

IMPLEMENTING THE VALUES OF PEACE AND A CHAMPIONSHIP ATTITUDE IN FORMING THE CHARACTER OF STUDENTS FOR TKA-TPA AMM KOTAGEDE YOGYAKARTA

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Abstract

This study aims to determine the instilling of peaceful values and attitudes of champions in early childhood. This study uses a qualitative-descriptive approach housed in TKA-TPA AMM Kotagede Yogyakarta, data collection techniques performed by observation, interviews, and documentation. The results of this study indicate that the instilling of peace values starts from something small, such as making peace in the classroom. Indeed, with tranquility, there will be a sense of peace. Hence, there is the term “needle falls sound”. Communicate using great language and gentle intonation to anyone and appreciate the person speaking in front of the class. The effort to instill a champion attitude in students TKA-TPA AMM by giving a star writing on the board for students who dare come forward to memorization that has been given by the teacher. The next effort is to give applause to students who have dared to show up in front of the class so that other students are triggered and enthusiastic to show up. Conducting evaluations every month aims to determine student achievement and their ability limits and hold a final Semester assessment (PAS) as one of the reports from the institution to the Guardians of students.

Keywords: *Value Peace; Champion Attitude; Build Character.*

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INTRODUCTION

One of the goals of Education in Indonesia is to educate the life of the nation as stated in the preamble of the 1945 Constitution. In addition, the existence of education in Indonesia can form a good personality early on in every student in educational institutions so that it can act as an agent of change in the future (Supriyanto et al., 2019). From these educational goals, educational institutions must be able to create a constructive environment so that these educational aims can be implemented for each student. Good environmental conditions, in addition to forming the character of students, are also able to support students to achieve achievement in both academic and non-academic (Benbenishty et al., 2016).

As we know, Indonesia is known as a country that has many tribes, cultures, religions, races, and languages. With these differences, Indonesia is a multicultural or multi-ethnic country. The term *Bhineka Tunggal Ika* is a term that can unite the differences that exist. But, there are still conflicts between one region and another due to differences of opinion between two different tribes. The richness of culture, ethnicity, religion, and language can show the identity of the Indonesian nation to other countries, and these differences become one of the determining aspects in the formation of the Unitary State of the Republic of Indonesia. From another point of view, multi-ethnic could be used as cultural capital, and cultural power becomes the driving force of the strata of national and state Life (Najwan, 2009).

In addition to ethnic and cultural differences that can trigger problems in Indonesia, is currently rife fights among inter-students, especially at the level of junior high school (SMP), senior high school (SMA), and equivalent. It means that the government program listed in *Nawacita* under the leadership of Mr. Joko Widodo and Mr. Jusuf Kalla, namely “bringing back a country that protects the layers of the nation and provides a sense of safety to all citizens” has not been fully implemented (Saputra & Handaka, 2018). While Yogyakarta is famous for the term *Klithib* (criminal) group of students becomes the culprit. It is so influential in the emergence of a sense of anxiety in the community groups in Yogyakarta. Due to this action, they damage regional facilities and take casualties (R. B, 2017). Ng and Chow said that if the behavior of aggression occupies a high level, it will cause discomfort in the social structure of society, and vice versa, so the community will be safe and comfortable (H. K. S & T. S, 2017).

Implanting the value of peace can be allocated into peace education has become a paradigm that is developing in the international arena and also becoming a trend in Indonesia. Peace education holds many varied meanings. It can be adapted to the situation that is being faced (Momodu & Jude, 2013). Fountain's view in Eka Saputra's writing states that UNICEF provides a perspective on peace education as a process of offering related knowledge, skills, attitudes, and norms needed to bring about a change in behavior in children, adolescents, and even adults (1) overcome riots and violence; (2) a strategy for resolving disputes peacefully; (3) Creating a constructive situation for peace, both between intrapersonal and community groups (Saputra, 2016).

According to Gunawan in a journal written by Vingki and Azwar states that the character is the attitude and behavior of a person to himself, his relationship with God (*Hablum Minllah*), as well as his relationship with humans (*Hablum Minannas*) generated through an idea of thought, attitude, feelings, words by the values applicable to the social environment (Putri & Ananda, 2018). The purpose of character education is to guide students to have a noble character, responsible in all things, sensitive to the conditions that are happening. In addition, several aspects can be implemented in instilling character in students in educational institutions, among others: (E, 2011). (1) habituation and modeling; (2) fostering respect for time (discipline); (3) providing rewards and punishments; (4) CTL (Contextual Teaching and Learning); (5) exchanging roles (role-playing) and; (6) conducting participatory learning.

Thirty years later, the progress of the Indonesian state is in the hands of early childhood which will be the next generation who will change civilization. Not only in science and technology

but in the development of character will also be faced by generations to come. Therefore, education in forming character is a knowledge that is very important for the development of early childhood, teacher should be implanting a good character in each student, especially in planting the value of peace as their provision to face a multicultural society and instill a champion attitude, so that every student has a spirit in the learning process and continues to develop knowledge, besides it also gives a sense of self-confidence to compete in every event. Planting the value of character also requires strategies and methods of learning that are measurable to adjust to the growth and development of the soul of learners. According to Habibah in Sudaryanti's research, the appropriate learning method in character education is the indoctrination of good norms to learners, classification of values, and teachers as role models who can provide good examples (Sudaryanti, 2015).

Al-Qur'an education school (TPA) is a non-formal educational institution for children aged 4 to 12 years or students of kindergarten education (TK) to elementary students (SD) to provide learning to read Iqro' and Al-Qur'an by the method of learning. In addition, it also so that the students were able to read Iqro' and Al-Qur'an by the rules. TPA aims to complement the education that has been given to parents such as *Madrasatul Ula* at home and the role of teachers in the school (Nugroho et al., n.d.). Sudaryanti in Fahrurrozi revealed that forming the character of early childhood will be able to lead the child to be able to control his emotions well. As stated in law No. 20 of the year 2003 chapter 1 (3) and Chapter 3, the purpose of education is "to form the nature and civilization of a dignified nation based on religious and Pancasila values that contain cultural intelligence" (Fahrurrozi, 2020).

Instilling the value of peace in early childhood is very important. Because of the higher level of education of a child, the opportunity to instill character is getting smaller, and also getting used to good habits from an early age will extremely influence the environmental situation where he lives and the process of forming a good character, that is realized capable of not in everyday life (Silahudin, 2017). Therefore, every child should get character education from an early age, especially in instilling the value of peace to face the differences that exist (Umar, 2017) and also instilling the value of appreciation to appreciate a struggle and raise the spirit in study to be able to achieve achievements in any field.

TKA-TPA AMM Yogyakarta is one of the non-formal educational institutions built by KH. As'ad Humam with other student associations in a circle Tadarus team Young Generation Mosque and known as team Tadarus "AMM". It is located on Jalan Purbayan, RT.49/RW.11, Kotagede, Yogyakarta. In addition, it also built a kindergarten Al-Qur'an (TKA) and Al-Qur'an Education Park (TPA), and until now Tadarus AMM Team divides the learning process into three levels, namely TKA-TPA, TKAL-TPAL, and TPQ (Ulfah et al., 2019).

In the three levels of education, this study only focuses on instilling the value of peace and the attitude of champions at the first level, namely TKA-TPA whose average age is four to six years. At an early age, researchers want to know how an educator or teacher who is often referred to as "Mr" and "Mrs" instill the value of peace and a champion attitude that is provision for every student in behaving and acting in his community environment that has different tribes, cultures, religions, and languages. In addition, planting the value of peace from an early age will form a good personality to avoid riots or disputes that can unsettle the community in the future and eager to compete for achievements in any field.

METHODOLOGY

This study uses qualitative-descriptive research methods to describe an occasion that occurred in the field. The research location is TKA-TPA AMM Kotagede Daerah Istimewa Yogyakarta. In this unit, there are two study groups called Monday and Tuesday group. Monday group that focuses on learning Iqro's classical incoming on Monday, Wednesday, and Friday. Meanwhile, the Tuesday group studied Iqro' usually entered on Tuesday, Thursday, and Saturday. This study examines the overall existing in the Monday and Tuesday group related to planting peace

values and champion attitudes. Data collection techniques are carried out through observation, interviews, and documentation (Sugiyono, 2016). The samples were taken with a purposive sampling technique, prioritizing knowing, understanding, and experiencing the interviewees, namely the director of TPA-TKA and teachers. The data validity is tested by triangulation techniques, then the source data will be reduced, presented, and Conclusions Drawn (Zein, 2020).

RESULTS AND DISCUSSION

The Value of Peace

Providing an understanding of the elements of peace in early childhood is still hard, especially when the learning process. The learners who are still childish tend to recognize their world by playing and joking without looking at the situation and conditions. The biggest in their conscience is "I am happy". This condition will make the teachers work extra in dealing with the behavior of students with different dispositions and habits that are common in the souls of children, heartened in dealing with them and must have a suitable teaching method to be applied to all students. It is as stated by one teacher during an interview:

".....we must be patient with them even though they are upset with their behavior, but we must also understand that it is their world that likes to play..."

Indeed, early childhood has a process of developing and growing that is distinctive or unique. Students have soft and rough motor coordination, thinking, creativity, language, and communication combined with intellectual intelligence (IQ), emotional intelligence (EQ), spiritual intelligence (SQ), and religious intelligence (RQ). All of them can grow and develop by the age stages that will be passed by the child. In the process of growth is needed direction and supervision of various parties, including parents, and teachers, even though the environment (Ariyanti, 2016).

The efforts made by every educator in TKA-TPA AMM in instilling the values of peace is to provide an understanding that the commotion will cause discomfort in a condition, such as when the teaching and learning process in the class. Therefore, there is the term "needle falls sound" which means the classroom condition should be quiet when all students are working on coloring or writing tasks given by the teacher while the learning process. Students are allowed to play when all tasks have been completed. They should not be loud that disturb other friends are privately recite with the teacher in front of the class. As stated by another class teacher

".....we do not forbid them to play, as long as their task is completed all. And we warned them that if their voices were loud they would disturb others who were reciting the Qur'an....."

The number of students in the classroom proves that there are also many differences between each student. Some are quiet, and there are active (talkative). Even some hyperactive students can trigger a commotion in class while studying. It is influenced by several factors, namely: (1) the influence of the living environment; (2) selection factors; (3) social interaction factors. It realized that the delivery of information disclosed by students reflects their character it has (Akbar et al., 2018). The teacher's effort to deal with students who have the potential to damage the concentration of other students is to provide an understanding to the student that the actions taken will adverse others who are learning, then give a blank paper so that the student draw by his imagination. As the result of an interview conducted with the director of TKA-TPA AMM: "in dealing with hyperactive students, first we remind the child that what he is doing can interfere with his friends who are studying, and incidentally the child likes to draw, we give a blank paper so that he draws by his imagination only".

The process of instilling the value of peace is so hard to understand by all students because their age is still relatively early to understand more about it. However, educators who are called "Mr" and "Mrs" will never be bored and always remind students to respect one another and respect the differences (physical) in each student so as not to arise the habit of bullying in the educational environment. Cases of bullying are rarely found by the director and even teachers as personal contact with students, but the institution still anticipates it so that it does not happen as the slogan circulating "prevention is better than cure".

“...cases of bullying during this time I have never heard or found directly, also reports from teachers do not exist. God never intended for such a thing to happen. But, we found a commotion among the students. Maybe they are still happy to play, but we always try to minimize this so that the learning process can be wise and the lesson delivered to students”.

Being able to communicate well and use great language is a habit that must be familiarized by childhood to learners. Expressing opinions and answering questions from teachers with polite grammar and soft intonation of speech, thus will avoid a debate that will lead to a conflict. The learning process will not be separated from communication, both students with students and teachers with students. The ability to communicate is an absolute requirement that can help learners to convey opinions (Wahyuni & Suryandari, 2019). One of the roles of educators in TKA-TPA AMM is to get used to communicating well with students and getting used to students using polite language and soft speaking intonation with habitual it is hoped that they will get used to it and carry on until they grow up.

In addition, instilling the value of peace is done by teaching students to be appreciative. Listen to friends that come forward to memorize memorization, such as daily prayers and short letters (*Juz 'amma*) given by the teacher. In addition, the purpose of instilling character, and good habituation, will have an impact on how students communicate, used to listen, understand different opinions, able to collaborate to work together, can solve a problem, think critically, dare to make decisions, and be responsible for the social community (Wulandari, 2015), this is by the results of interviews revealed by one of the teachers :

“.....we gave each of them a memorization, and then each student gave us a memorization in front of the class. Other students must listen and appreciate their friends performing in front of them. That our effort to instill an attitude of respect for all students”.

Instilling A Champion Attitude

Efforts to instill a champion attitude in students is one of the efforts made by educators TKA-TPA Amm Kotagede Yogyakarta to foster the spirit of each student and be able to compete in the learning process. Each teacher is done several things to instill the spirit of students, namely:

1. The teacher gives the stars to students who can memorize in front of the class. This effort is carried out with the aim that students are enthusiastic in memorizing and mentally training each student to dare to show up in front of people. Giving this star will affect the attitude of students during the process in the classroom, for example, if there are students who make noise in the class to disturb other friends, the stars will reduce. Thus, students can logically think that the effort that has been done will not be wasted. It is following the statement of one class teacher who said:
“I tried to instill spirit in students by giving a star written on the blackboard so that students spirit to memorize prayers and short letters that have been given by the teacher, and the star will reduce if the students make the classroom atmosphere becomes cloudy. For example, students make noise, exit the class without my permission, etc.”.
Giving this star has to do with the value of peace. Students are expected to appreciate their friends who are showing up in front of the class to memorize. Then, students are required to control themselves so that the stars that have been obtained do not occur reduction due to the commotion caused by himself.
2. Evaluate Iqro's memorization and achievement each month. At the beginning of each month, students of TKA-TPA AMM are given the task of memorizing two short letters and one daily prayer. Memorization is not only homework but in every meeting in the classroom that is always in *Muraja'ah* (repeated) at the opening before the learning begins. With the meaning that all learners can process together in the classroom, and can help their classmates if hard memorizing. This evaluation is done in writing and will submit to their parents to know the achievement value every month. Iqro's achievement evaluation is also

carried out every month, with a note that every parent knows the achievement of the koran, and the lack of their children so that they can help provide additional guidance at home. With the evaluation each month, all students can find out the lack in themselves with the expectation that in the following months, memorized letters and new prayers can trigger them to be better.

3. Final assessment (PAS). Difference to the monthly evaluation conducted by TKA-TPA AMM, PAS is an overall assessment during the student's 1st semester in class. This assessment also includes the value of attitude, absenteeism, and tidiness of students during the study. And also, the students' creativity assessment on the task of drawing and writing Arabic letters. The results of this evaluation are written by the homeroom teacher in the form of a report book like other formal educational institutions, with the hope that all parents of students can know the development of their children for one semester and provide additional guidance to be better again. In this final assessment, the homeroom teacher also determines one champion, the best value in memorizing and achieving the highest Iqro, with the champion expected to all students to compete to be the best or known as *Fastabiqul Khoirot* (competing in goodness). In addition, the assessment at the end of the semester is one of the measuring tools by providing numbers by the rules in force. There are four functions can be stated in the procurement of PAS, namely: (1) to determine the advantages and disadvantages of individual learners; (2) to strive to improve student learning; (3) to determine the class champion; (4) to analyze the effectiveness of learning (Thaeb, 2016).
4. Give applause to students who have dared to come to the front of the class. This small thing has the potential to build the spirit of the students daring to show up in front of the class. Applause is one of the efforts to give appreciation to those who managed to achieve something desired. TKA-TPA AMM accustom each student to appreciate classmates who have successfully carried out their duties, namely memorizing memorization in front of the class, this habit will have an impact on children who are given applause appreciation which will feel happy for their achievements, then the applause will also coincide with other students to dare to perform. The director of TKA-TPA expressed this :
“...applause is a trivial thing, in my opinion, but it has a big impact on early childhood, we who are adults feel happy that after performing in front of the audience can be applauded, as well as they feel they can get gifts from their friends because they can advance to the front of the class. It was also able to encourage the other friends, they wanted to come to the front of the class to get applause from their classmates as well...”

CONCLUSION

The efforts made by educators in instilling the value of peace in students is to appreciate everyone who is talking in front, but it also provides an understanding that a calm atmosphere will lead to peace, thus every student can control himself not to make a fuss that can interfere with his friend who is privately studying with the teacher. Furthermore, communicate using polite language and soft intonation when talking to teachers and friends. In instilling a winning attitude in students, teachers give Stars written on the blackboard to burn the spirit of students in learning, then evaluate memorization and achievement Iqro' every month so that each student can compete for more active again in the learning process, TKA-TPA AMM also held a final Semester assessment (PAS) like formal education institutions, this PAS includes all of the student assessment in 1 semester

written in a book report, then TKA-TPA AMM familiarizes small things like giving applause to students who have succeeded and dare to appear in front of the class to appreciate them.

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