ISLAMIC RELIGIOUS EDUCATION LEARNING STRATEGIES IN GROWING STUDENT CHARACTER IN SCHOOL

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Abstract

This research is motivated by the phenomenon that occurs in today's society, namely the emergence of attitudes and behavior as well as moral decline which is shown by many children, adolescents, and adults. This study aims to analyze how the planning, implementation, assessment of PAI learning in growing the character of students in schools. This study uses a qualitative descriptive method that provides a description or description of a situation as clearly as possible through logical steps, data collection techniques are carried out by interviews, observations, and documentation studies. The data collected were analyzed through data reduction, data display, and conclusion using triangulation as a test of data validity. The results showed that the PAI learning strategy in growing the character of students at SMA Putra Indonesia and SMK Al-Muhsinin Bandung Regency had appeared to be developing quite well, this could be seen from: 1) the existence of learning planning activities, such as: developing a vision, mission, learning program annual program, semester program, weekly plan, and daily activity plan. 2) The implementation of learning is carried out in fostering character by example and habituation regularly or spontaneously, through systematic learning stages. 3) Learning assessment covers all aspects of student development which is carried out by observation, checklists, oral tests, non-written tests. 4) Problems and problem solutions are used as a motivation to create optimal learning programs. Mission, annual learning program, semester program, weekly plan, and daily activity plan. 2) The implementation of learning is carried out in fostering character by example and habituation regularly or spontaneously, through systematic learning stages. 3) Learning assessment covers all aspects of student development which is carried out by observation, checklists, oral tests, non-written tests. 4) Problems and problem solutions are used as a motivation to create optimal learning programs. Mission, annual learning program, semester program, weekly plan, and daily activity plan. 2) The implementation of learning is carried out in fostering character by example and habituation regularly or spontaneously, through systematic learning stages. 3) Learning assessment covers all aspects of student development which is carried out by observation, checklists, oral tests, non-written tests. 4) Problems and problem solutions are used as a motivation to create optimal learning programs. 3) Learning assessment covers all aspects of student development which is carried out by observation, checklists, oral tests, non-written tests. 4) Problems and problem solutions are used as a motivation to create optimal learning programs. 3) Learning assessment covers all aspects of student development which is carried out by observation, checklists, oral tests, non-written tests. 4) Problems and problem solutions are used as a motivation to create optimal learning programs.

Keywords: Learning Strategy, Islamic Religious Education, Student Character.

INTRODUCTION

A strong nation, one of which is supported by citizens who have good character, if it has grown and embedded character, then what is faced will feel light in solving it and can even make a superior country. Character in the view of Islam is often referred to as morals, which reflects a good personality, when both individuals will simultaneously produce good national unity. Good character can be obtained through a process, where the process is carried out through character education. Mulyasa said that character education is continuous and the quality is continuous. The expected character is a character that has philosophical values, national commitment, and accommodates various national cultures(Mulyasa, 2018).

One of the important elements in internalizing character education is Islamic education. Islamic education is an important pillar for students to instill the values of religious teachings, understand, practice and have a religious attitude(Darajat, 2009). Islamic education is certainly implemented in every institution and educational institution. The importance of Islamic education is exactly the same as the importance of provision and guidance for human life and providing confidence that can be developed in interacting positively with their environment(Supriyanto & Wahyudi, 2017).

But in fact Islamic religious education at the present time in early 2020 around March there is a decline in terms of students receiving guidance, direction, and also their practice of Islamic religious education due to the COVID-19 pandemic which forced changes in learning methods, namely the presence of learning. in the network (online) in the form of virtual. The concept of Islam as a view of life, safety and welfare in the world and the hereafter cannot be fully implemented because in practice virtual learning encounters obstacles for students.

According to Ulya, PAI learning is part of character education that provides Islamic education values that can be delivered through a digital approach, one of which is through the Microsoft team. The results of the study stated that 47.3% had difficulty understanding virtual materials. A total of 30.4% experienced problems with the network, and 2.7% felt burdened and what was described was only partly the result of not optimally learning Islamic religious education (Ulya, 2021). However, Islamic education is not enough to be taught via virtual, but requires face-to-face contact with students, especially applying local wisdom as a strengthening of character education.(Ramdani, 2018).

In teaching Islamic education, educators must have good competence. Pedagogic, social, personality, and professional competencies are used as material to be fulfilled by every educator. These competencies lead students to realize the goals of education and the goals of students in maintaining their lives. The purpose of national education is to expect people who are faithful, knowledgeable, pious, as well as the goals of Islamic education which requires students who are human beings who not only have benefits for themselves, but also benefits for society, religion and the state.

At the beginning of March 2022 at SMA Putra Indonesia and SMK AI-Muhsinin Bandung Regency, the researcher interviewed several teachers who said that some of the students in the school had bad characters, lacked manners, and other attitudes that were considered deviant. These attitudes become homework for teachers, especially Islamic religious education teachers in preparing strategies and methods that can be implemented for students.

According to Darmin, the teacher's efforts in developing learning strategies have several stages, including:

1) The teacher provides a stimulus in expressing problems, questions and things that are dialogical and can be discussed.

2) After receiving the stimulus, students determine the direction of the procedure in solving the problem and analyze it in depth.

3) Students live each problem analyzed so that it becomes an attitude.

4) Students analyze and can apply in various situations and conditions (Darmin, 2018).

Meanwhile, according to Yunista, the teacher's efforts in developing learning strategies are that the teacher has to be obligated prepare lesson plans, things that are prepared in learning to the assessment process. Teachers measure and prepare to re-evaluate and improve the needs of students in the future (Yusnita, 2017).

Based on preliminary research at SMA Putra Indonesia and SMK AI-Muhsinin in Bandung Regency in early March 2022, it shows that in reality the implementation of the Islamic Religious Education Learning Strategy has not been maximized. Especially in learning Islamic religious education has not been fully implemented properly so that it has a negative impact on the growth of student character in schools. Various techniques of learning strategies for Islamic Religious Education continue to be carried out both through the empowerment of Subject Teacher Consultations (MGMP), In House Training (IHT), Classroom Action Research (PTK), lesson study, Continuing Professional Development (PKB), so the root causes of problems can be identified. What emerges is starting from the raw input of students who do not have good character, because students behave without manners, cheat, indulge, lazy to study, often skip school, do not obey school rules, leave worship, smoke, motorcycle gangs and others. Other.

These students must receive Islamic religious education learning so that they can have good character through a process in the form of Islamic religious education learning strategies in the form of planning, implementation and assessment carried out by teachers in the formation of student character. In addition to instrumental curriculum input, the law has not been optimized due to continuous curriculum changes starting from the Education Unit Level Curriculum (KTSP), the 2013 curriculum, the Covid-19 emergency curriculum, the prototype curriculum and now towards an independent curriculum as well as legal regulations through the Minister of National Education. Change frequently.

Environmental inputs to the school environment, family environment, and community environment are not fully synchronized and this is the root cause of the complexity of environmental change. The school environment that is far from students is three to 12 km away, the family environment is very varied as seen from the employment data of parents including factory workers, casual daily laborers, small traders, services, and others, as well as a diverse community environment that comes from various regions. Whose customs and characteristics are different and the community does not guarantee that students' character will be optimally reflected. This problem needs further research so that valid data can be found and at the same time an alternative solution can be determined. Also, the diverse community environment comes from various regions with different customs and characteristics and the community does not guarantee that the students' character is fully reflected. This problem needs further research so that valid data can be found and at the same time an alternative solution can be determined. Also, the diverse community environment comes from various regions with different customs and characteristics and the community does not guarantee that the students' character is fully reflected. This problem needs further research so that valid data can be found and at the same time an alternative solution can be determined.

RESEARCH METHODS

This research is a qualitative research. This research has the aim of photographing natural phenomena that produce words or spoken in descriptive form (Moleong, 2013). The research method used is descriptive qualitative with the implementation of digging up information and revealing facts on the ground and then analyzing it into a qualitative analysis(Arikunto, 2007).

The data collection techniques used are observation, interviews and documentation. Observations were made to produce initial information in relation to the strategy of planting character education in the object of research(bungin, 2011). The interview technique is carried out directly dealing with respondents, in order to produce valid and accountable data. Meanwhile, documentation is carried out to collect various events and data generated from the results of document portraits, works and other related data(Sugiyono, 2011).

The data analysis carried out is qualitative data analysis starting from data collection, data presentation to drawing conclusions. Data is collected and selected according to research needs, then presented in the form of codes, labels and other forms to adjust to the research indicators. Then, the data is interpreted and analyzed so as to produce a conclusion that can be accounted for. If it is implemented into the object of research, of course data is collected, selected, and analyzed from SMA Putra Indonesia and SMK Al-Muhsinin Bandung Regency.

DISCUSSION

Overview of SMA Putra Indonesia Majalaya and SMK Al-Muhlisin Bandung

Around 1978 several community leaders in the area of Jalan Rajadesa RT 06 RW 05 Cipaku Village, Paseh Sub district, initiated a learning activity. At that time there were only five teachers who taught, learning was carried out in the morning. In that year teaching and learning activities were carried out well in the location of 1,153 square meters of land and own building. With School Statistics Number (NSS): 320200812013 and National School Principal Number (NPSN) 20227879. The vision and mission of SMA Putra Indonesia is to create intelligent, skilled, independent, global-minded and noble human resources with a foundation of faith and piety. Meanwhile, the missions of SMA Putra Indonesia include: a) Instilling Faith and Piety through the Practice of Religious Teachings; b) Optimizing the Quality, Affordable and Independent Learning and Guidance Process; c) Seeking Education Expansion and Equity, d) Increasing Independence; e) Creating People Who Are Confident With The Entry Of The Era Of Globalization By Establishing Harmonious Cooperation Between Learners And Other Related Institutions. Meanwhile, Al-Muhsinin Vocational School In 2015 the educational institution of Al-Muhsinin Vocational School. SMK Al-Muhsinin Kec. paseh. The vision and mission of SMK Al-Muhsisin are: "Excellent in Academic / Non-Academic Achievement, Independent, Competitive, and Has Noble Morals". Meanwhile, the mission of SMK Al-Muhsinin is: a) Implementing effective learning and guidance, so that each student develops optimally in accordance with their achievements. b) Growing the spirit of excellence intensively to all school members. c) Encourage and help each student to recognize his potential so that it can be developed optimally. d) Encouraging the enthusiasm of students to work, entrepreneurship and continue to higher education levels. e) Growing appreciation of the religious teachings adopted and also the nation's culture so that it becomes a source of wisdom in acting.

Planning of PAI Learning Strategies in Developing Student Character at SMA Putra Indonesia and SMK Al-Muhsinin

Learning planning isthe most important thing in teaching and learning activities. Learning that is carried out without carrying out learning planning first will make the learning process run without clear directions and goals. Whereas learning activities are expected to provide changes to students, both changes in knowledge, understanding, and experience. Therefore, learning planning activities are important in a learning activity, as according toSuwardi, planning is the main thing that determines half the success of one's program. An important goal of planning is change. Good changes in terms of knowledge, attitudes and skills(Suwardi, 2007). In learning Islamic religious education to strengthen religious and moral character, appropriate learning planning activities are needed, so that the learning objectives carried out through PAI materials can be achieved properly, precisely and directed. So that in its preparation, teachers as school actors under the direction of the principal carry out learning planning activities through the following stages:

determining learning objectives, determining learning programs and strategies, selecting teaching materials, determining methods and approaches, as well as implementing plans and learning assessments.

From the results of interviews and observations of meeting minutes held by the principal, it can be seen about the learning planning activities in the schoolIndonesian Boys High School, including: 1) Preparation of Learning Activity Program Planning. The learning activity program is a plan of activities that will be carried out during one year of learning in order to achieve the educational goals that have been set. 2) Preparation of Academic Calendar. Academic calendar, is an educational calendar that contains provisions for study time with the number of effective days of learning for one year. 3) Preparation of learning activity schedule. 4) Planning of Learning Activities. 5) Arrangements for the Beginning of the New Academic Year. 6) Arrangements for the Implementation of Teaching and Learning Activities. In the arrangement of teaching and learning activities, it is discussed about what the teacher should do in the classroom during the implementation of learning in accordance with what has been directed by the principal. 7) Arrangement of Assessment Activities. Assessment or assessment activities are carried out to see the success of programs that have been designed and implemented in order to realize the goals of the institution's vision and mission, and 8) Arrangement of Year-End Activities. Year-end activities always begin with the end of semester assessment and distribution of student progress reports. In addition, at the end of the year activities, graduation ceremonies and art performances are held for students who will continue their learning activities to the elementary school level.

The form of planning at Al-Muhsinin Vocational School is based on the curriculum of the Education Office, namely Curriculum 2013 by taking into account the academic calendar which is developed into monthly and daily activity plans. This was confirmed by the vice principal in the field of curriculum, in accordance with the results of an observational study conducted by the researcher on the results of the preparation of learning plans that he held on May 24, 2022, namely the use of curriculum structure and content.

The lesson plans prepared by the teacher are derived from the existing curriculum into weekly learning activity plans (RKM) and daily activity plans (RKH). Which arrangement is done every weekend for learning one week ahead? The RKM and RKH contain the design of learning activities consisting of implementation time, material content, aspects developed, learning objectives, time allocation, methods used, and assessments, learning media, and learning activities. In planning the lesson, it is also known that in the provision of Islamic religious education materials are provided with methods, approaches, teaching materials, and learning media that are easily understood by children which aim to strengthen the religious and moral character of students. so that children not only know and memorize PAI material, but can practice and develop their religious and moral character. The method used by the two schools in learning PAI material for strengthening religious and moral character is through exemplary attitudes that are exemplified by teachers and other adults in the school environment, while habituation methods both

routinely and spontaneously are carried out by classroom teachers through habituation programs that have been implemented. Scheduled by prioritizing the principle of learning while playing or playing while learning.

According to Rahmawati, the approach used in PAI learning to strengthen religious and moral character is an individual and group approach that is not rigid or flexible, adapted to the situation and conditions during learning, so that children still feel comfortable when receiving learning. This is also a consideration so that children imitate the teacher's attitude in teaching and mingle with students(Rahmawati et al., 2020).

The content of PAI learning materials that will be given to children has been arranged in the SMA/SMK curriculum whose distribution has been scheduled based on month, week or day. The learning materials given to high school students include: material on the Qur'an, Hadith, Akidah, Morals, Fiqh of Worship, Exemplary stories of the prophet/rosul. In addition, general development aspects are also given, such as: aspects of moral, social, language, cognitive, physical motoric, and artistic development. In the PAI learning materials, character values are included which are given through routine habits, such as habituation of clean living, habituation of Qurani mornings, and habituation of worship practices. The habituation and modeling activities given in lesson planning are in accordance with Maslow in Putra and Dwi Lestari asserting that, '(Putra & Dwilestari, 2016). The development and formation of character or behavior can be provided through learning that is obtained repeatedly and consistently. According to Sauri and Nurdin, planning is essentially a sequence of stages or steps taken in the activity process and making decisions regarding what are the expectations in the learning objectives, so that they are well conceptualized in order to achieve these expectations.(Sauri & Nurdin, 2019). Research findings in the field can be seen that both schools have made lesson plans. This can be seen from the preparation steps that became the findings in the field.

Seeing the activities of preparing learning plans carried out by teachers under the direction and guidance of the principals of SMA Putra Indonesia and SMK Al-Muhsinin are in accordance with the functions and elements of management. Rohiat said that as a characteristic in education, the management function was born because of the need to determine the direction of the development of school operations, both qualitatively and quantitatively.(Rohiat, 2010). According to Sauri and Nurdin, management functions in improving the quality of education: planning, implementation, and supervision(Sauri & Nurdin, 2019). According to Mulyasa, there are four important activities to consider in learning management: implementation of learning, procurement and development of experts, utilization of the environment as a learning resource, and policy development.(Mulyasa, 2018) Learning planning at the early childhood education level is structured to achieve the targets and objectives that have been set through the stages of preparing mated and teaching materials, selecting the media to be used, selecting the approach, selecting the method, and determining the implementation of an assessment that is adjusted to the available time allocation. In the preparation of learning plans, principals and teachers at SMA Putra Indonesia and SMK Al-Muhsinin already seem to

prioritize the values that exist in the value system category. Values taken into consideration include:

a) Theological values are taken into consideration in determining the learning objectives to be achieved, namely strengthening the religious and moral character of students.

b) Ethical-legal values are taken into consideration in making learning plans with full responsibility.

c) Aesthetic values are taken into consideration in preparing learning material with a play-and-learning approach.

d) Logical-rational values, taken into consideration in preparing the accuracy of learning planning

e) Physiological-physiological values, taken into considerationin predicting the consequences that arise if you do not plan well.

f) The teleological value is taken into consideration in order to formulate learning plans effectively and efficiently.

Implementation of PAI Learning Strategies in Developing Student Character in Indonesian Boys' High Schools and Al-Muhsinin Vocational Schools

The next activity or stage carried out by the teacher or educator in carrying out learning strategy activities after carrying out learning planning activities is to carry out all the things that have been written in the previous plan. Learning implementation activities are the core of learning activities, because learning activities cannot be called learning if there is no implementation. In the activities of implementing PAI learning strategies to grow religious and moral characters carried out at SMA Putra Indonesia and SMK Al-Muhsinin consistently and enthusiastically. Teachers who are in schools carry out their duties with full responsibility for the development of students into students with the character they expect. In practice, the teachers prepare in advance a clean, safe, comfortable, and pleasant classroom atmosphere. This is done so that student participants feel happy and enthusiastic when they come and participate in learning activities well.

The implementation of the PAI learning strategy at SMA Putra Indonesia is matriculated in the form of the table below:

Table 1: PAI learning strategies at SMA Putra Indonesia

No	Teaching Materials	Method Used
1	Learning the Qur'an	Iqro
2	Memorization of Readings and practice of Wudu and Salat	a. Demonstration b. Live practice c. Through clapping and singing d. Watch learning videos
3	Memorization of Short Letters	a. Demonstration b. Live practice c. Watch learning videos
4	Memorizing Daily Du'a	a. Demonstration b. Live practice c. Watch learning videos
5	Arabic Writing Skills	a. Demonstration b. Live practice c. Watch learning videos
6	Creed	a. Tell a story b. Through clapping and singing c. Watch learning videos
7	Islamic story	a. Storytelling b. Through clapping and singing c. Watch learning videos
8	Daily manners and morals	a. Habituation b. Examples of teachers and parents c. Watching video learning

The learning media used are learning videos through the youtube application, interactions or questions and answers and assignments via whatsapp plus package books/magazines. some learning media such as block area, play area, and reading area or library. However, these learning media cannot be optimized in teaching and learning activities in the midst of a pandemic like now.

The implementation of learning strategies at Al-Muhsinin Vocational School in fostering student character in schools is as follows:

a) Self-development that is carried out in a systematic and well-programmed manner involving counseling services and extracurricular activities.

b) Non-programmed self-development activities. The implementation of unwritten and unprogrammed self-development program activities is a hidden curriculum, which includes routine, spontaneous activities and raises an exemplary attitude from the principal, teachers and all madrasah residents.

Self-development activities at Al-Muhsinin Vocational School are carried out in the form of Career Guidance (BK) and Extracurricular Activities, namely: 1) Islamic Boarding School, 2) Faith and Faith Development Night (MABIT), 3) Scouts, 4) Volley Ball, 5) Futsal, 6) Pencak Silat. Helmawati stated that the implementation of learning to be carried out properly when paying attention to: a) Arrangement of the playing environment, including: playing atmosphere, use of play equipment, and utilization of the environment, and b) Organizing activities, including: paying attention to the learning area, fun learning activities, customized activities with the age of the child, and involving parents(Helmawati, 2018).

If the classroom atmosphere is well prepared, the teachers will recall things related to the learning process, namely determining the appropriate approaches, methods, teaching materials, learning media, and teaching methods during the implementation of learning, so that the learning objectives that have been set determined can be achieved. The selection of these components is adjusted to take into account the needs of children, so that children can learn and understand the material provided.

From the findings of the research in the field, it is known that in SMA Putra Indonesia and SMK Al-Muhsinin the implementation of learning has been carried out well. The implementation of learning carried out by the two schools follows the daily activity plan that has been arranged in an orderly manner, even though in reality it is flexible in nature, adapted to the conditions of the children in the class. For example, if incidental things happen, such as a student making trouble during recess, then the teacher takes the time to solve it as best as possible, by inserting character values regarding the ethics of getting along with friends.

In addition, invite other students to understand the importance of respecting friends by not taking the toy and being patient waiting for their turn, or asking in a kind way. Examples of handling these incidental matters, including the spontaneous habituation program in schools to strengthen religious and moral character in children(Ansori, 2021). The existence of incidents and handling through spontaneous habituation will, of course, take up time for further activities. However, both schools took a policy to be flexible when there was an incident rather than being rigid in the daily activity plans that had been made.

The implementation of learning in both schools is carried out in an adjustment manner. SMA Putra Indonesia and SMK Al-Muhsinin learn using online and offline methods, carry out limited face-to-face learning using the 5M health protocol (wearing masks, washing hands, maintaining distance, avoiding crowds, and reducing mobility). The difference in the implementation of learning activities from the two schools as a result of the Covid-19 pandemic that entered Indonesia at the beginning of 2020. So on March 12, 2020 the government through the Ministry of Education issued Circular No. 3 of 2020 regarding Covid-19 Prevention Efforts.

The implementation of learning held at SMA Putra Indonesia and SMK Al-Muhsinin, although implemented with a distance learning system, the activities continued to run well,

where learning was carried out online (in a network) using an individual approach, learning methods using learning video media from youtube, whatsapp application, and assignment of magazines and textbooks. According to Perdana, implemented and in any situation, character education must be accommodated and more meaningful. Because this is the basic capital in realizing the goals of national education(Prime, 2015).

Parents of students and looking for the right solution so that children can continue to study well. SMA Putra Indonesia and SMK Al-Muhsinin, the implementation of learning is carried out with limited face-to-face with health protocols. Students and teachers continue to wear masks, keep their distance, and are provided with soap for washing. hand. The number of students was divided into several groups, and each group consisted of 10 students under the guidance of 1 teacher. This is like Sudarmiani, character education must be implemented in every process. Can be inserted in any form of learning(Sudarmiani, 2013).

The provision of Islamic religious education learning materials to strengthen religious and moral character is provided by an exemplary method where foundations and institutions instruct school principals to foster teachers and school residents (TU staff, cleaning staff, and canteen staff) to always provide examples of good attitudes and behavior to students while at school. If there are teachers or school members who do not set a good example, the principal will remind and give a warning to the person concerned. According to Rizal & Munip, setting a good example is the main key in instilling habituation and civilizing capital in students. Because they have an important model, namely the teacher and the entire madrasah(Rizal & Munip, 2017).

Habituation routine and habituationspontaneously programmed by. Schools with the aim of strengthening the religious and moral character of students are carried out by teachers in a consistent and planned manner through various activities as shown in the following table:

Table 2: Character values in routine habituation activities

No	Form Of Routine Habitation	Score Character
1	a. Pray before and after studying b. Say hello and say hello c. Say please, sorry and thank you.	Religious
2	a. Sign in on time b. Wearing uniform c. Participate in learning activities according to schedule d. Go home according to the specified schedule e. Borrow and return toys to their place	Discipline
3	a. Throw garbage in its place b. Do not damage school facilities	Care Environment
4	Visiting a sick friend Participate in collecting donations	Social care
5	Returning favorite toys	Honest

Based on the theory regarding the implementation of learning and research findings in the field, it can be seen that both schools have carried out learning activities as much as possible, by trying to consistently implement PAI learning strategies in growing the character of students in schools. However, online learning activities are less optimal than face-to-face learning. However, according to Abdullah et al., in whatever form the learning conditions take, the teacher will remain a role model in providing initiation, motivation and creation.(Abdullah et al., 2015). This is also in line with Sulthon's opinion, that attitudes and knowledge will not arise by themselves, but must be influenced by oneself, the environment and life experiences.(Sulthon, 2017).

In preparing the implementation of learning, principals and teachers at SMA Putra Indonesia and SMK Al-Muhlisin already seem to prioritize the values that exist in the value system category. Values taken into consideration include:

a) Theological values are taken into consideration in setting goals: the learning to be achieved, namely strengthening the religious and moral character of students.

b) Ethical-legal values are taken into consideration in carrying out learning activities with full responsibility.

c) Aesthetic values, are taken into consideration in providing learning materials with a play-sambal-learning approach.

d) Logical-rational values, taken into consideration in carrying out learning activities according to procedures properly.

e) Physiological-physiological values, taken into considerationin predicting the consequences that arise if they do not carry out learning activities properly according to what has been planned.

f) The teleological value is taken into consideration in order to carry out learning effectively and efficiently.

Assessment of PAI Learning Strategies in Developing Student Character at SMA Putra Indonesia and SMK Al-Muhsinin

To find out the achievement of learning objectives, namely growing the character of students in schools, an assessment activity is needed to measure this. In addition, the assessment activities carried out by teachers in PAI learning are also intended as feedback and corrections for teachers in optimizing future learning activities.

The assessment is carried out by the teacher withseveral ways, including by looking at the assessment. daily activities of students through direct observation during learning, a collection of student anecdotal notes written by the teacher, portfolio assessment/student learning outcomes, and so on. This is as the assessment carried out at SMA Putra Indonesia.

Table 3: PAI Learning Assessment in Developing Student Character in Indonesian Boys' High Schools

Type of Assessment	Value Form	Value Form	Description
Pretest	Checklist	BB	Undeveloped
Posttest	Checklist	MB	Start Growing
Observation Direct	Checklist	BSH	Develop In accordance Hope
Interview	Checklist	BSB	Very Well Developed
Evaluation Mid semester	Using Letters	A	Very good
Evaluation End Semester	Using Letters	B	Well
		C	Enough
		D	Not enough
		TP	Never
		P	Once
		S	Often

The assessment carried out at Al-Muhsisinin Vocational School is as follows:

Table 4: PAI Learning Assessment Table Growing Student Character at Al-Muhsinin Vocational School

Type of Assessment	Value Form	Value Form	Description
Pretest	Checklist	BB	Undeveloped
Posttest	Checklist	MB	Start Growing
Observation Perish	Checklist	BSH	Develop In accordance hope
Interview	Checklist	BSB	Very Well Developed
Middle Rating Semester	Using Letters	A	Very good
Evaluation End of Semester	Using Letters	B	Well
		C	Enough
		D	Not enough
		TP	Never
		P	Once
		S	Often

In assessing learning at Al-Muhisinin Vocational School, the minimum completeness is a barometer that must be taken by students. The approach is based on competence. It all starts with a diagnostic approach in relation to student intake, the existence of learning facilities and the complexity they have. Learning is pursued with complete learning without ignoring the potential of students. Development towards generating and managing existing potential is prioritized.

According to Mulyasa, assessment is a process of collecting, reporting, and using information about student learning outcomes by applying the principles of assessment, continuous implementation, authentic, accurate and consistent evidence.(Mulyasa,

2010). Meanwhile, according to Helmawati, learning assessment should refer to the principles of developmental assessment, including: a comprehensive assessment that covers all aspects of development, provides information to provide feedback, is sustainable, educates, and has meaning.(Helmawati, 2018).

Assessment measuring tools, broadly divided into two ways, namely test and non-test. For assessment by means of tests include:

a) The written test is given to students with the aim of knowing their fine motor skills, for example copying the hijaiyah letters.

b) An oral test is given to students to determine the extent of the students' memorization and understanding of mated PAI, for example reading a prayer for parents and etiquette towards parents.

c) The action test is given to students indirectly, for example during learning activities, whether the student already has an independent and disciplined attitude or not. Tests of attitudes or actions are broader and comprehensive in terms of strengthening religious and moral character.

The non-test was carried out in various ways, starting from reflective assessment, observation, listening, recording anecdotes, and interviews. Assessment using non-test measuring instruments is carried out by teachers through daily and monthly assessments.

From the results of research conducted by researchers, the implementation of the assessment in SMA Putra Indonesia and SMK Al-Muhsinin has been carried out in accordance with the learning objectives, namely to determine student progress in following the learning provided by the school, and also as feedback for the success of teachers in carrying out the teaching and learning process. , as well as knowing the achievement of learning objectives. The measuring instruments carried out in both schools were in accordance with the assessment guidelines both through oral tests, written tests, and action tests. Also non-test through reflective, direct and indirect observation, and interviews. Fine- use, form letter values, numbers, asterisks, checklists, etc. In practice, for students who are considered. In addition, in the findings in the field, it can be seen that the implementation of learning assessments is carried out with several types of assessments, but there are still oral and non-verbal tests both mid-semester and end-semester, thus strengthening the assumption that smart children are seen from the cognitive aspect only. This resulted in children and parents being motivated to memorize PAI materials. In the preparation of learning assessments, principals and teachers of SMA Putra Indonesia and SMK Al-Muhsinin already seem to prioritize the values that exist in the value system category. Values taken into consideration include:

a) Theological values are taken into consideration in conducting the assessment, namely so that learning objectives can be achieved, namely strengthening the religious and moral character of students

b) ethical-legal value,taken into consideration in carrying out learning assessment

activities with full responsibility.

c) Logical-rational values are taken into consideration in carrying out learning assessment activities according to good procedures.

d) Aesthetic values are taken into consideration in conducting assessments using the basis of affection for students.

e) Physiological-physiological value, taken into considerationin predicting the consequences that arise if they do not carry out learning assessment activities properly according to what has been planned.

f) The teleological value is taken into consideration in order to carry out learning assessment activities effectively and efficiently.

CONCLUSION

Based on the theory of lesson planning and the findings of field research, it can be seen that both schools are quite good at making lesson plans, although the determination of learning methods is still limited because. The lack of maximum infrastructure and educational resources. The implementation of learning and research findings in the field can be seen that both schools are quite good in carrying out learning activities. This is because at SMA Putra Indonesia and SMK Al-Muhisin, learning activities are carried out using a distance system, so that learning activities are not optimal compared to face-to-face learning. In addition, there are facts on the ground that even though both schools have learning objectives to cultivate character, the allocation of learning cannot be maximized. because there are still many parents who want and feel proud if their children are able to master learning only, compared to the development or growth of student character at school. The implementation of the assessment at SMA Putra Indonesia and SMK Al-Muhisin has appeared to be developing in accordance with the learning objectives, namely to find out the progress of students in following the learning provided by the school, and also as feedback for the success of teachers in carrying out the teaching and learning process, as well as knowing the achievement of goals. learning. Based on the theory and findings in the field, it can be seen that the implementation of the learning assessment is carried out with several types of assessments, but there are still oral and non-verbal tests both mid-semester and end-semester, thus strengthening the assumption that intelligent children are seen from the cognitive aspect only. This causes children and parents to be motivated to memorize PAI materials

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