Strengthening Character Education Of Madrasah Students Based On Boarding School (Case Study At MAN Insan Cendekia Serpong, South Tangerang City)

Asep Azis Nasser[1*], Sutaryat Trisnamansyah[2], Achmad Mudrikah[3], Yosal Iriantara[4]

[1,2,3,4] Universitas Islam Nusantara, Jawa Barat, Indonesia
* Corresponding author:
Email: chepyazi.ca@gmail.com

Abstract.
The title of this research is Strengthening Character Education in Boarding School- Based Madrasah Students (Case Study at MAN Insan Cendekia Serpong) in 2021. This research is based on the phenomenon of the existence of boarding school- based educational institutions so it is necessary to find a model that becomes a reference for its implementation by focusing on strengthening efforts for character education for madrasah students. The purpose of this study was to obtain an overview of efforts to strengthen character education for Islamic boarding school- based students of Madrasah Aliyah Negeri Serpong. Efforts to strengthen character education in question include three main things, namely: basic concepts of learning good character knowledge, forms of good character building, and habituation of good character actions. The research approach used is a qualitative approach with a case study method. This approach and method is considered appropriate for the fulfillment of efforts to obtain a clear picture of how efforts are made to strengthen character education at MAN Insan Cendekia Serpong. The two main areas are the cultivation of Science and Technology and the cultivation of Faith and Piety. In the results of the study, it was found that MAN Insan Cendekia Serpong was able to integrate the academic curriculum in the classroom with a unified boarding curriculum into a unified whole in the education process for students while in the boarding school environment. The integration of the academic curriculum and the dormitory indicates seriousness in implementing strengthening student character education. The practice that has been running at MAN Insan Cendekia Serpong is very much in line with the main theory of this research by referring to Lickona's opinion which states that character education must begin with knowing the good, feeling the good, and doing the good. Several factors that support the strengthening of character education at MAN Insan Cendekia Serpong are the basic concepts in learning that emphasize character knowledge both fundamentally and intensively when studying in class or while in the dormitory. The fostering of good character feelings is also continuously developed by the role of the guardian of the dormitory, the teacher of dormitory development, and the foster teacher. The process of habituation of good character actions is strengthened by the schedule of activities and spontaneous actions of students who are driven by the knowledge and feelings of good character that are very well embedded. From the many facts obtained, of course there are still some notes that must be improved as an effort to make improvements to be better and more perfect.

Keywords: Strengthening, Character Education, Boarding School.

I.   INTRODUCTION

This research that focuses on strengthening character education relies on Presidential Regulation Number 87 of 2018 concerning Strengthening Character Education in chapter 1 article 1 paragraph 1 which states that strengthening character education, hereinafter abbreviated as Strengthening Character Education (SCE), is an

educational movement under the responsibility of the education unit to strengthen the character of participants. students through harmonization of heart, taste, thought, and exercise with the involvement and cooperation between education units, families, and communities as part of the National Movement for Mental Revolution (NMMR). As a derivative of Presidential Decree No. 87 Year 2018, The Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education in Formal Education, which in article 1 paragraph 1 states that Strengthening Character Education, hereinafter abbreviated as Strengthening Character Education (SCE), is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste and practice, thinking, and sports with the involvement and cooperation between education units, families, and the community as part of the National Movement for Mental Revolution (NMMR).

Based on these two government policies, it has become the basis of proof that how important it is to strengthen character education which has a very real role in the national movement for mental revolution. thought, and sports with the involvement and cooperation between education units, families, and the community as part of the National Movement for Mental Revolution (NMMR). Based on these two government policies, it has become the basis of proof that how important it is to strengthen character education which has a very real role in the national movement for mental revolution. thinking, and sports with the involvement and cooperation between education units, families, and the community as part of the National Movement for Mental Revolution (NMMR). Based on these two government policies, it has become the basis of proof that how important it is to strengthen character education which has a very real role in the national movement for mental revolution. As a guide to the research focus, the author adheres to one main theory that is very close and suitable to be applied in this research, namely the theory of character education expressed by Thomas Lickona.

Thomas Lickona, a psychologist and professor of education at the University of New York is considered a proponent of character education, especially when he wrote a book entitled Educating for Character: How Our Schools Can Teach Respect and Responsibility. Through his book, Thomas Lickona made the western world aware of the importance of character education. Character education has become a necessity carried out by schools. Dr. Lickona often becomes a consultant in schools on character education and is a speaker at various seminars for teachers, parents, and religious education. The implementation of policies on character education is certainly not easy and poses several challenges that must be resolved. Character education that is imbued with moral formation and filled with good moral values will certainly greatly affect the increase in the potential of students both academically and potentially for self-improvement in society. Character education cannot only be taught by educators, of course it must be given an example and encouraged towards habituation so that it becomes a good character. In this research, the author will focus on strengthening the

character education of madrasah students based on boarding school. Why student madrasah? This is because there are many madrasas, both public and private, that have and are starting to integrate the classroom learning system with the dormitory learning system.It's just that in practice there is still a discrepancy between the two learning systems in question. Starting from learning scheduling which is often not in sync and seems confusing to students.

Not to mention the hostel supervisors who do not yet fully have adequate competence to provide guidance or coaching to students while on board. Plus the assessment system that still needs to be addressed and perfected so that parents receive and understand it well. Some of the obstacles found in some of these boarding madrasas often invite protests from students' parents and not infrequently they then pull their children out of the dormitories and even change schools. Those are some of the phenomena that occur in boarding school-based madrasah.In order to find a solution to answer the gap in theory and practice of strengthening boarding school-based character education. Of course, a boarding school-based madrasa figure is needed that is worthy of being the research locus to answer the research focus. The author in this case chose the Madrasah Aliyah Negeri (MAN) Insan Cendekia Serpong, South Tangerang City as the research locus. The determination of the locus of this research is based on the fact that the Serpong Insan Cendekia State Madrasah Aliyah is a boarding school that has existed since 1996 on the idea of Prof. Dr.-Ing. Bacharuddin Jusuf Habibie.

The presence of this boarding-based madrasa has proven extraordinary success academically and non-academicly.Based on the focus of this research, the author ultimately hopes that what happened at MAN Insan Cendekia Serpong can inspire madrasah madrasas or schools that want to improve their governance system or are just starting a boarding school system. Although the author consciously understands that not all madrasas are able to implement policies like the policies applied at MAN Insan Cendekia Serpong. Especially when referring to the completeness of facilities and the high standard of students attending MAN Insan Cendekia Serpong. However, at least research is used as a trigger for inspiration in providing strengthening character education that is adapted to the conditions and establishment of the institution itself. Spirit of change and seriousness of governance of course, it is a non-negotiable thing to be a concern for educators about how important it is to strengthen character education.The presence of a Boarding School really provides an alternative education for parents who want to send their children to school. Along with the rapid development of modernity, where parents not only work husbands but also work wives, so that children are no longer well controlled. So, Boarding School is the best place to entrust their children with food, health, safety, social, and most importantly a perfect education.

In addition, the current social pollution that plagues people's lives such as promiscuity, drugs, student brawls, the influence of the media, and so on has

encouraged many parents to send their children to boarding schools. However, there is also another possibility that causes parents to choose Boarding School, namely because of a disorganized family, husband remarries, and the extreme because they do not want to educate their children at home. On the other hand, the existence of a boarding school also often leaves complaints that have a significant effect on the sustainability of this boarding school system of educational institutions. The most obvious things include the impression of the dichotomy between classroom teachers and dormitory teachers, or more importantly, the dichotomy of teaching general science with religious knowledge (faith and piety).Based on the results of the exploration of previous studies, the authors found several previous studies that were relevant to this research. Although there is a relationship between the discussion, this research is still very different from previous research. Some of the previous studies that the authors mean are as follows:

First, the research entitled "Management of Character Education of Residential Students: A Case Study at Lokon St. High School. Nikolaus Tomohon" by Riny Cintya Kumendong. This study focuses on how to plan, implement, and evaluate character education for boarding students. From the research, the following results were obtained: (1) Character education planning at Lokon St. High School. Nikolaus Tomohon was made by each unit and sub-unit in the Lokon educational institution and then formulated together in coordination meetings between units, namely schools, dormitories, and foundations. (2) Implementation of character education in SMA Lokon St. Nikolaus Tomohon is implemented by implementing the character education program that has been formulated previously into concrete activities according to the specified time. In schools, character education is integrated in each subject. Meanwhile, in hostels, character education is carried out in the form of personal and group coaching and mentoring. (3) Evaluation of character education in SMA Lokon St. Nikolaus Tomohon, carried out by using valid data records made based on observations.

Meanwhile, the dormitory uses a report card with indicators based on three main values (school and dormitory motto), veritas, virtus, fides. (truth, virtue, faith) The value of character education is made in the form of a qualitative assessment, not a quantitative one.

Second, is a research entitled "Character Strengthening in Schooling System Education: Implementation of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education." by Siti Musawwamah, Taufiqurrahman Taufiqurrahman. This study aims to reveal, identify, and describe the readiness of school system administrators in implementing Strengthening Character Education; an overview of the implementation of Strengthening Character Education in the school system; the problem of implementing Strengthening Character Education in the education of the school system; and solution steps for education providers in solving problems of implementing Strengthening Character Education in the education of the school system. This study uses a qualitative approach and method with a

phenomenological theoretical orientation to reveal and describe the focus of the study. The location of this research is SMA Negeri 1 Pamekasan. The informants of this research were teachers, school leaders, and students. Data analysis was carried out qualitatively on field notes. This analysis was carried out during and after data collection was carried out. Checking the validity of the data is carried out using 4 techniques, namely credibility, dependability, transferability, and confirmability.

From the two studies, the relevance of the research that will be carried out by the author lies in the basic concept of strengthening educational institutions, as well as the concept of character education that will be used, applied and developed in formal education environments such as schools which are the core of the object of this research. The difference lies in the object and location of the research and the authors shift the focus of the research.Character education is lifelong education which is a strong concern of the government to continue to be carried out and developed. Character education for the nation's generations is a serious matter to be continuously developed properly. We certainly really hope that the next generation of this struggle will become a generation that is not only intelligent in science, but must control itself with moral intelligence. The success that has been proven by MAN Insan Cendekia Serpong is not easy, there are processes that are carried out, there are challenges to be faced. In other words, there are imperfections in the course of the MAN Insan Cendekia Serpong institution. Two basic things in this research, the author wants to reveal a picture of the success of implementing character education strengthening and the failure or imperfection side of MAN Insan Cendekia Serpong.

In general, the purpose of this study was to obtain an overview of efforts to strengthen character education in the boarding school-based students of Madrasah Aliyah Negeri Insan Cendekia Serpong. Some of the research questions are as follows:

1. What is the basic concept of learning Good Character Knowledge for MAN Insan Cendekia Serpong students?
2. What is the form of the program for developing feelings of good character for students at MAN Insan Cendekia Serpong?
3. How is the process of habituation of Good Character Actions carried out by MAN Insan Cendekia Serpong students?

II.   METHODS

This research on Strengthening Character Education of Boarding School-Based Madrasah students uses the case study method. By taking the research locus at Madrasah Aliyah Negeri (MAN) Insan Cendekia Serpong, South Tangerang City.Through the case study method, the author will focus on revealing in depth all that is related to the limitation of the research problem. So whatever the data obtained will be revealed by the author in a gambling manner, both in the form of success or failure that may accompany it.

III.   RESEARCH APPROACH

The title of this research is Strengthening Character Education of Madrasah Students Based on Boarding School which is a case study in Madrasah Aliyah Negeri Serpong Cendekia, South Tangerang City. The approach that the author uses in this research is a qualitative approach or also called Naturalistic Inquiry (natural investigation). The reason for choosing this approach is to get an in-depth, natural, and real picture of strengthening character education in the Serpong Insan Cendekia State Madrasah Aliyah. Through this approach, the author will describe the findings according to those obtained in the field and try to reveal the overall event in a comprehensive natural context and seek to gain a holistic understanding.

Data collection technique

1. Observation

The author uses observation techniques to obtain some of the required data. Starting from initial data related to the state of facilities and infrastructure, activities of teachers and students. This technique is used for the process of observing student activities during activities in the dormitory. Both activities that are learning and routines that support religious education and togetherness. From here, the author studies a symptom or event through systematically viewing and recording data or information that occurs at MAN Insan Cendekia Serpong, South Tangerang City. Before making observations, the authors prepared observation grids and observation guidelines. The material for the observations that the author did were direct observation of learning activities in the classroom, teacher council meetings, eating together, praying together at the mosque, parenting activities between foster teachers and foster students, and several other observational materials.

2. Interview

The number of sources who must be contacted in this study, of course, requires the author to use interview techniques. Interviews were conducted with related parties in strengthening character education at MAN Insan Cendekia Serpong, South Tangerang City. In conducting the interview technique, the author first makes an interview grid that is adapted to the required data, also adjusted to the position of the interviewee. After the grid is made, the interview guide is then made. This interview guide is the database that needs to be questioned by the interviewees. In this interview technique, the informants were the head of the madrasa, the deputy head of the madrasah in the field of curriculum, the deputy head of the madrasa in the field of boarding, the head of administration, foster teachers, dormitory development teachers, dormitory guardians, and several student representatives in the dormitory.

3. Documentation Study

The author uses this documentation study to obtain data accuracy from non-human sources. On this occasion, the required data was obtained in the form of Document Book 1 from the deputy head of the madrasa in the field of curriculum.

There are also profile videos, activity photos, archives, and books related to the achievements of MAN Insan Cendekia Serpong.

4. Literature Study

Literature study is intended as a step to enrich the author's insight and efforts in obtaining theoretical comparisons of all matters related to the research focus and also with data obtained from findings in the field as a continuous reference.

Data source

Sources of data in this study consisted of Resource Persons/Informants, Events/Activities, Places/Locations, and Documents/Archives. For sources of data sources or informants, including: head of madrasah, deputy head of madrasa in the field of curriculum, deputy head of madrasa for boarding, head of administration, guardian of dormitories, teacher of dormitory development, foster teachers, and several representatives of students of Madrasah Aliyah Negeri Serpong Cendekia Insan Tangerang City South. For data sources of events or activities, including: parenting activities, lunch activities together, congregational prayers, routine recitations, etc. For location or location data sources, including: hall building, classroom, dining room, mosque, teacher meeting room, head office, deputy head office, administrative head office, learning building, learning facilities, sports fields, etc. For document or archive data sources, including: Document archive 1, madrasa profiles, agenda books, photos of activities and achievements.

Data analysis

The data that has been obtained at the time of the research is then analyzed by reducing it to be adjusted to the required data. A lot of data or information is found that is too broad, of course the author needs to pay attention to keep the focus on the results of the research question. After being reduced, then the authors describe it systematically and clearly to obtain conclusions.

IV. RESULT AND DISCUSSION
Theoretical Discussion

First; To know the basic concept of teaching Good Character Knowledge to students of MAN Insan Cendekia Serpong. Second; To find out the form of the Good Character Feeling coaching program for students at MAN Insan Cendekia Serpong. Third; To find out the process of habituation of Good Character Actions by MAN Insan Cendekia Serpong students. As an answer to the three specific research objectives, the researcher presents them in an orderly manner, complete with the following theoretical discussion:

1. The basic concept of teaching good character knowledge to students of MAN Insan Cendekia Serpong is to combine Islamic religious education with the fields of science and technology in a balanced way. With this integration, MAN Insan Cendekia is expected to be a pioneer in efforts to eliminate the dichotomy between religion and science and technology. MAN Insan Cendekia Serpong places Islamic ethics rooted in

the universal values   of the Qur'an and al-hadith to animate all fields of science being taught. Islam develops universal knowledge between the qauliyyah sciences, namely the sciences related to religious texts, such as the Qur'an, al- hadith, moral creed, fiqh and the Kauniyah sciences, namely science and empirical sciences. society. Scientific studies and deepening depart from the humanistic-ethical paradigm with the support of an integrated strategy. The universal values contained in the Qur'an and al-Hadith become the foundation and view of life that is unified in one breath of science and religion dedicated to the benefit of mankind. This scientific integration has been realized and developed in learning in the study room and/or outside the activity of the study room.

This integration has proven to be able to produce MAN Insan Cendekia graduates who have strong faith and religious knowledge (tafaqquh fiddin), broad and critical thinking, and moderate religious behavior supported by mastery of targeted competencies. And al-hadith become a foothold and a unified view of life in one breath of science and religion dedicated to the benefit of mankind. This scientific integration has been realized and developed in learning in the study room and/or outside the activity of the study room. This integration has proven to be able to produce MAN Insan Cendekia graduates who have strong faith and religious knowledge (tafaqquh fiddin), broad and critical thinking, and moderate religious behavior supported by mastery of targeted competencies. An al-hadith become a foothold and a unified view of life in one breath of science and religion dedicated to the benefit of mankind. This scientific integration has been realized and developed in learning in the study room and/ or outside the activity of the study room. This integration has proven to be able to produce MAN Insan Cendekia graduates who have strong faith and religious knowledge (tafaqquh fiddin), broad and critical thinking, and moderate religious behavior supported by mastery of targeted competencies.

2.   The form of the program for fostering feelings of good character for MAN Insan Cendekia Serpong students relies on the Strengthening Character Education (SCE) program which is an educational movement to strengthen the character of students through heart, taste, thought, and sports, involving collaboration between madrasas, parents, madrasa committees, academics, the business world, arts and culture actors, and the government. The realization of Strengthening Character Education is carried out in all aspects of life, including habituation, intracurricular, co curricular, and extracurricular activities.To further ensure the development of students in living a boarding life, assistance is needed. The assistance is carried out by dormitory development teachers and foster teachers who act as substitutes for parents in madrasas.The activities of religious and residential development include three things, namely the development of religious life, the development of a dormitory life, and the development of linguistics.

3.   The process of habituation of good character actions by MAN Insan Cendekia Serpong students begins with inculcating Islamic values and attitudes in the MAN

Insan Cendekia Serpong environment through the Madrasah Students (Matsama) Ta'aruf Period program, then introducing Islamic behavior including: spreading greetings, praying fardhu in groups of five time at the mosque, fasting Sunnah, recitation of the Qur'an every morning as well as duha prayer, qiyamullail before dawn, and so on.In the process of habituation of good character actions, there is a boarding life assessment system carried out by the Dormitory Teacher in the form of a dormitory assessment report every semester. The scope of the hostel assessment report includes:

a.   Assessment of Tahsin Al Quran and Tahfidz Al Quran

b.   Assessment of amaliyah worship which consists of assessment of congregational prayers and other sunnah prayers, as well as assessment of sunnah fasting

c.   Assessment of Arabic and English skills

d.   Assessment of room cleanliness and dormitory environment

e.   Moral assessment

Practical Discussion

Starting from the facts of research in the field coupled with the fact that the learning system is integrated with the theory that has been put forward by experts, starting from the basic concepts of teaching knowledge of good character, the form of fostering feelings of good character, and the process of habituation of good character actions. At the end of this stage, the researcher found some uniqueness which can also be called the advantages of MAN Insan Cendekia Serpong over the boarding school system that can be optimized to strengthen character education based on science and technology and IMTAQ.

1.   The basic concept of teaching good character knowledge is maintained;

At first MAN Insan Cendekia Serpong was known as the "Habibie school" often used by the public for another name for MAN Insan Cendekia. Insan Cendekia was born from the great thinker Prof.Dr.Eng BJ Habibie who wanted to unite Science and Technology with Faith and Taqwa, he wanted the establishment of an educational institution capable of forming humans who mastered science and technology and IMTAQ in a balanced way. At that time he served as Minister of Research and Technology/Head of BPPT initiating the Science and Technology Equity Program (STEP). STEP's goal is the equalization of science and technology programs for schools in the pesantren environment. In 1996, STEP affixed the name SMU Insan Cendekia as the name of the educational institution previously used as a magnet School for several months.The design of the STEP education model takes the magnet school philosophy where it is hoped that this educational institution will be able to attract surrounding schools to be triggered in achievement and prepare future leaders of the nation.

STEP chose locations in Serpong (Banten) and Gorontalo which were the first steps in establishing science and technology-based schools and Faith and Taqwa.

The science and technology base and Faith and Taqwa initiated by Prof. Dr. eng. BJ Habibie continues to be guided to this day. The developments that accompany the curriculum making process and so on do not at all interfere with the initial ideals of the initiators. This is what makes an extraordinary uniqueness of the sustainability of a basic concept. This basic concept is recognized from time to time, experiencing changes and developments but does not change the essence of teaching moral knowledge based on science and technology and Faith and Taqwa.The firmness and consistency of the MAN Insan Cendekia Serpong institution on the basic concepts of science and technology and Faith and Taqwa at the age of 25 proves that MAN Insan Cendekia deserves to be a magnet school. A school that is worthy of being imitated and an inspiration for schools that want to implement a boarding school system in Indonesia. Although this concept cannot be immediately applied in different madrasas, at least it can be used as inspiration in determining or making academic and boarding curricula.

2.   The form of fostering a feeling of good character that is integrated and integrated; The form of fostering a feeling of good character that is applied shows that the curriculum that is made seems to be well integrated. The academic curriculum and the dormitory curriculum support each other and direct in an integrated manner how to achieve targets according to the institution's vision and mission.MAN Insan Cendekia Serpong is a model of a secondary education unit that combines Islamic Religious Education with the fields of science and technology in a balanced way. With this integration, MAN Insan Cendekia is expected to be a pioneer in efforts to eliminate the dichotomy between religious science and science and technology.MAN Insan Cendekia Serpong places Islamic ethics rooted in the universal values of the Qur'an and al-hadith to animate all fields of science being taught. Islam develops universal knowledge between the qauliyyah sciences, namely the sciences related to religious texts, such as the Qur'an, al- hadith, moral aqidah, fiqh and the Kauniyah sciences, namely science and empirical sciences. society. Scientific studies and deepening depart from the humanistic-ethical paradigm with the support of an integrated strategy.

The universal values contained in the Qur'an and al-Hadith become the foundation and view of life that is unified in one breath of science and religion dedicated to the benefit of mankind. This knowledge has been realized and developed in learning in the study room and/or outside the activity of the study room.This integration has proven to be able to produce MAN Insan Cendekia graduates who have strong faith and religious knowledge (tafaqquh fiddin), broad and critical thinking, and moderate religious behavior supported by mastery of targeted competencies. In turn, graduates of MAN Insan Cendekia can adapt and study well at leading universities, both at home and abroad and are beneficial for life in society so that they can establish themselves as a Muslim figure who is rahmatan lil alamin.

The advantages of MAN Insan Cendekia compared to other madrasah are: First, curriculum development and learning refers to quality standards above national

education standards and based on local excellence; Second, managed based on Information and Communication Technology (ICT), with the support of educators and education personnel who meet the required qualifications; Third, the available learning facilities meet the requirements of health, safety, comfort, and security; Fourth, students are required to live in professionally managed madrasah dormitories; Fifth, requires students to communicate daily in the madrasa environment using Indonesian and international languages.The role of the foster teacher must receive attention and be reworked, reorganized regarding the role and welfare that no longer exists. There needs to be an assessment of its existence that is juxtaposed with the dormitory building teacher or homeroom teacher. The division of tasks needs to be reviewed, so that students do not become victims of not being cared for while in the dormitory while they are away from their parents.

3.   The process of habituation of good character actions that are directed and consistent;

Every year a series of winners of the Science Olympiad, both national and world level, are often won by students of MAN Insan Cendekia Serpong. Since its inception, it has spawned many international science olympiad champions, when it was only 4 years since this school was established, the excellence of students in the field of science and technology began to appear, it was proven that the students became one of the Indonesian Chemistry Olympiad Teams for the world level in 2000 which was held in Denmark.The existence of qualified and professional teachers will determine the success of habituation at MAN Insan Cendekia Serpong, not all education graduates can become teachers at this school. All teachers go through a rigorous selection process so that they can get professional and quality teachers.Improving the academic quality of students informally and individually or in small groups is very necessary for students, considering that student success can not only be completed by formal learning, but requires optimal guidance, motivation and attention in creating conducive learning communication between teachers and students.

Teachers need to provide greater opportunities for academic consultation with students individually and in groups as an effort to achieve the best achievement. Quality improvement Academics are given while still paying attention to the process of student independence in learning. This has become the habituation of good character actions that are continuously carried out and adhered to by educators and become entrenched among the students of MAN Insan Cendekia Serpong as long as they are in the dormitory environment.Some habituation in the form of tutorial programs also become reinforcements in the actions of good characters. The design of additional teaching by the teacher to one or more students in the dormitory (either in the student dormitory or the teacher's dorm) is very large in the effect of increasing students' self-confidence which is finally able to boost the habituation of good character actions as a form of efforts to achieve better performance.

The educational process of habituation of character actions in both boarding madrasas is a unity, both learning activities are carried out during the day and at night, covering all aspects of life as a human being, both the need for self-actualization and for living in society and more importantly knowledge, understanding and implementation of Islamic values that are useful for life in this world and the hereafter.The habit of good character actions of students is centered on the goal of creating an orderly, neat, comfortable, independent, responsible, tolerant and togetherness life as well as habituation of foreign languages in the dormitory environment.Several concepts of habituation that have been running need to be reviewed, especially regarding the use of the internet for the twelfth graders. Supervision must of course continue to be improved but also balanced with updates that do not eliminate the essence of habituation of good character. Violations that occur must be kept to a minimum so that they do not repeat themselves, especially if these violations are disgraceful or very taboo for Islamic education.

V.   CONCLUSION

The strengthening of character education for students of Madrasah Aliyah Negeri Insan Cendekia Serpong based on boarding schools has the concept of strengthening harmony between Science and Technology and strengthening Faith and Taqwa. MAN Insan Cendekia Serpong is a model for a secondary education unit that combines Islamic religious education with the fields of science and technology in a balanced way. With this integration, MAN Insan Cendekia Serpong is expected to be a pioneer in efforts to eliminate the dichotomy between religion and science and technology.

REFERENCES
[1]   Achmadi. (2005). Ideologi Pendidikan Islam. Yogyakarta: Pustaka Pelajar.
[2]   Aeini, A.N. (2015). Pendidikan Karakter Anak SD dalam Prespektif islam. *Jurnal. PGSD* Universitas pendidikan Indonesia.
[3]   Agama, D.P.M.K. (2010). Wawasan Pendidikan Karakter dalam Islam. Jakarta: Direktorat Pendidikan Madrasah Kementerian Agama RI.
[4]   Agung, L. (2011). "Character Education Integration In Social Studies Learning". HISTORIA: *International Journal of History Education*. 12 (2), 392-403.
[5]   Almahira. (2017). Qur'an Hafalan dan Terjemahan. Jakarta: Almahira Mewarnai Dunia dengan Ilmu.
[6]   Almerico, G.M. (2014). "Building Character Through Literacy With Children's Literature". *Research in Higher Education Journal*. 26, 1.
[7]   Al-Nashr, M.S. (2010). Pendidikan Karakter Berbasis Kearifan Lokal;Telaah Pemikiran KH.Abdurrahman Wahid (Gus Dur). Semarang: Fakultas   Tarbiyah   IAIN Walisongo Semarang.
[8]   Amir, M.T. (2017). Perilaku Organisasi. Jakarta: Kencana.

[9]   Asa, A.I. (2019). "Pendidikan Karakter Menurut Ki Hadjar Dewantara Dan Driyarkara". *Jurnal Pendidikan Karakter*. 9 (2), 245-257.

[10]   Badudu, J.S. dan Zain, S.M. (1996). Kamus Umum Bahasa Indonesia. Jakarta: Pustaka Sinar Harapan.

[11]   Baker, E.L. dan Popham, W. J. (2005). Teknik Mengajar Secara Sistematis. Jakarta: Rineka Cipta.

[12]   Dalmeri. (2014). "Pendidikan Untuk Pengembangan Karakter (Telaah Terhadap Gagasan Thomas Lickona Dalam Educating For Character). *Jurnal Al- Ulum*. 14 (1), 269-288.

[13]   Dharta, F.Y. dan Kuswarno, E. (2012). "Komunikasi Tuan Guru Sebagai Motivator di Pesantren". Sosiohumaniora. 14 (1), 66-76.

[14]   Doni, K. (2007). Pendidikan Karakter; Strategi Mendidik Anak di Zaman Global. Jakarta: Grasindo.

[15]   Driyarkara, (1980). Driyarkara tentang pendidikan. Yogyakarta: Kanisius

[16]   Echols, J.M. dan Shadily, H. (2003). Kamus Inggris Indonesia. Jakarta: Gramedia.

[17]   Engliana, et al. (2020). "Penguatan Pendidikan Karakter Melalui Cerita Rakyat

[18]   Pada Pelajaran Bahasa Inggris   di   Perguruan Tinggi". *Jurnal Pendidikan Karakter*. 10 (1), 106-107.

[19]   Evialida, N. (2020). Motivasi Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam Pada Masa Covid-19 Di Mts Sabilal Muhtadin Jaya Karet   (online).   Tersedia: www.digilib.iain-palangkaraya.com. (8 Oktober 2021).

[20]   Fitri, A. (2017). Implementasi Pendidikan Karakter Melalui Peran Serta Orang Tua dan Guru berbasis kehidupan di-Sekolah Dasar. Pascasrjana Megister PGMI UIN Sultan Syarif Kasim Riau.

[21]   Harys. (2020). Objek Penelitian (online). Tersedia: https://www.jopglass.com. (01 Agustus 2021).

[22]   Hasbullah. (2001). Sejarah Pendidikan Islam di Indonesia. (Jakarta: Raja Grafindo)

[23]   Hendriana, E.C. dan Jacobus, A. (2016). "Implementasi Pendidikan Karakter Di Sekolah Melalui Keteladanan Dan Pembiasaan". *Jurnal Pendidikan Dasar Indonesia*. 1 (2), 25-29.

[24]   Ihsan, M. (2021). Arti dan Tujuan Pendidikan Menurut Pakar (online). Tersedia: http:/www.unjkita.com. (01 Agustus 2021).

[25]   Ilahi, M.T. (2012). Revitalisasi Pendidikan Berbasis Moral. Yogyakarta: Arruz Media.

[26]   Islam, D.I. (2007). Al Quran dan Terjemahnya. Jakarta: CV. Nala Dana dan Kementerian Agama RI.

[27]   Kajianpendidikan. (2013). Boarding School: Pengertian boarding school (online). Tersedia: www.kajianpendidikan.com. (07 November 2021).

[28]   Kuswarno, E. (2015). "Potret Wajah Masyarakat Digital Indonesia". *Jurnal Communicate.* 1 (1), 47–54.

[29]   Makalah PPO. (2015). Makalah-PPO (online). www.vdocuments.mx.com. (11 Oktober 2021).

[30]   Makmur, J. (2011). Pendidikan Karakter disekolah. Yogyakarta: Diva Press.

[31]   Maksudin. (2010). Pendidikan Islam ALternatif: Membangun karakter melalui sistem Boarding School. Yogyakarta: UNY Press.

[32]   Marzuki dan Haq, P.I. (2018). "Penanaman Nilai-Nilai Karakter Religius Dan Karakter Kebangsaan Di Madrasah Tsanawiyah Al Falah". *Jurnal Pendidikan Karakter*. 8 (1), 84-93.

[33]   Masitho dan Firmansyah. (2019). "Interior Planning Al-Ihsan Isamic Modern Boarding School In West Java". *Jurnal e-Proceeding of Art & Design27*. 6 (1), 395-399.

[34]   Maunah, B. (2015). "Implementasi Pendidikan Karakter Dalam Pembentukan Kepribadian Holistik Siswa". *Jurnal Pendidikan Karakter*. 5 (1), 90-10.

[35]   Megawangi, R. (2004). Pendidikan Karakter, Solusi Tepat Untuk Membangun Bangsa. Bogor: IHF cetakan I.

[35]   Mubin, M.S. (2020). "Pendidikan Karakter Menurut Ibnu Miskawaih Dan Implementasinya Terhadap Pembelajaran Masa Pandemi". *Jurnal Pendidikan dan Pembelajaran*. 9 (2), 117-119.

[37]   Mukromin. (2016). Implementasi Pendidikan Karakter di Pesantren. Yogyakarta: UNSIQ UIN Yogyakarta.

[38]   Mulyasa, E. (2017). Manajemen Berbasis Sekolah. Bandung: Remaja Rosdakarya. Mulyasa, E. (2017). Menjadi Guru Profesional. Bandung: Remaja Rosdakarya.

[39]   Mulyasa, E. (2017). Revolusi Mental dalam Pendidikan. Bandung: Remaja Rosdakarya.

[40]   Mustoip, S., Japar, M. dan Zulela, M. (2018). Implementasi Pendidikan Karakter. Surabaya: Jakad Publishing.

[41]   Noviansah, A. (2020). "Developmental Characteristics Influenced By Flow In Psychology". *International Journal on Islamic Educational Research (SKIJIER).* 4 (2), 24-5.

[42]   Palunga, R. dan Marzuki. (2017). "Peran Guru Dalam Pengembangan Karakter Peserta Didik Di Sekolah Menengah Pertama Negeri 2 Depok Sleman". *Jurnal Pendidikan Karakter.* 7 (1), 107-123.

[43]   Purandina, I.P.Y. dan I Made Astra Winaya, I.M.A. (2020). "Pendidikan Karakter dilingkungan Keluarga Selama Pembelajaran Jarak Jauh pada Masa Pandemi COVID-19". Cetta: *Jurnal Ilmu Pendidikan*. 3 (2), 270-290.

[44]   Purwanto, M.N. (1998). Ilmu Pendidikan Teoritis dan Praktis. Bandung: Remaja Rosdakarya.

[45]   Purwati, E. (2012). Pendidikan Karakter, Menjadi Berkarakter Muslim-Muslimah Indonesia. Surabaya: Kopertai IV Press.

[46]   Riadi. (2019). Karakteristik, Jenis dan Prosedur Penelitian Kualitatif (online). Tersedia: https://kajianpustaka.com. (07 Oktober 2021).

[47]   Riana, R. dan Dwiloka, B. (2005). Teknik Menulis Karya Ilmiah. Jakarta: Rineka Cipta.

[48]   Sakti, A. (2020). "Penerapan Sikap Pemimpin Menurut Perspektif Al-Qur'an Dalam Konsep Pengawasan Dan Evaluasi*". Jurnal Manajemen Pendidikan Islam*. 8 (1), 27-38.

[49]   Salmaa. (2021). Teknik Analisis Data: Pengertian, Macam, dan Langkah- langkahnya (online). Tersedia: https://penerbitdeepublish.com.   (01 November 2021)

[50]   Santika, I.W.E. (2020). "Pendidikan Karakter pada Pembelajaran Daring". Indonesian Values and Character Education Journal. 3 (1), 10-12.

[51]   Setiawatri, N. dan Kosasih, A. (2019). "Implementasi Pendidikan Karakter Peduli Sosial Pada Masyarakat Pluralis Di Cigugur Kuningan". *Jurnal Pendidikan Karakter*. 9 (2), 179-192.

[52]   Satori, Dj. dan Komariah, A. (2011). Metodologi Penelitian Kualitatif. Bandung: Alfabeta.

[53]   Satriya, A.I. (2019). Inspirasi Sang Cendekia. Banten: Manis Bersama

[54]   Sauri, S. (2019). Pendidikan Karakter Dalam Perspektif Islam. Bandung: Rizki Press.

[55]   Sauri, S. (2020). Meretas Pendidikan Musik Berbasis Nilai Karakter Pesantren. Bandung: Upi Press.

[56]   Sauri, S. dan Nurdin, D. (2019). Manajemen Pendidikan Berbasis Nilai. Bandung: Refika Aditama.

[57]   Sugiyono. (2016). Metode Penelitian Pendidikan. Bandung: Alfabeta.

[58]   Suparlan. (2019). "Teori Konstruktivisme dalam pembelajaran". *Jurnal Islamika*: *Jurnal Keislaman dan Ilmu Pendidikan* Volume 1. 1(2), 79-88.

[59]   Suparno. (2018). "Analisis Faktor-Faktor Pembentuk Karakter Smart Siswa Di Sekolah Islam Terpadu". *Jurnal Pendidikan Karakter*. 8 (1), 62-73.

[60]   Syabrani, A. (2012). Pendidikan Karakter. Jakarta: Prima Pustaka.

[61]   Syahri, A. (2020). Pendidikan Karakter Berbasis Sistem Islamic Boarding School. Batu: Literasi Nusantara.

[62]   Usman, M.U. (1995). Menjadi Guru Profesional. Bandung: Remaja Rosdakarya.

[63]   Utami, K.N. dan Mustadi, A. (2017). "Pengembangan Perangkat Pembelajaran Tematik Dalam Peningkatan Karakter, Motivasi, dan Prestasi Belajar Siswa Sekolah Dasar". *Jurnal Pendidikan Karakter*, 7 (1), 14-15.

[64]   Wahyudin, D. (2009). Pengantar Pendidikan. Jakarta: Universitas Terbuka.

[65]   Wasliman, I. (2020). Panduan Penulisan Tesis, Disertasi, Makalah, dan Laporan Buku. Bandung: Sekolah Pascasarjana Press.

[67]   Widoyoko, E.P. (2012). Teknik Penyusunan Instrumen Penelitian. Yogyakarta: Pustaka Pelajar.

[68]   Winkel. (1983). Psikologi Pendidikan. Jakarta: Sanata Dharma.