TEACHERS' STRATEGIES IN IMPROVING THE CHARACTER OF STUDENTS AT MADRASAH ALIYAH DARUL IHSAN DARUD DA'WAH WAL IRSYAD MAKASSAR

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ABSTRACT

This dissertation discusses the issue of "Teachers' Strategies in Improving the Character of Students at Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar". Then the author divides into sub problems, namely How is the teacher's strategy in improving the character of students at Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar? This research is a qualitative research with the research approach used is a learning and coaching approach through character values. The source of this research data is the Chairman of the Darul Ihsan Darud Da'wah Wal Irsyad Makassar Foundation, Principals, Teachers and Students. Furthermore, the data collection methods used are observation, interviews and documentation. Data processing and analysis techniques are carried out through three stages, namely data reduction, data presentation, comparative analyst techniques and conclusion drawn. The result of this research is the strategy and efforts made by teachers in shaping character, namely increasing discipline in participating in worship and religious activities such as dhuha prayers in the morning, reciting religious lectures and increasing learning and extracurricular activities including scouting activities, Qasidah training and memorization of the Quran.

Keywords : Strategy, Teacher, Character

1. INTRODUCTION

The development of science and technology has brought about changes in almost all aspects of human life. Humans in essence are The creature created as the most perfect and with

the highest degree is to be a caliph on the face of the earth, as well as a holder of human rights.[1] Various problems can only be solved by efforts to master and improve science and technology. Apart from the benefits for human life, on the one hand, these changes have also brought humans into an era of increasingly fierce global competition.

Education plays a very important role in the process of improving the quality of human resources. Realizing the importance of the process of improving the quality of human resources, the government in this case is very responsible and continues to strive to realize this mandate through various efforts to develop higher quality education, including through developing and improving the curriculum and evaluation system, improving educational facilities, developing and procuring materials. teaching, as well as training for teachers and other education personnel.

So that there are quality and competent human resources in the field they are involved in. Law Number 20 of 2003 concerning the National Education System states that; National education is an important part of national development, which means that this law is the basis for the formal legality of the implementation of education in Indonesia. As a national education system that always makes adjustments and improvements to find new things that are considered more appropriate in the implementation process."[2] Character values education is one of the important pillars that plays a role in the implementation of education. However, in practice character education is still often sidelined or compared.

Cognitive education intellectual intelligence which is used as the main achievement orientation is actually not ideal enough because education is not just about educating or equipping students with high intellectuality, but rather the formation of a moral identity and good character. Of course, it is no less important to mention that the essence of the goals of education and teaching include laying a strong foundation of character through internalizing values in education as well as cultivating and instilling emotional and spiritual intelligence that colors one's life activities.

The rise in several cases currently affecting Indonesia, from government circles to ordinary people, is the impact of the current decline in the nation's morals. This is caused by several factors, one of which is the internalization of values in education which through several subjects in education is still lacking. Character and culture in national life can bring decline in national civilization, on the other hand, the life of a society that has strong character and culture will further strengthen the existence of a nation and state. The increasingly deviant character of Indonesian children is of particular concern to education observers.

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[1] Anas Salahuddin and Irwanto, *Character building; Education Based on Religion & National Culture*, (Bandung: Pustaka Setia, 2013), p. 43.

[2] Republic of Indonesia, *Republic of Indonesia Law Number 20 of 2003 concerning the National Education System*, (Jakarta: Sinar Graphics, 2011), p. 1.

KPAI (Indonesian Child Protection Commission) has handled 1,885 cases in the first semester of 2018, there were 504 children who became criminals ranging from drug offenders, stealing, to immoral cases which were the most common cases. With the increasing cases of deviant behavior and character of the nation's children, it is necessary to raise awareness not only for educational staff and the government, but also the awareness of the Indonesian people to implement good behavior and instill good character in Indonesian children.[3] The loss of character occurs because the learning process tends to be solely on intellectual development or cognitive level, not on application at the level of character values.

In fact, character education is a very important foundation of the nation and needs to be instilled in students from an early age. Students trained by Madrasah Aliyah Darul Ihsan DDI Makassar are not like other students at different institutions, their ability to access education at affordable costs is a very strong supporting and driving factor, so that if this is combined with maximum character formation and development, participants students at Madrasah Aliyah Darul Ihsan DDI Makassar can become icons who are truly capable and ready to overcome the progress and development of an era that is increasingly full of various challenges. The above inspired the author to conduct research at Madrasah Aliyah Darul Ihsan DDI Makassar.

2. METHODS

Approach Method

The approach is an effort to achieve the targets specified in the research objectives. Suharsimi Arikunto said that even though the research problem is the same, sometimes researchers can choose between two or two more types of approaches that can be used in solving problems. Approach is a mindset used to discuss research objects. Approach can be interpreted as a starting point or point of view towards something. The methodological approach taken in this research is an approach based on positivistic philosophy which is used to research the conditions of natural objects. Approach can be interpreted as a perspective used to explain data produced in research. Research data can give rise to different understandings and images depending on the approach used. The approach used in this research is a learning approach through character values. Developing the potential of students by paying attention to all aspects related to the learning process.[4] The approaches used in this research are exemplary, inspirational, value internalization, cognitive moral development, value analysis, value classification and learning. Character education emphasizes the formation of relationships between one student and another, so that in a broader context there is a social relationship between individuals and their respective communities or groups.

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[3] Arief Setyawan, Sarwiji Suwandi, and St. Y. Slamet, 'The Content of Character Education in Folklore in Pacitan', Journal of Character Education, 8.2 (2017), 199–211 (p. 1)https:// doi.org/ 10.21831/ jpk.v 7i2 .21778.

[4] Sugiyono, *Educational Research Methods, Quantitative, Qualitative, R&D Approaches* (Bandung: Alfabe ta, 2012), h. 9.

Method of collecting data

Data collection is the process of collecting information needed in a study. Collection can also be understood as a systematic and standard procedure for collecting the data needed to answer research problems as well as preparing materials that support the truth of the theoretical correspondence that will be produced. Data collection methods are the techniques used in data collection. Data collection methods are the techniques used in data collection. The data collection method is the most important step in research, because the main aim of research is to obtain data, without knowing the data collection techniques, you will not get data that meets the established data standards. Data collection can be done in various sources and in various ways. Qualitative research is known for data collection methods, namely field observations, focus group discussions, intensive in-depth interviews and case studies.[5] In qualitative research, data collection is carried out in natural settings, natural conditions, primary data sources, more data collection techniques lots of participant observation and in-depth interviews and documentation.

Data processing/data analysis methods

Data processing techniques are data that has been collected from the results of data processing, both from interviews, and documentation and library literature, then arranged clearly. The data that has been collected will be analyzed, the term in research is called data analysis. Data analysis from the results of data collection is an important stage in completing a scientific activity, data collected without analysis becomes meaningless, meaningless, becomes dead data, makes no sound. So every data obtained by researchers will be analyzed again in order to obtain valid data. The data analysis process is the process of selecting from several sources and problems that are appropriate to the research being conducted.[6] So it is necessary to have a way of working for this data analysis technique starting from presenting data, organizing data, collecting data, and drawing conclusions. Data analysis is the process of systematically searching and compiling data obtained from interviews, observations and documentation by organizing the data into categories, arranging them into patterns, then choosing which data is important and which will be analyzed, then making conclusions so that it is easy to understand. by researchers themselves and others.

3. RESULTS AND DISCUSSION

According to language, strategy means a strategy, tip, tactic or way of acting to achieve certain goals. Teaching and learning strategies are several steps designed by teachers to achieve certain teaching goals. Learning strategies are implementation and learning methods that actually take place in the classroom during the learning process. A learning process is said to be going well if the process can generate effective and efficient learning activities, and requires appropriate

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[5] Rachmat Kriyantono, *Practical Techniques for Communication Research* (Jakarta: Kencana Prenada Media Group, 2012), p. 95.

[6] Sedarmayanti and Syarifuddin Hidayat, *Research methodology* (Bandung: CV. Mandar Maju, 2012), p.166.

learning methods.[7] Basically there are various factors that influence educational success, including teachers, students, facilities and infrastructure, educational environment, curriculum. Character education at Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar Rafly said that as a teacher of Islamic Cultural History he also handled Student Counseling Guidance that Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar has a 5 S program, namely: Greetings, Smiles, Greetings, Polite and Polite. Greeting means showing attention to fellow students, Smiling means showing happiness and joy among fellow students, Greeting means saying and reprimanding other people so that students do not feel shunned and left behind, Polite means being respectful and civilized in everyday behavior, Polite means kind and refined language and behavior.

From these several factors, teachers in the learning process activities at school occupy a very important position and without ignoring other supporting factors, teachers as educational subjects really determine the success of education itself. A study conducted by Heyneman & Loxley in 1983 in 29 countries found that among various inputs, the input that determines the quality indicated by the teacher's success in developing students both in terms of knowledge and morals is largely determined by the teacher. The role of teachers is increasingly important in that their capacity as educators needs to be supported by facilities and infrastructure for students' comfort in learning as well as cooperation between all elements involved in students' education.

Based on this problem, there are several strategies of Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad teachers which are currently implemented in the madrasah as explained by Indarjaya: Teachers' strategies for overcoming student learning problems can vary greatly, depending on the type of problem they face. The following are some strategies that are commonly implemented at Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar, namely: Problem Identification: Teachers need to identify student learning problems as a whole. This can be done through observation, discussions with students, and communicating with the students' parents and colleagues. Individual Approach, Adapting teaching approaches to individual student needs. This can include giving additional assignments, using different learning media, and allowing extra time to complete assignments. Remedial teaching, providing additional teaching sessions for students who are falling behind. This helps students catch up and understand the material better. Use of Technology, Utilizing technology and digital learning tools that can help students understand concepts in a more interactive and interesting way.

So far, the use of digitalization at Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar is Digital Vidio, Virtual Reality or presentation of problem-based facts, conformity with learning material. Active Learning, Applying learning methods that involve students actively, such as group discussions, collaborative projects, and educational games. Motivational Coaching, Helping to increase student learning motivation through positive reinforcement, giving rewards, and encourage positive learning attitudes. Collaboration with Parents, Involving parents in the

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[7] Diah Rahmasari, Teachers' *Teaching Strategies in Increasing Students' Interest in Learning, Journal of Educational Image*, 3.3 (2023), 1075–79 (p. 3) https://doi.org/ 10.38048 /jcp.v3i3.1831.

child's learning process by providing regular progress reports and working together to find effective solutions. Supportive Learning Environment, Creating a classroom environment that is conducive to learning, which includes a comfortable atmosphere, good discipline, and emotional support. Study Skills Training, Teaches study skills to students, such as how to manage time, effective reading techniques, and memorization strategies. With strategy With this strategy, teachers can help students overcome various learning problems and achieve their maximum potential.

Class management carried out by teachers has an important role in student success in learning. This research also uses a student approach in exploring information about teacher strategies and deepening character. The teacher has arranged the classroom so that the effectiveness of learning is also important, as stated by Kamriah that one of the teacher's strategies in monitoring students as a whole in the learning process properly is such as a circular seating arrangement, keeping the class clean, and decorating the class with works of art. student. It is hoped that good seating arrangements will create conducive and enjoyable learning conditions for students.

This is in accordance with Winzer's opinion that the proper arrangement of the classroom environment influences the level of student involvement and participation in the learning process.[8] Based on the presentation of the research results above, it can be concluded that teachers' teaching strategies in improving student learning are teachers using varied learning, providing motivation to students, managing the class well, designing effective and efficient learning media, so that the learning process can be achieved. as it should be.

Apart from the learning process and character building education for students, the teacher's role in developing personality is the most important part in Strengthening character education, an educational activity at Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar which aims to strengthen and develop student character by aligning with heart training. Thinking, feeling and sports with the support of public involvement and collaboration between schools, families and communities. Strengthening Character education develops five main values as part of the National Mental Revolution Movement, namely Religious, Nationalist, Independent, Mutual Cooperation, and Integrity, which are explained as follows: First, Religious is a characteristic that demonstrate an attitude of faith in God Almighty which is demonstrated by actions to carry out the teachings of the religion and beliefs that one adheres to, not despising differences between religions, really respecting and being tolerant of the implementation of Ibadan and other people's beliefs, living calmly and in harmony between religious communities. A religious attitude is also manifested by not destroying, protecting and loving nature. Second, Nationalism is a person's way of thinking, behaving and having high respect for the language, surrounding environment, culture, social, economic and political aspects of the nation, putting aside the interests of oneself

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[8] Eka Sumbulatim Miatu Habbah and Elvira Nathalia Husna, 'Teacher Strategy in Effective Class Management to Increase Student Learning Motivation', Journal of Pedagogy, 1.2 (2024), 1–8 (p. 7) https://doi.org/10.62872/vf2gr537.

and one's group for the sake of the interests of the nation and state. This attitude of nationalism embraces the character values of love for the country and national spirit. Third, Independence is the value of independent character which is the behavior and actions of relying on yourself with all your strength, thoughts and time to realize your hopes, desires, dreams and aspirations without depending on other people. The main values of independence are hard work, strength, not easily giving up, professional, creative, brave, not easily satisfied with what you have and continuing to learn without stopping. Fourth, Gotong Royong, the value of the character of mutual cooperation, shows the spirit of working together and helping each other in solving problems together, building friendship and communication, helping others, especially people in need. The main values of mutual cooperation are respect for others, openness and non-discrimination, maintaining decisions that have been taken together, consensus deliberation, brotherhood, tolerance, working together, non-violence, and volunteerism. Fifth, character value integrity, namely basic behavior with efforts to form a person who can be trusted in words, deeds, work, and is committed and loyal to human values and character.

The main values of the character of integrity include responsibility and playing an active role as a good citizen, actively participating in social activities, by maintaining actions and words in accordance with the truth.[9] Overcoming delinquency at Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar requires a comprehensive approach that is both preventive and curative. Several strategies that can be implemented by teachers include the Preventive Approach, which includes character development through character education programs that are integrated into the curriculum and extracurricular activities. Positive Activities Provide a variety of positive activities such as sports, arts, and skills to divert students' attention from negative behavior.

Instilling Religious Values, Integrating religious values in every subject and daily activities. Effective Communication, Building good communication between teachers and students to create a relationship of mutual trust. The Curative, Counseling and Guidance Approach provides counseling to students who show signs of delinquency to understand the problems underlying the behavior. Collaboration with Parents, involving parents in the education process and handling delinquency problems. Individualized Approach, Treating each student individually, understanding their background and special needs. Strict Supervision, Increase supervision in the madrasah environment to prevent acts of delinquency. Disciplinary Approach, Clear Rules and Sanctions: Establish clear rules and sanctions that are consistent in their application. Reward and Punishment, Using a fair reward and punishment system to encourage positive behavior and prevent negative behavior. Soft Skills Development is also important, such as Leadership Training, Providing leadership training to develop students' soft skills. Formation of Discussion Groups, Forming discussion groups to discuss issues relevant to students' lives and giving them the opportunity to express themselves positively. Strengthening Morals and Ethics, Religious

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[9] Zahra Amalia and Utami Maulida, 'Teacher Strategy in Shaping Student Character Through the Concept of Strengthening Character Education (PPK)', Tarbawi: Journal of Islamic Thought and Education, 6.1 (2023), 23–30 (p. 3) <https://doi.org/10.51476/tarbawi.v6i1.461>.

Programs Holding religious programs such as lectures, studies and regular spiritual activities. Teacher role model: Teachers must be good role models in their daily attitudes and behavior.

By combining these various strategies, teachers at Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar can deal with student misbehavior more effectively, create a conducive learning environment, and help students develop into better individuals. The following are several types of strategies that can be implemented by teachers to increase the effectiveness of teaching and learning, as stated by Jumardi. That in the learning scheme there are several things that are often emphasized to teachers, namely group discussions, involving students in group discussions to discuss certain topics, which can improve their understanding and communication skills, Use role-playing methods to help students understand concepts or situations from different perspectives, Encourage students to solve real problems as a way to learn new concepts and skills, Direct students to work together on long-term projects that combine various disciplines, Using the jigsaw method where students working in groups to learn a particular piece of material and then teaching it to another group, Giving students time to think on their own, then sharing their thoughts with a partner, and finally discussing it in a large group.

Learning strategies used by teachers of moral beliefs in building character with the efforts and construction as well as refraction done by the teachers moral beliefs. Teachers of moral beliefs play an active role as role models for students by displaying good behavior, good speech, neat dressing, honesty, respect and being firm in all things. By using these various strategies, teachers can create learning experiences that are more effective, interesting, and tailored to students' individual needs. To improve one's character, there are several conditions or steps that can be followed, including the stages as stated by Nur Rahmadani, namely self-knowledge in the sense of self-reflection, taking time to understand your strengths, weaknesses, values and life goals. Self-evaluation, continuously evaluating student actions and behavior to understand which areas need improvement. In terms of the knowledge aspect, continuous learning always seeks new knowledge, both through formal and non-formal education. Read, read books that inspire and educate about self and character development. There is a time when learning beliefs and morals to control emotions, students need emotional development, such as learning to control emotions and responding to situations in a positive way, empathy develops the ability to understand and feel what other people feel.

In this case, it is also necessary to hone communication skills to interact with other people in a positive and productive manner. Build and maintain healthy relationships with others. By consistently following the steps above, one can improve one's character gradually and significantly. Teacher behavior towards students greatly influences the learning environment and student development. Some of the positive behaviors expected from a teacher are a positive attitude and supporting praise and recognition, providing praise and recognition for student achievements and efforts, building self-confidence, encouraging students to believe in their own abilities. Fair and Impartial Equal Treatment, Providing fair treatment to all students without taking sides. Objective Assessment, Assessing student performance based on their achievements and efforts. Effective communication listens carefully when students speak and provides appropriate responses. Providing constructive feedback delivers constructive feedback and helps students to

improve. It is also important to provide emotional support. Provide emotional support when students face difficulties.

Discipline in a positive way establishes clear rules and establishes clear rules and boundaries and is consistent in its application. The constructive approach uses constructive approaches to overcome disciplinary problems, such as dialogue and finding solutions together. Motivation and Inspiration also have an impact on encouraging interest in learning, making learning interesting and relevant to increase students' interest in learning. Give inspiration, be a good role model and inspire students to achieve their dreams. Religious values conveyed in learning can support character education.

By instilling an attitude of tolerance, teachers can help students develop a sense of mutual respect, empathy, and understanding of others, which is very important in building a peaceful and harmonious society. Character formation is a complex and ongoing process involving various stages and methods. Students' understanding scores need to always be in doctrine for grades Faith and moral values are embedded and able to impact changes in student behavior. Apart from that, extracurriculars are the mainstay program of Madrasah Aliyah Darul Ihsan Darud Da'wah Wal Irsyad Makassar. According to Jumardi, extracurricular activities in Madrasas also teach students about Aswaja values as one of the materials for the Darud Da'wah wal Irsyad foundation and also deepen historical values at DDI which tells the stories of inspirational figures. So that students are able to understand and apply the morals and behavior of the characters.

Instilling religious values as character formation is a process that requires time, patience and consistency. By combining the various methods and stages above, teachers and parents can help students develop strong and positive characters that will support their success in the future. Faith and morals as the foundation of character education in Islam have a very important role. Aqidah provides a solid foundation of belief, while morals guide a person's behavior in everyday life. As stated by Nur Ramadani as a teacher of faith and morals. Creed as the foundation of character education provides strong belief with the aim of providing a solid spiritual and mental foundation for individuals. Belief in the oneness of Allah as the values of monotheism, teaching the principles of truth, fostering love for Allah and His Messenger through religious education, individuals are taught to love Allah and His Messenger more than anything else.

Implementation in Character Education is a way to provide a situation where the character of each student is diverse, every student needs to be given education and practice that can provide learning and experience to form the expected character of Madrasah Aliyah Darul Ihsan Darud Da'wah wal Irsyad. Integration in the Curriculum means that religious and moral values must be integrated into the educational curriculum, both in religious lessons and in general lessons. In this case, there are several examples, such as science lessons that can be integrated with the concept of the majesty of Allah's creation, while history lessons can include stories of inspiring prophets and Islamic figures. Examples from teachers and parents. Teachers and parents must be role models in practicing the values of faith and morals.

By applying an honest, fair and patient attitude in daily interactions, as well as providing wise advice based on Islamic values. Faith and morals are the two main components that must be

used as the foundation for character education. By integrating these values in every aspect of education, we can form individuals who are not only intellectually intelligent, but also spiritually strong and have high morals. Individuals who have strong beliefs and noble morals will become agents of positive change in society and the world. In the process, there needs to be a strategy to incorporate the character values above so that the character education process will run correctly and these character values can shape the character of the nation's children who will become the next generation in the future. These character values must be instilled in children, of course not only the school's responsibility but also the responsibility of society and the government.[10]

Character values are also usually taught to students indirectly, as stated by Nur Ramadani. That students in developing character education are taught how to have good manners, as in Islamic boarding school teaching which is usually carried out by students, such as when older people talk to the person they are talking to, whether while sitting. or standing indirectly, students passing by while bowing their backs and extending their hands down as a sign of students respecting and honoring their elders. This habit is taught to students verbally both in class and outside of class.

The teacher's role in carrying out character education is the most important part of the learning process for students. In the research conducted, the author took a sample using the madrasa school model. Madrasa schools are formal educational institutions in Indonesia which contain religious education, Pancasila education, citizenship education and other moral values, the most important of which is religious education in accordance with madrasa-based schools. However, a deeper process and focus is needed in school character education, so that students' subjects are not only taught cognition and psychomotor skills, but also affective and life-skills are channeled so that they are in line with national education goals. Current education, both general education and religious education, sometimes shows a tendency to lose its function in presenting exemplary examples from various environments inside and outside the educational institution. As a result, quite a few deviant behaviors such as delinquency, violence and values are born in the environment where they live.

Students lose a figure who can be a real example of correct and appropriate behavior. This is where good role models are important in educational institutions. So, to develop holistic character education, apart from going through an increasingly superior learning process, it is no less important to build and exemplify exemplary models from all parties so that students have real (reference models) examples of the main characters in life. In character education at the school level, a comprehensive approach is needed to be given to character education, so that a positive moral culture will be created in the school, a school environment that as a whole supports

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[10] Andika Agustyan, *Thoughts on Character Education According to Azyumardi Azra and Its Implications for Learning in Indonesian Islamic Religious Education Institutions*', IAIN Ponorogo, 2021, pp. 27–28.

the cultivation of character education in the classroom, this can be realized through example to the school, discipline, sensitivity, democracy and the opportunity to appreciate moral concerns.

Madrasas together with parents and the local community have the same responsibility in building character through example so that students learn to care by caring for others. Seeing a situation like this, according to Jumardi as the Head of the Madrasah, the character of the students here from year to year is gradually getting better, compared to previous years. However, students still have poor character. This is because not all students' personalities are the same, in other words they easily accept guidance and immediately show more attention from their teachers. In this case, guidance and coaching is always carried out, with the aim of improving the character and morals of students to be better. This can become a habitual behavior for students until they graduate from madrasah. Especially from moral aqidah teachers who better understand how to foster good attitudes in students. Apart from that, there is also guidance at regular monthly meetings, in an effort to improve the quality of learning, because the madrasah recommends that teachers in the field of study, including morals teachers, take part in training conducted by the Directorate General of Education, with the hope that after following the training the teachers will have new ideas/ideas that are expected in the learning process which ultimately develops the character education of students.

Moral teachers have attempted to implement student character development using several ways and methods which are considered to make it easier to change students' behavior for the better. Teachers must be able to provide positive experiences and be able to provide guidance on the habits of students. Aminullah's statement as a Sociology teacher is that in this sociology subject, education is usually given to several students who have broken homes, where the students complain about what is experienced in the community, especially the family. In this case, as a teacher, he gives advice in verbal form. As well as motivation and mediation for children and parents so that the character education built in this school is not mixed with negative values that exist in society.

Efforts to educate students' character by teachers have been maximized. Judging from the learning methods, attention and learning outcomes for students. The implementation of the duties of a teacher of moral principles, in character education of students, is quite optimal in developing students' morals. This is in accordance with Mr. Indarjaya's statement: Teachers in character education for students are quite optimal, seen from the methods and techniques that teachers use both in class and outside of class. Although there are still students who still have bad behavior.

Judging from several aspects of efforts and assessments, teachers try optimally in developing students' morals. So that students can form their character by embedding character education in their daily lives. Teachers have made efforts so that students are formed into students who are able to follow existing rules, both religious rules and school rules. Teachers maximally provide understanding, direction, guidance so that students behave well, continuously through spot-on, routine activities, and are very close to the lives and interests of students. Through the learning process, teachers always use various methods that can improve student learning outcomes, and do not forget to change students' personal behavior. Because of the nature of the

participant's birth. From the results of observations and interviews conducted by research, it is clear that teachers of moral beliefs in character education of students use habituation and example methods, discipline development, rewards and punishments, and role playing. This explanation is habituation as something that is deliberately done repeatedly so that something can become a habit.

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