

Implementation of School Culture Based of Islamic Sharia in Senior High School in the District Peusangan Bireuen

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ABSTRACT

Islamic law-based school culture important role for the success of the application of Islamic law in Aceh. This research is a field research, using qualitative methods. The data collection in this study was done by observation, interview. Data analysis was performed by descriptive analysis through wick three stages: data reduction, data display and data verification. The results showed that there conclusions: First; The types of school culture that is built: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, a sense of pride and patriotism, recognize excellence, friendly / communicative, peace-loving, fond of reading, environmental care, social care, and responsibility. Second; School culture of coaching strategies applied include: exemplary, internalization of Islamic values in the teaching and learning, routine activities, advice, extracurricular activities and co-curricular, cultural conditioning of the school environment, and cooperation. Third; Strategy development of effective school culture include: exemplary, internalization of Islamic values in teaching, routines, advice, extracurricular activities and co-curricular, cultural and environmental development of the school.

Keywords: Implementation, school culture, islamic shariah

INTRODUCTION

Culture Concept Schools

Culture can be defined as the mental attitude and the old habits that have been inherent in every step and work activities. The main function of culture is to understand the environment and determines how people respond to things in the organization, facing uncertainty and confusion. Culture is a philosophy that is based on the view of life as the values of the properties, habits, driving force, entrenched in the life of a community group or organization then reflected in the attitude into behavior, beliefs, ideals, opinions and actions are manifested as a "work "or work.

School culture can be defined as behavior, values and way of life of the school community. Therefore, culture-based schools of Islamic law are: behavior, values and way of life of the school community based on Islamic law. This culture needs to be developed in a positive direction as a basis to understand and solve problems that arise in school. Given the school culture is closely linked to the growth of behavior, values, attitudes and way of life to make

adjustments to the environment, as well as how to look at issues and memecahkannya in the school environment, so it can provide the foundation and direction in the course of a learning efficiently and effectively. Thus the notion of school culture is the behaviors, values, attitudes and way of life of the school community.

Development of School Culture

Ministry of Education (2002: 14) the development of a school culture will show the tendency of school culture that is positive, negative, and neutral. Cultures were positive nature is enhanced, whereas the negative nature cultivated minimized. Further planned an action or activity Yanga results are expected to modify or build a positive culture that can improve academic quality. Object actions and how the development of a school culture must arise from the bottom. For it should always be discussed with the school community, including parents through school committees. Thus the action can be carried out jointly and synchronously, and is supported by all the school community.

Development of school culture is done in order to establish an academic climate of the school. Sign changes as a result of the action can be seen from the development of indicators. Indicators that can be developed depending on the cultural values that are the focus of arable development of school culture. Through the development of a school culture that is done dynamically and based on values, norms, and philosophy of education agreed by all stakeholders in the school will be able to develop the school into a center for the development and maturation of the learners.

Culture-Based Schools of Islamic law in Aceh.

The implementation of Islamic law in Aceh has always been associated with the world of education, it will directly affect education in all forms of activities, both educational systems and the school culture. Implementation of some predefined qanun will lead to changes in school culture as everyday activities, whether expressed in writing or not writing. Namely is:

- a. Culture prayers. Setting prayers arranged in Qanun No. 23 of 2002 Article 24 paragraph 1 states that: (1) in order to practice worship, in the days of learning of the students and teachers implement the joint prayers in school / madrasa / dayah.
- b. Culture Islamic dress. Qanun No. 11 of 2002 also regulates the obligation of every Muslim to Islamic dress.
- c. Promote cultural symbols of Islam. In Qanun number 11 of 2002 on the implementation of Islamic law field aqidah, worship and Islamic syi'ar mentioned in article 12 of the provincial, district / city and public institutions dainjurkan warnings organizing days of Islam.
- d. Culture of the school holidays. Qanun No. 23 of 2002 states that in each month of Ramadan, the learning activities in madrassas were closed.

Aside from some provisions of the governing authority are also other external influences on the culture of the school is an Islamic local culture (local wisdom) are rooted in the community so that a strong influence on the culture of the school, namely is:

- a. Clean culture
- b. Culture intent and Duha prayer

- c. Asmaulhusna reading culture, prayer and short letters
- d. Cultural greetings and handshakes.

THE RESULTS OF RESEARCH

Applying Strategies in the School of Culture-Based Islamic school

The implementation of Islamic-based school culture is done in the learning activities and produce cultured students. Thus, each student will have a sense of responsibility towards himself, be honest in doing, respect for others, have a purpose on the work done and have a personality that is Islamic. Efforts to achieve these goals followed by the principal with continuously monitoring the increase in the professionalism of teachers by conducting periodic supervision as much as two (2) times a year on odd and even semesters. Then follow up the findings of the principal individual teacher supervision as an effort to increase the professionalism of teachers and education personnel in schools.

Awareness of parents who are still sorely lacking in the family environment is still very pronounced. Nevertheless poor family culture will certainly carry over into the school environment. In this regard, the principal also confirmed the statement about the teacher, that the lack of parental role in the cultural development of students in the school. Where if at any time parents are invited to an interest; generally are present only represent the student's parents. Nevertheless, the school committee strongly supports the implementation of the school's cultural education programs. It is characterized by a major program launched by the school committee are matters pertaining to the cultural development of school students.

Based on the statements of the teachers also reinforced by the results of interviews with principals, teachers and parents at SMAN 1, SMAN 2, SMK 1 and MAN 1 Peusangan districts that exist in the District. Bireuen, which have shown some kind of school culture that has been fostered to the students along with other forms of implementation in schools. In detail contained in the following table;

Table 1. Types of school culture that is built to high school students in the District Peusangan Bireuen

No	School Culture	Implementation
1	Religious	<ul style="list-style-type: none"> - Prayer in congregation in the mosque - Program to read and write the Koran - Dressing the shar'ie, both men and women - Say hello when meeting teachers, friends, etc. (fellow Muslims) - Read the prayer before and after study - In commemoration of the great days of Islam (Birth of the Prophet, the Islamic new year, Isra 'Mi'raj, etc.)
2	Honestly	<ul style="list-style-type: none"> - Believe in yourself in all things (one of them: do not cheat) - Be honest in every word and action (do not lie)
3	Tolerance	<ul style="list-style-type: none"> - Respect other people of different religions - Respect other people of different religions

4	Discipline	<ul style="list-style-type: none"> - Present to school every day (the absence of appropriate licensing procedure) - Work on each task and responsibility that has been given (one PR and exercise) - Takes full of school supplies
5	The hard work	<ul style="list-style-type: none"> - Serious in learning - Trying to achieve my goals with a vigorous effort to learn (<i>man Jadda wa jada</i>)
6	Creative	<ul style="list-style-type: none"> - Reforming the classroom neat and varied for a certain period - Creating works of art and crafts
7	Independent	<ul style="list-style-type: none"> - Working and homework assignments as directed by the teacher himself - Carry out the activities specified school regularly without having to be reminded or ordered in advance (such as praying in congregation) - Working with other people for things that are positive (commanding the good and forbidding the evil)
8	Democratic	<ul style="list-style-type: none"> - Respect the opinions of others - Contribute / positive feedback for school improvement
9	Friends / Communicative	<ul style="list-style-type: none"> - Prioritize communication in solving a problem (avoid fights / hostility) - Asking for something that is not known / not yet understood in learning - Giving priority to the interests of the people above personal interests
10	Love Peace	Resolving disputes quickly and do not know revenge
11	Love To Read	<ul style="list-style-type: none"> - Programs like to read (must read a few pages every day) - Turning on the walls of the school magazine
12	Care For The Environment	<ul style="list-style-type: none"> - Maintain existing school facilities - Maintain cleanliness of the school environment (daily picket Friday clean and race hygiene class)
13	Social Care	<ul style="list-style-type: none"> - To visit friends, teachers and other school members who are sick / stricken - Helping friends who are <i>ma'ruf</i> berkesulitan
14	Responsibility	<ul style="list-style-type: none"> - Completing assignments / homework thoroughly - Dare to admit mistakes

Technical planting values-based culture of the Islamic Shari'ah in the learning process, the teacher conducted by various strategies, such as: 1) Linking material with stories of the Prophet, companions, and characters that can be used as an example. 2) Directs the delivery of content in a creative and tailored to the students' everyday lives. 3) Relate the material to

students' needs, providing advice on the sidelines of the learning process, rebuke error and provide rewards for students who behave well.

Constraints In Creating A School Culture Based On Islamic Law In The District High School Peusangan Bireuen

The constraints that are often experienced teachers in the implementation process of cultural education Islamic schools, among others: lack of support from parents and the surrounding community as well as the factors themselves are slow in responding to student an instruction or command. While the solution has been applied are in a relationship and better communication with the rest of the components. Even if the parents need to be calling for a more harmonious cooperation and friendly in an effort to foster the child's behavior in a positive direction in accordance with the rules and order of beauty.

Table 2. Development Strategies in a school culture that Islamic Sharia Results Based on Interviews with teachers of Islamic Education

No	Development strategy	Application
1	<i>Modeling</i>	The teacher as an example for any behavior in accordance with Islamic values.
2	<i>Internalization Of Islamic Values In Teaching And Learning Activities</i>	Loading Islamic values in any learning materials.
3	<i>Routine Activities</i>	Implementation ceremony every Monday, prayer before and after learning, marched before going into the classroom, memorizing short letters, begin each activity with <i>Bismillah</i> , Friday net mutual cooperation, etc.
4	<i>Advice</i>	Provide input / suggestions for each student (especially problematic for students).
5	<i>Extracurricular Activities And Kokurikuler</i>	Scout, Red Cross Youth, Rohis (Islamic spiritual guidance), self-development, olympics, Performing Arts, and so on.
6	<i>School Environment Conditioning Cultured</i>	<ul style="list-style-type: none"> - Creating cultured whole school activities, such as: the presence of banners, brochures, articles, magazines, books containing the values of the school culture to be formed. - Resolve any conflicts that occur rapidly. - Designate one teacher as executive coordinator of school culture in school education.
7	<i>Cooperation</i>	Formed a partnership with parents and the community around the school to coordinate the process of coaching school culture.

Based on the results of interviews with the heads of high schools in general Peusangan imbalances behavior was demonstrated during the student is influenced by several factors; through a discussion of the results indicated, as follows:

1. The lack of cooperation of parents and the community.
2. The lack of ability of some teachers to internalize Islamic values in the learning material.
3. Lack of skill most teachers in implementing the procedures of school cultural education.
4. The lack of frequency of execution of training to enhance the skills of cultural practices in Islamic schools.
5. Lack of availability of educational reference and referral implementative school culture.

Format Coaching School Culture Based Sharia Islam

The teacher has applied the principles of coaching school culture since it first took on the task and responsibility as a teacher. The principle should be sharpened with Islamic investment value. Cultural education schools today need to be programmed at the school on a regular basis in order to realize the implementation of Islamic law in Aceh. The strategies used by teachers in general, based on interviews and observations, in applying Islamic law-based culture in schools as in the above table 2.

CONCLUSION

From the discussion it can be concluded:

1. The development of a school culture that is done dynamically and based on values, norms, and philosophy of education agreed by all stakeholders in the school will be able to develop the school into a center for the development and maturation of the learners.
2. There is still a lack of awareness of parents are still very poor family environment is still very pronounced. Nevertheless poor family culture will certainly carry over into the school environment. In this regard, the principal also confirmed the statement about the teacher, that the lack of parental role in the cultural development of students in the school.

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