be used as examples or role models for students. These special activities include: dressing neatly; arriving on time; speaking or speaking well; reading diligently; and being friendly.

Integrated Character Education in Learning. Learning outcomes are not merely about mastering certain concepts or practical skills. The result of the learning process at school that is no less important is character building. Character building is essential because it can equip

students with the maturity of thinking patterns and wisdom of action. This is a vital asset for a person to achieve success (Nugraha, 2020). Education must be able to produce humans with noble characters in addition to adequate academic abilities and skills. One way to create people with nature is to integrate character education into every lesson (Nugraha, 2020). From the results of research and interviews with homerooms VII, VIII, and IX, it was found that homerooms and teachers apply the integration of character education in learning to instill good character so that students have a good feeling as a provision for socializing and society.

Character education is carried out with an integration method: creating a comfortable, peaceful, loving classroom atmosphere and maintaining harmony through effective learning methods coupled with various programmed and spontaneous activities to instill positive character in students. In addition, the school environment is also encouraged to create a culture of non-violent behavior to develop good morals and morals. The learning materials provided to students are arranged in such a way as to relate them to everyday life so that students can learn good attitudes and behaviors from the things they learn in lessons in their daily lives.

Character education in institutions must involve all policymakers and include the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, administration of educational institutions, implementation of co-curricular activities or activities, empowerment of infrastructure, financing and work ethic of all residents and the environment of educational institutions. In this case, students' learning time at school needs to be optimized so that an increase in the quality of learning outcomes can be achieved, especially in overcoming moral decadence through the character-building of students.

Implemented School Culture. School culture is a pattern that has a basic assumption of the development of a learning group as it learns to overcome problems that are considered valid. Character education through school culture can train and shape children's attitudes toward a better and positive direction. School culture is one of the aspects that influence student development. If the school environment is full of discipline, honesty, and compassion, it will produce good character (Amelia & Ramadan, 2021). The way that can be done to solve the problem of moral decadence is to internalize values and character through school culture. This method is considered relevant because school culture is an effective alternative for instilling values and character in schools. A good school culture contains good habits and values and positively affects the process (Sani & Setiawan, 2020), (Erviana, 2021).

The process of overcoming moral decadence begins with adjustment. Then, to overcome moral decadence through character education, building a positive culture in the school environment is necessary. School culture is also defined as a school tradition that develops by the spirit and values believed by the school. This means culture in this school means habits that are agreed upon to be carried out for a long time. The desired character values will be formed if this positive habit has been cultivated. To the interview conducted with the principal, teachers have implemented several school cultures. Teachers continue to instill a positive culture to overcome the moral decadence of their students. The school culture applied by teachers is as follows:

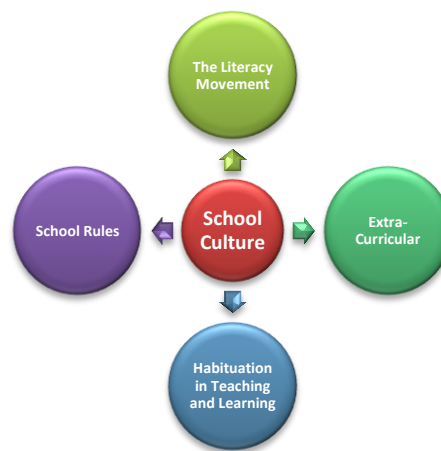


Figure 3. School Culture Applied by Teachers

School literacy movement. This movement aims to develop student's character through acculturation of the school literacy ecosystem, which is realized in the school literacy movement. Based on government regulations, namely Permendikbud number 23 of 2015 concerning the cultivation of character. One of the planned programs is the 15-minute activity of reading non-lesson books before class time begins. This activity is intended to foster students' interest in reading and significantly impact the teaching and learning process. The reading material contains ethical values in local, national, and global wisdom delivered according to students' developmental stages.

This program should receive more attention from the school so that the character development process can run more efficiently and effectively. Schools should provide a reading corner for students to utilize. That way, learners can use it at a predetermined time or at other times. Of course, it will be difficult for children to have the opportunity to read non-lesson books outside of school because they are already busy with pesantren activities.

Extracurricular activities. These activities are intended to develop students' interests and talents. The school should facilitate the process of creating these interests and skills. Thanks to these activities, students recognize several positive activities. Both in terms of physical and mental abilities. With a physical and psychological model that continues in their out-of-school organization environment, children become accustomed to activities that prioritize thought and energy. They will not be spoiled, lazy, and lawless. Instead, they become active, creative, and responsible.

School discipline. School rules are the boundaries between what is allowed or not allowed and what is good or not. It will not be possible in an organization without rules. This includes schools. The school must make rules that have been agreed upon and enforced together. Thus the situation in the school will remain orderly for a very long time because the program is implemented according to the rules. It will not be enough that the organizational loop or cycle is only suggestion after suggestion. A person's attitude can be easily changed, especially regarding habituation, if the rules bind a person. Then in this way, positive habits will continue to develop to become a character constantly.

Of all the school cultures, the educators concerned must have a solid will to run it. Without that, positive habits last a long time, and rules are just rules-failure to achieve an expected character-building goal. In addition, there must be excellent communication between the elements of education, namely the school, community, or government. Culture is a result that has been formed over a long period. Therefore, it must have a suitability for its maintenance. All parties must be united in implementing the culture built from the beginning. Once or twice may be understandable, but often making mistakes, the desired data will not be realized. Then the character values are by the wishes of all parties.

Obstacles in Overcoming Moral Decadence through Character Education. Based on the study's results, it was revealed that the teachers have obstacles, among others, the different background conditions of students, making it difficult for teachers to implement character education in overcoming student moral decadence related to student behavior or morals. Seniors influence the environment where students live in the Nurul Jadid Islamic Boarding School environment in addressing the moral decadence of students through character education. Obstacles also come from the family; parents who work ignore the growth and development of their children.

Based on the analysis presented, in overcoming moral decadence in schools through character education, teachers make several efforts: habituation, integration in learning, and

school culture. Although there are still some obstacles in this effort regarding the background of students, parents, and the pesantren environment, cooperation with the school is needed. There is a cooperation between all elements, starting from education, family, and the pesantren environment. These are steps to reduce or even prevent moral deterioration behavior at MTs Nurul Jadid. Habituation of students to positive things and supported by school activities are expected to equip students with good morals and ethics so that there is no decadent moral behavior among students.

CONCLUSION

The teacher's strategy in the moral decadence of students through character education can be seen from three perspectives: habituation, integration in learning, and school culture. Common and visible ways in schools to overcome moral decay are implementing character education, such as routine, spontaneous, programmed, exemplary, and habituation. Character education can be implemented by integrating it into learning in the school environment. Students learn not only in science but also in behavior. The application of character education by teachers, such as school literacy movement, extracurricular activities, the introduction of socialization activities at the beginning and end of learning, getting used to polite behavior, and establishing school rules. The various steps and efforts of teachers and school parties to overcome moral decadence through character education are certainly intended so that students have commendable morals and morals. However, character education teachers face obstacles in overcoming moral decadence. The barriers to introducing character education come from the family and pesantren environments. Unsynchronized character education in schools and boarding schools or Islamic boarding schools makes it difficult for teachers to implement character education. Nonetheless, the results of this study recommend that schools prioritize moral decadence through character education. In terms of follow-up, further research is needed on advanced character education, such as honesty and responsibility to overcome students' moral decadence.

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