



## The Role of the Smart House Program in Instilling Character (Case Study at the Al-Ikhlas Smart House in Serang City)

Noni Nafiah<sup>1</sup>; Ujang Jamaludin<sup>1</sup>; Dinar Sugiana Fitriyadi<sup>1</sup>; Febri Saefulloh<sup>2</sup>

<sup>1</sup> Pancasila and Citizenship Education, University of Sultan Ageng Tirtayasa, Indonesia

<sup>2</sup> Universitas Primagraha, Indonesia

E-mail: [ujangjamaludin@untirta.ac.id](mailto:ujangjamaludin@untirta.ac.id)

<http://dx.doi.org/10.47814/ijssrr.v6i10.1580>

---

### **Abstract**

This study aims to describe the Role of the Smart House Program in Instilling Character (Case Study at the Al-Ikhlas Smart House in Serang City) starting from the planning, implementation, evaluation and instilling character values. The research method used is qualitative research with descriptive studies with data collection techniques namely observation, interviews and documentation. Data analysis using the Milles and Huberman models includes data reduction, data presentation, and verification/conclusion. The validity of this research data uses triangulation. The results of the research are that the Al-Ikhlas Smart House has instilled character which can be seen from the planning stage namely 1) determining the goals of character education based on its vision and mission, 2) compiling programs or activities at the Smart House, and 3) integrating character values. The implementation stage in character building at the Smart House is carried out in 4 processes, namely 1) integrating character values in all subjects contained in the lesson plans, 2) integrating character values in daily activities including routine habituation, applying exemplary, spontaneous, and conditioning, 3) integrating programmed character values including daily, weekly, monthly, yearly activities and extracurricular activities, and 4) building communication and collaboration between schools and parents of students. The evaluation stage is carried out by 2) integrating character values in daily activities including routine habituation, applying exemplary, spontaneity, and conditioning, 3) integrating programmed character values including daily, weekly, monthly, yearly activities and extracurricular activities, and 4) building communication and cooperation between schools and parents of students. The evaluation stage is carried out by 2) integrating character values in daily activities including routine habituation, applying exemplary, spontaneity, and conditioning, 3) integrating programmed character values including daily, weekly, monthly, yearly activities and extracurricular activities, and 4) building communication and cooperation between schools and parents of students. The evaluation stage is carried out by how to make observations of student behavior and evaluation by giving questions or exercises in the form of tests orally or in writing. The character of the students has been embedded through the Al-Ikhlas Smart House program, namely religious values, nationalist values, integrity values, bathing values and mutual cooperation values.

**Keywords:** *Smart House Program; Character Education; Character Education Management*

## Introduction

Juvenile delinquency at this time, as has been widely reported in various media, has been said to exceed reasonable limits. Some of the conditions regarding the weak character of students are that there are still many teenagers and minors who are familiar with cigarettes, drugs, liquor, pornography, brawls between students, rampant motorcycle gangs among students, theft/hijacking, and involvement in other deviant criminal acts. from the norms that apply in the life of society and deal with the law.

Physical or psychological violence against children in Indonesia occurs a lot in 5 (five) provinces in Indonesia, namely West Java Province, DKI Jakarta Province, East Java Province, and one of them is in Banten Province. The problem of weak character does not only occur in certain schools but in almost all districts and cities in Indonesia. In Banten Province or Serang City there are often criminal cases committed by teenagers. The form of crime committed by teenagers in Serang City is as published in the news <https://www.kompas.com/> was a brawl between students which resulted in 1 person dying. On January 13 2022, a brawl between two groups of students occurred on Jalan Bhayangkara, Cipocok Jaya District, Serang City, Banten. A student with the initials MA (16 years) died from a stab wound to a sharp weapon.

Based on data and facts regarding criminal acts committed by teenagers or minors in Serang City, it turns out that there are still many children who do not have a good attitude or character, caused by various factors such as promiscuity, weak self-control, namely Adolescents have an inability to control emotions or emotional instability such as being easily angry/offended, frustrated and insensitive to the social environment, wanting to find identity, lack of supervision or social control from parents or family or teachers, does not reflect good behavior in accordance with the norms norms that apply in people's lives and the decline in character values in children.

This requires everyone to be involved in preventing or overcoming juvenile delinquency, including parents, teachers, the community and stakeholders, to create a young generation that is intelligent, has noble character, and has good personality or character. have a wide range of useful abilities and skills. Education must be able to integrate character education at every level of education, be it elementary, junior high and high school, and character education is integrated with formal, non-formal and informal education as a form of prevention of juvenile delinquency. Al-Ikhlis Smart House in Serang City is a non-formal education and social educational institution that is engaged in ensuring education for orphans, orphans, orphans and poor people so that they have good character, have good morals, and can be useful in society in the future by using private tutoring methods or tutoring. The Al-Ikhlis Smart House in Serang City is a solution to community unrest which is indeed the quality and guarantee of education for orphans and the poor is not being cared for, students from the Al-Ikhlis Smart House in Serang City are not only orphans, orphans, orphans and poor people but also open for the general public for children who wish to take part in learning at the Smart House and get more time to study in a regulated environment with the aim of creating a good climate and forming good character.

The Al-Ikhlis Smart House in teaching and learning activities is carried out only 2 times a week, the teaching and learning activities held at the Al-Ikhlis Smart House do not only provide teaching but rather develop children's morals and provide motivation to learn in children itself. The number of students from the Al-Ikhlis Smart House is around 25-30 students or students, who become teaching staff from students in Banten such as Universitas Sultan Ageng Tirtayasa students, Universitas Islam Negeri Sultan Maulana Hasanudin Banten students, the Universitas Terbuka and other students who in Banten. In teaching and learning activities carried out inside the Al-Ikhlis Smart House and outside the location of the Al-Ikhlis Smart House, Serang City. teaching and learning activities held at the Al-Ikhlis Smart House do not only provide teaching but rather develop children's morals and provide motivation for learning in the children themselves. The number of students from the Al-Ikhlis Smart House is around 25-30

students or students, who become teaching staff from students in Banten such as Universitas Sultan Ageng Tirtayasa students, Universitas Islam Negeri Sultan Maulana Hasanudin Banten students, the Universitas Terbuka and other students who in Banten. In teaching and learning activities carried out inside the Al-Ikhas Smart House and outside the location of the Al-Ikhas Smart House, Serang City. teaching and learning activities held at the Al-Ikhas Smart House do not only provide teaching but rather develop children's morals and provide motivation for learning in the children themselves. The number of students from the Al-Ikhas Smart House is around 25-30 students or students, who are teaching staff from students in Banten such as Universitas Sultan Ageng Tirtayasa students, Universitas Islam Negeri Sultan Maulana Hasanudin Banten students, the Universitas Terbuka and other students who in Banten. In teaching and learning activities carried out inside the Al-Ikhas Smart House and outside the location of the Al-Ikhas Smart House, Serang City. The number of students from the Al-Ikhas Smart House is around 25-30 students or students, who become teaching staff from students in Banten such as Universitas Sultan Ageng Tirtayasa students, Universitas Islam Negeri Sultan Maulana Hasanudin Banten students, the Universitas Terbuka and other students who in Banten. In teaching and learning activities carried out inside the Al-Ikhas Smart House and outside the location of the Al-Ikhas Smart House, Serang City. The number of students from the Al-Ikhas Smart House is around 25-30 students or students, who become teaching staff from students in Banten such as Universitas Sultan Ageng Tirtayasa students, Universitas Islam Negeri Sultan Maulana Hasanudin Banten students, the Universitas Terbuka and other students who in Banten. In teaching and learning activities carried out inside the Al-Ikhas Smart House and outside the location of the Al-Ikhas Smart House, Serang City.

Based on the results of observations of researchers with Mr. Zulfi as the Volunteer Coordinator, it turns out that at the Al-Ikhas Smart House there are still many obstacles or the problems include namely 1) inadequate accessibility between the Teaching and Learning Activity Center and the Al-Ikhas Smart House, because in carrying out the KBM teaching staff and students study outside the Smart House location so this causes learning to be less effective and in a less strategic place. 2) There are no permanent teachers at the Al-Ikhas Smart House. This is because the teachers at the Smart House of students and the teaching and learning activities at the Serang City Smart House are only held 2 times a week, making teaching less than optimal. From the problems above, the presence of the Al-Ikhas Smart House in Serang City is a place for developing potential or achievements for children in need, especially for orphans and poor people to get good education and teaching. apart from orphans and poor people, the Smart House is also open to the public, among students who are already in school, they can still take part in learning activities at the Smart House, there is volunteerism from students and lecturers in Banten who are enthusiastic about helping children in character building and adding scientific insight. This research is located at the Al-Ikhas Smart House, Serang City, which is located on Jl. TB Bakri No. 113 RT 02 RW 04 Kota Baru Village, District of Serang, City of Serang-Banten. The purpose of this study was to find out how the Role of the Smart House Program in Instilling Character (Case Study at the Al-Ikhas Smart House, Serang City. there is volunteerism from students and lecturers who are in Banten who are enthusiastic about helping children in character building and broadening knowledge. This research is located at the Al-Ikhas Smart House, Serang City, which is located on Jl. TB Bakri No. 113 RT 02 RW 04 Kota Baru Village, District of Serang, City of Serang-Banten. The purpose of this study was to find out how the Role of the Smart House Program in Instilling Character (Case Study at the Al-Ikhas Smart House, Serang City. there is volunteerism from students and lecturers in Banten who are enthusiastic about helping children in character building and broadening knowledge. This research is located at the Al-Ikhas Smart House, Serang City, which is located on Jl. TB Bakri No. 113 RT 02 RW 04 Kota Baru Village, District of Serang, City of Serang-Banten. The purpose of this study was to find out how the Role of the Smart House Program in Instilling Character (Case Study at the Al-Ikhas Smart House, Serang City.

## **Research Methods**

The research method used by researchers in this study is a qualitative approach, while the analytical method used is descriptive method with data collection techniques by way of observation, interviews and documentation. This research was conducted at the Al-Ikhlâs Smart House, Serang City. Sources of data in this study are administrators or teachers, and students. Data analysis includes data reduction, data presentation, and verification/conclusion. The validity of this research data uses triangulation.

## **Results and Discussion**

### **1. Character Planting Planning**

Data regarding the planning of planting the character of the Al-Ikhlâs Smart House program in Serang City were obtained based on the process of observation, interviews and documentation. The data shows that planning the character planting of the Al-Ikhlâs Smart House program in Serang City is very important for the Smart House because in carrying out a program it must begin with planning so that the program will be prepared or planned in accordance with the objectives to be achieved. Planning is the initial design in compiling a work program within an educational institution as a form of cooperation between superiors and subordinates in realizing the goals desired by the organization. Not only limited to the selection of vision and mission, what goals and strategies must be carried out, but planning must also make a policy related to projects, programs, systems, budget and what standards are needed in achieving these goals (Wijayanti & Sari, 2008:10).

Each program that will be implemented requires a careful planning process including character building or character education which is carried out at the Al-Ikhlâs Smart House in Serang City in instilling character in students. Which is the planning process for planting character at the Al-Ikhlâs Smart House, City of Serang, including setting goals, compiling programs/activities, and integrating.

#### **a) Goal Setting**

The Al-Ikhlâs Smart House in Serang City was established because it has a goal as stated by the Chairman of the Al-Ikhlâs Smart House, which is to help children who are economically/financially disadvantaged due to limited funds, and more specifically to help orphans and poor people. In order to get proper education or teaching, generate motivation or enthusiasm for children's learning and help shape the character of students through an educational process that involves 3 aspects namely cognitive, emotional and physical so that students are expected to be able to implement character values in everyday life both at school, home and in the community.

#### **b) Compilation of Programs/Activities**

Rumah Pintar plans and organizes activities and instills character values in them, this planning is carried out by coaches and students in Banten as educators or teachers at Rumah Pintar. Planning for implementing character planting is based on the vision of the Al-Ikhlâs Smart House in Serang City, namely "Becoming a social institution that educates orphans and Dhuafa superior and morally Al-karimah" which contains indicators of educating through education, teaching and moral development in the academic field and non-academic, applying the main values of strengthening character education, namely: religious, nationalist, independent, mutual cooperation, and integrity in everyday life. As stated by Atifa Fadhela as a teacher at the Al-Ikhlâs Smart House, Serang City, which is as follows:

*"In instilling character during teaching and learning activities, before we are given teaching material, there is an opening first, namely doing habituation such as reciting the Koran together, then the subject matter delivered during the learning process is adjusted to each level of*

*education, such as subjects general and religious subjects. As teaching staff, they provide teaching and understanding of religion, learning to recite the Koran or tahfidz of the Qur'an, and others. To instill character in our students, we teach the most basic thing, namely growing a sense of what is called courtesy or 5 S (smile, greet, greet, polite and polite) because now children have very little response, especially if they are familiar with gadgets. From the start entering must say hello, when meeting with older students or as teachers at Rumah Pintar, they have to shake hands, and when holding teaching and learning activities, how do you get students to be active, for example, asking questions or providing media in the form of books or blank HVS, we tell them to draw, with their creativity it can be seen that they are creative and interested Study. Apart from that, we will hold ice peacking or hold islamic holiday celebrations or national holiday celebrations competitions. As for islamic holiday celebrations in the month of Ramadan, isra mi'raj, sacrifice. national holiday celebrations we hold our mothers kartinian, hero's day or Pancasila day. On Pancasila Day, we usually focus on Heroes, we hold tours to the old Banten or to other historical places that we can cover." for example asking or providing the media in the form of books or blank HVS we tell them to draw, with their creativity it can be seen that they are creative and interested in learning. Apart from that, we will hold ice peacking or hold islamic holiday celebrations or national holiday celebrations competitions. As for islamic holiday celebrations in the month of Ramadan, isra mi'raj, sacrifice. national holiday celebrations we hold our mothers kartinian, hero's day or Pancasila day. On Pancasila Day, we usually focus on Heroes, we hold tours to the old Banten or to other historical places that we can cover." for example asking or providing the media in the form of books or blank HVS we tell them to draw, with their creativity it can be seen that they are creative and interested in learning. Apart from that, we will hold ice peacking or hold islamic holiday celebrations or national holiday celebrations competitions. As for islamic holiday celebrations in the month of Ramadan, isra mi'raj, sacrifice. national holiday celebrations we hold our mothers kartinian, hero's day or Pancasila day. On Pancasila Day, we usually focus on Heroes, we hold tours to the old Banten or to other historical places that we can cover." Hero's Day or Pancasila Day. On Pancasila Day, we usually focus on Heroes, we hold tours to the old Banten or to other historical places that we can cover." Hero's Day or Pancasila Day. On Pancasila Day, we usually focus on Heroes, we hold tours to the old Banten or to other historical places that we can cover."*

Al-Ikhlâs Smart House makes and plans activities that instill character values such as smile, greet, greet, polite and courteous, recitation competitions, poetry reading, drawing, speeches/lectures, quizzes, and others in the context of instilling character values for students as this is in accordance with the results of observations and the results of interviews with the Al-Ikhlâs Smart House teacher.

The activity programs at the Smart House include General Education, Islamic Education, Development Education Programs in the Field of Soft Skills, Development Education Programs in the Field of Hard Skills, Compensation for Orphans and Dhuafa, and Education for Orphans and Dhuafa who have dropped out of school. These activities were planned from the start of the establishment of the Al-Ikhlâs Smart House. Programs or activities should be well planned to make it easier and so that the objectives of the Smart House program in cultivating student character can be achieved.

### c) Integration

Hasibuan stated that integration is the activity of combining the desires of workers and the interests of the organization so that cooperation that gives satisfaction is realized. The principle of integration according to Hasibuan (2007: 63) is to create good and mutually beneficial cooperation. So that the term "the nature of man and the nature of organizations" must receive more serious attention. According to the Big Indonesian Dictionary (KBBI) the meaning of the word integration is the process, method, act of integrating. Integration comes from the basic word integration. As stated by M. Khoirul Fahri as chairman of the Serang City Al-Ikhlâs Smart House, namely as follows:



*"Planning character education in instilling character in students is carried out by making programs such as vision and mission and other activity programs that can shape character in students. When teaching and learning activities use lesson plans by integrating character values into each subject that are made by teaching staff or teachers in smart homes and adapted to education levels starting from elementary and secondary levels are distinguished in providing different subject matter and learning methods. "*

In the process of planning character planting at the Al-Ikhlas Smart House, Serang City, it is designed by integrating the character values contained in the lesson plans for each subject, into activities programmed at the Smart House through learning activities, extracurricular activities or developing children's potential, or other activities. religion so that character values can be entrenched both in the school, home and community environment and students can implement character values in everyday life and become individuals who can benefit themselves and also the people around them. Integrating the lesson plans in this case is related to the teacher's duties in the process of teaching and learning activities at the Smart House which has an important role in helping students to be more competent both in terms of knowledge, attitudes and skills. As for integration in the lesson plans, namely regarding the formulation of learning objectives, learning steps, assessment designs, learning resource designs, selection of learning methods, and others.

Based on the results of observations, documentation and interviews regarding planning for the character planting of the Al-Ikhas Smart House program in Serang City, it is in accordance with existing theories starting from setting goals, preparing programs/activities and integrating character values.

## **2. Implementation of Character Cultivation**

The implementation of character planting in the Al-Ikhlas Smart House is inseparable from educators who provide teaching and good moral development to students, character planting in the implementation of learning activities conveyed by teachers by teaching good character values to students, providing a habituation method for administrators and teachers to provide examples or examples such as dressing neatly and politely, in good deeds and words, which aims to enable students to get used to good behavior or behavior in everyday life. As for the implementation of instilling character in students, it is held in various activities, be it daily activities, weekly activities, monthly activities, and annual activities. As for daily programs or activities, namely that students are accustomed to reading the Qur'an or short letters before the learning process is carried out, weekly activities, namely reading and writing the Qur'an which are carried out once a week, monthly activities, namely competition activities such as the tahfidz al-Qur'an competition. reading, reading poetry, speeches or lectures, drawing and so on, and annual activities, namely religious activities or national day activities.

Implementation is an activity to realize plans into concrete actions in order to achieve goals effectively and efficiently, so that will have value (Wiyani, 2012:56). Cultivating character is trying to get students to know and accept personal values which are typical attitudes and behaviors that obey religious teachings, are tolerant, and live in harmony with adherents of other religions. Based on the theory above, the implementation of character planting in the Rumah Rumah Al-Ikhlas program has been carried out well and is in accordance with the implementation stage set for instilling character values. The process of implementing character planting in the Rumah Rumah Al-Ikhlas program is:

### **a. Integrating Character Values in All Subjects**

Character education in schools should be integrated into all subjects and activities in schools. All teachers must pay attention to and educate students to have better character. Based on research findings through observation, interviews and documentation that the implementation of character building at the

Smart House is carried out by integrating character values into all subjects contained in lesson plans such as religious values, independence, creativity, cooperation, mutual cooperation, national spirit, and others. In instilling character in students, the teacher has included character values in the lesson plan during the learning process. This is in accordance with the opinion of Agus Wibowo (2012: 84) reveals that the development of cultural values and character can be integrated in every subject matter of each subject.

## b. Integrating Character Education into Daily Activities at the Al-Ikhlash Smart House

### 1) Routine Habit

Routine habituation is one of the character education activities that is integrated with daily activities at the Smart House, such as shaking hands, reading Asmaul Husna and Al-Qur'an, midday prayers in congregation, praying together, smiling, greeting, order, and so on. -other. These habits will effectively shape the character of students in a sustainable manner with the habits they are used to doing on a regular basis. As stated by M. Khoirul Fahri as chairman of the Serang City Al-Ikhlash Smart House, namely as follows:

"In the implementation of instilling character, we refer to the program of activities that we have planned before, which is the implementation of the character building program, namely starting from the presence of students on time, praying, carrying out teaching and learning activities, student responsibilities in carrying out assignments in class and at home, reading short letters or the Koran, commemorating Islamic holidays and commemorating national holidays. Strengthened by M. Taufiqul as a teacher at the Al-Ikhlash Smart House, Serang City, namely as follows:

*"In cultivating character, it is carried out from various activities in the Al-Ikhlash Smart House such as daily activities, monthly activities, annual activities, religious activities, teaching and learning activities. or lectures, reading poetry, drawing, meticulous and so forth. This is intended to increase their self-confidence, improve competence, and motivate students' learning"*.

Routine activities that have been held at the Al-Ikhlash Smart House, namely reading the Koran or short letters before the teaching and learning process is carried out which signifies the application or cultivation of religious character, handshaking activities with teachers when meeting well in the school environment as well as outside the school environment as well as checking the orderliness of students which indicates the application of the character of discipline and a sense of responsibility, getting used to dress politely and neatly. Religious activities such as praying in congregation, reciting or reading the Koran, as well as celebrating Islamic holidays can instill religious values and discipline. And national holiday activities such as the red and white flag ceremony in commemoration of Independence Day or August 17th. The routine activities above are in accordance with the opinion of Masnur Muslich (2012: 177) that routine activities are carried out by students continuously and consistently. These activities include marching before class, praying before studying, pickets, ceremonies, and congregational prayers.

Meanwhile, Novan Ardi (2012: 84) states examples of routine activities are state holiday ceremonies, body hygiene checks, worship, shaking hands when meeting with teachers and friends, praying before and after learning. From the explanation above, the routine activities/routine habits at the Al-Ikhlash Smart House in Serang City that have been carried out are in accordance with the examples of activities put forward by the two expert opinions in theory, namely Masnur Muslich and Novan Ardi.

### 2) Practice Exemplary

Exemplary habits that have been exemplified by administrators or teachers to students at the Al-Ikhlash Smart House include arriving on time, dressing neatly and politely, exemplifying good deeds or commendable behavior, teaching or inviting students to become human beings who can instill religious

attitudes in himself, dare to take responsibility for what is done or dare to apologize if there is a mistake. Through exemplary character values that want to be instilled in students are the values of discipline, religion, responsibility and others.

In the implementation of character education with Islamic learning that is attempted by the Al-Ikhlâs Smart House, namely by creating an Islamic environment such as getting used to dressing politely, neatly and veiling for women and dressing politely and neatly for men, this applies to all, both administrators and teaching staff and students at the Al-Ikhlâs Smart House because by applying good examples and good examples will form a good environment.

The findings above, it can be said that the school component, in this case the Smart House, both administrators and teachers have taken on the role of being a role model in providing a good example to students, this is in accordance with what was stated by Novan Ardy (2012: 84) that this exemplary is the behavior and attitude of the teacher in giving an example through good actions so that it is expected to be a role model and can be emulated. At the Al-Ikhlâs Smart House, both administrators and teachers have provided good examples or role models for students both in words, attitudes, actions, as well as in appearance because the teacher is a role model whose goal is for students to easily accept and imitate the good behavior of the teacher so that over time the character can form by itself and students already know that the example set by the administrator or teacher is a good deed.

### 3) Spontaneity

Al-Ikhlâs Smart House, City of Serang, spontaneous activities have been held, namely students voluntarily help and share with their friends when experiencing a disaster such as donating money, visiting friends who are sick, or celebrating when a friend's family dies. In addition, spontaneous activities carried out at the Smart House, namely telling students to dispose of trash in its place, and reprimanding or advising students if there are acts that are impolite or rude in students.

From the findings above, Rumah Pintar has instilled character values through spontaneous activities. As revealed by Masnur Muslich (2012: 176) that the example of Spontaneous activities are visiting friends who are sick, collecting donations for friends who are sick. This spontaneous activity can foster a sense of concern for students towards each other, students already understand the value of social care, namely setting aside money to simply help others who are experiencing difficulties or calamities.

### 4) Conditioning

In instilling character values has been carried out at the Al-Ikhlâs Smart House, namely by means of conditioning carried out inside the classroom and outside the classroom. When before the lesson takes place the teacher arranges the seats of students, installs photos of the president and vice president, slogans to dispose of trash in their places, installs pictures of hijayah letters, numbers, letters of the alphabet, guidance on how to do ablution, pictures of names of animals/animals, pictures of names fruits, pictures of the names of vegetables and there are cleaning tools. As for conditioning outside the classroom, namely garbage dumps so that students and teachers always dispose of garbage in its place, bathrooms.. The embedded character values are discipline, responsibility, care for the environment, and others.

### c. Integrate into School Programs

The implementation of character education for students can be carried out by integrating into activities programmed by the school such as daily activities, weekly activities, monthly activities, annual activities and extracurricular activities that can support the process of implementing character education or instilling the character of students.



#### d. Building Communication and Cooperation between Schools and Parents of Students

Schools need to communicate all policies and habits implemented in schools to parents or guardians of students. With good cooperation between schools and parents, it will affect the growth, development and character formation of students who are more controlled.

Based on the theory above, the implementation of character planting at the Al-Ikhlās Smart House, Serang City, has been carried out well. This can be seen from the results of research through interviews, observation and documentation that the implementation of character planting in activities or programs at the Al-Ikhlās Smart House is by integrating the values character values in daily activities through routine habituation, exemplary, spontaneity, conditioning, integrating into school programs, and also building communication and collaboration between schools and parents of students. From the activities or programs carried out at the Al-Ikhlās Smart House, it is very related and has a good or positive impact by instilling character values that can shape character and students can internalize these character values in everyday life both in the family environment, schools and the community.

### **3. Evaluation of Character Planting**

In the learning system (meaning learning as a system) evaluation is an important component and the stage that must be taken by the teacher to determine the effectiveness of learning. The results obtained from the evaluation can be used as feedback for teachers in improving and perfecting learning programs and activities (Zainal Arifin, 2017: 2). In other words, evaluation is the provision of information that can be used as material for consideration in making decisions that begin with the measurement process. As stated by Atifa Fadhela as a teacher at the Al-Ikhlās Smart House, Serang City, which is as follows:

"Most of our evaluation focuses on teaching methods, adding more interesting ways of learning. Because usually when children learn the same thing they get bored quickly, we as teachers evaluate to add or innovate new things to become teaching materials. In evaluating students, they are given questions or in the form of exercises, both oral and written, which aim at the extent to which students understand the subject matter that has been delivered, whether it has been achieved or not. In addition to making observations to see the behavior of students, this is meant whether or not good character has been embedded in students.

Based on the results of observations, interviews and documentation that researchers have done, it can be concluded that the process of evaluating the character planting of the Al-Ikhlās Smart House program in Serang City is by observing the behavior or behavior of students. Observations are carried out through speech, actions, body gestures or body movements, and others related to the thoughts and attitudes of students, in addition to evaluating by giving questions or exercises in the form of tests orally or in writing, this is intended to find out to what extent understanding of students in the teaching material that has been delivered, whether it has been achieved or not.

### **4. Student Character through the Smart House Program**

Character is a way of thinking and behaving that characterizes a person to live and work together, both within the family, community, nation and state. According to Simon Philips in the book *Reflections on National Character* quoted by Mansur Muslich, it gives the sense that character is a set of values that underlies a thought, attitude, and behavior displayed. In the activities or programs that have been carried out at the Al-Ikhlās Smart House, Serang City, these values have actually been implemented. There are five main character values originating from Pancasila, which are the priorities for developing the Strengthening Character Education movement, namely Religious Values, Nationalism, Integrity,

Independence, and Mutual Cooperation. Strengthening Character Education can be integrated into activities in schools starting from learning activities, extracurricular activities, intracurricular activities, as well as school cultural activities. As stated by M. Khoirul Fahri as chairman of the Serang City Al-Ikhlal Smart House, namely as follows:

*"Alhamdulillah, good characters have been instilled in students, because so far I have seen a lot of development in students, at first they had very little character judging from their attitudes or actions, but now their behavior or character is much better. At the Al-Ikhlal Smart House itself, teachers and administrators have implemented good habits or examples in all activities at the Smart House, so they are used to carrying out activities or learning in this Smart House."*

Strengthened by Atifa Fadhela as a teacher at the Serang City Al-Ikhlal Smart House, namely as follows:

*"In my opinion, Alhamdulillah, character values have been embedded in students through the programs or activities provided, be it educational activities, religious activities, and others. Where are educational activities such as holding tutoring or tutoring both academic and non-academic, for religious activities every year we always hold activities to commemorate Islamic holidays such as the Prophet's birthday, Isra Mi'raj, 1 Muharram, and so on. Apart from that, we also commemorate national days such as August 17th, our mother Kartinian, and others."*

To corroborate the statements made by the administrators and teachers of the Al-Ikhlal Smart House in Serang City, the researchers also interviewed students about any characters through the Al-Ikhlal Smart House program in Serang City.

*The statements from the three students are as follows:*

*"Sis, one of them is the religious character that is ingrained in me because at the Smart House we are taught to pray, recite the Koran or read the correct Qur'an. So it has an impact on me being able to pray, being able to better understand reading the Al-Qur'an properly."*

*"Already sis, at Rumah Pintar, if it's national day, they like to hold competitions, for example, August 17 or not, Kartinian and I also celebrate national day every year."*

*"Yes sis so far what I feel while studying at the Smart House has formed a good character in me like I respect and respect my parents or friends more, I can read the Koran or short letters, pray 5 times a day, then at the Smart House we are also taught to always be honest when we speak."*

Based on the findings from the results of the interviews that the researchers conducted with informants, namely administrators or teachers and students at the Al-Ikhlal Smart House, Serang City, it can be concluded that through programs or activities at the Al-Ikhlal Smart House, character can be instilled in students. With the programs or activities that are taught or carried out at the Al-Ikhlal Smart House, students have good characters such as religious character, independent character, nationalist character, and other character values. Rumah Pintar also provides good benefits because students experience changes and developments both in terms of knowledge and behavior and skills. Managers and teachers at Rumah Pintar always teach or provide habituation with good or exemplary examples. with the habits taught by the teacher make students more polite in speaking, more respectful of all the words and actions of other people, get used to dressing neatly and politely, discipline and study hard, and be honest and responsible for all the tasks performed. In this case, the Al-Ikhlal Smart House in Serang City can have a positive impact through existing activities, both educational activities, religious activities, other activities that can instill character in students. In instilling the character of students can be seen from the application carried out by the Al-Ikhlal Smart House in Serang City in instilling character in students, namely as follows; more respect for all the words and deeds of other people, get used to dress neatly and

politely, be disciplined and study hard, and be honest and responsible for all tasks performed. In this case, the Al-Ikhlash Smart House in Serang City can have a positive impact through existing activities, both educational activities, religious activities, other activities that can instill character in students. In instilling the character of students can be seen from the application carried out by the Al-Ikhlash Smart House in Serang City in instilling character in students, namely as follows; more respect for all the words and deeds of other people, get used to dress neatly and politely, be disciplined and study hard, and be honest and responsible for all tasks performed. In this case, the Al-Ikhlash Smart House in Serang City can have a positive impact through existing activities, both educational activities, religious activities, other activities that can instill character in students. In instilling the character of students can be seen from the application carried out by the Al-Ikhlash Smart House in Serang City in instilling character in students, namely as follows; The Al-Ikhlash Smart House in Serang City can have a positive impact through existing activities, both educational activities, religious activities, other activities that can instill character in students. In instilling the character of students can be seen from the application carried out by the Al-Ikhlash Smart House in Serang City in instilling character in students, namely as follows; The Al-Ikhlash Smart House in Serang City can have a positive impact through existing activities, both educational activities, religious activities, other activities that can instill character in students. In instilling the character of students can be seen from the application carried out by the Al-Ikhlash Smart House in Serang City in instilling character in students, namely as follows;

### 1) The cultivation of religious character values

Instilling religious character values at the Al-Ikhlash Smart House, Serang City has various efforts in instilling religious values such as the habit of reading prayers together before and after learning, providing facilities for worship, namely carrying out congregational prayers, reading and writing Al-Qur'an texts, commemoration of religious holidays such as the commemoration of the holy month of Ramadan, the Prophet's birthday, Isra Mi'raj, and others. In the process of planting religious values taught and exemplified by teachers or teachers with habituation or exemplary methods and religious characters become entrenched characters in the Al-Ikhlash Smart House, Serang City.

### 2) The Cultivation of Nationalist Character Values

The inculcation of nationalist character values was carried out at the Al-Ikhlash Smart House in Serang City through various activities, namely routine activities, conditioning activities, and learning activities at the Al-Ikhlash Smart House in Serang City. This can be seen from the various activities carried out in the Al-Ikhlash Smart House, Serang City, such as holding or commemorating national holidays by carrying out flag ceremonies, participating in competitions on national holidays such as poetry reading competitions about heroes, tahfidz Al-Qur'an writing, speeches or lectures, coloring or drawing and others. In the process of instilling religious values taught and exemplified by teachers or teachers with various activities, namely routine activities, conditioning activities.

### 3) Instilling the Character Value of Integrity

Instilling integrity character values carried out at the Al-Ikhlash Smart House, Serang City namely teachers or teachers at Rumah Pintar always teach what is called honesty, namely conformity or always being trustworthy in good and correct actions, words or actions by setting an example and role model in being honest and candid by not lying in speech. Encouraging students to always pray 5 times every day and facilitating congregational prayers when students are at the Smart House, teaching and getting used to students praying after praying and reading short letters after finishing praying. And when given assignments by the teacher by not cheating on his friends. In the process of instilling the value of integrity, it is taught and exemplified by teachers or teachers with habituation, exemplary methods, routine activities and learning activities at the Al-Ikhlash Smart House, Serang City, and the character of integrity has become entrenched at the Al-Ikhlash Smart House, Serang City.

#### 4) Planting Independent Character Values

Instilling independent character values carried out at the Al-Ikhlâs Smart House in Serang City for students namely the seriousness of students in learning and carrying out tasks given by the teacher such as enacting the target of memorizing short letters and giving rewards to students who have completed the target on time. In instilling this character students are directed to always live with responsibility both responsibility towards themselves, as well as towards other people and the surrounding environment, teachers or instructors always direct students to clean up or clean the place of learning. Besides that, the way to instill the value of responsibility in students is to give responsibility when leading prayers when taking turns reciting, holding regular pickets and taking turns and so on. In the process of planting independent values taught and exemplified by teachers or teachers with habituation, exemplary methods, routine activities and learning activities at the Al-Ikhlâs Smart House, Serang City.

#### 5) Instilling Mutual Cooperation Character Values

Planting mutual cooperation character values carried out at the Al-Ikhlâs Smart House in Serang City for students namely the teacher teaches or directs students to help each other against each other. It can be seen when friends or family of students experience a disaster or pass away, the teacher or teacher and students visit friends when they are experiencing a disaster, illness or family who died. In this case, it is a form of caring for fellow human beings and helping each other. Students voluntarily help and share with their friends when they experience a disaster such as donating money, visiting friends who are sick, or celebrating when a friend's family dies. And the activeness of students during the process of learning activities takes place, giving questions that have not been understood or giving opinions on the material that has been presented. In the process of cultivating the value of mutual cooperation taught and exemplified by teachers or teachers with habituation, exemplary methods, and learning activities at the Al-Ikhlâs Smart House in Serang City and the character of mutual cooperation has become entrenched in the Al-Ikhlâs Smart House in Serang City.

### **Conclusion**

Based on the description of the results of the research and discussion that has been done, the researcher conclusions can be drawn as follows:

1. The character building planning process at the Al-Ikhlâs Smart House, Serang City includes the process of determining goals, compiling programs or activities and integrating them.
2. The process of implementing character planting at the Al-Ikhlâs Smart House in Serang City includes integrating character values in all subjects contained in the lesson plan, integrating character values in daily school activities (routine habituation, applying exemplary, spontaneity, conditioning) integrating into school programs and build communication and collaboration between schools and parents of students.
3. The process of evaluating character cultivation at the Al-Ikhlâs Smart House, Serang City, includes observing the behavior or behavior of students. Observations are carried out through speech, actions, body gestures or body movements, and others related to the thoughts and attitudes of students, in addition to evaluating by giving questions or exercises in the form of tests orally or in writing,
4. The character of students through the al-ikhlas smart house program in Serang City includes religious values, nationalist values, integrity values, independent values and mutual cooperation values. The process of instilling character in students is carried out with various efforts and activities carried out at the Al-Ikhlâs Smart House, Serang City, namely through planning activities, implementing using methods, teaching materials, learning media and evaluation.

## References

- Ali Mohsin. (2020). Internalization of Akhlakul Karimah Values in Forming Children's Character. *INSANIA: Journal of Educational Alternative Thinking*.
- Aqib Zainal. (2022). *The Importance of Character Education for Students*. Yogyakarta: ANDI Yogyakarta.
- Azmi, Nailul. (2023). *Character Education Management*. Riau: Dotplus.
- Educate Through Giving Rewards And Punishment At Uswatun Hasanah Featured Elementary School. *Attadib Journal Of Elementary Education*. Vol. 3(1).
- Farleni, Fenti., Hidayat Sholeh., Jamaludin, Ujang et al. (2023). Internalization of Religious Character Education Through School Culture in Elementary Schools. *Journal of Elementaria Edukasia*. Volume 6 Number 2.
- Fauziah Nita. (2015). *The Role of Managers in Organizing Smart Houses as Centers for Community Learning and Empowerment*.
- Hutami, rest. (2016). *Planting Character Values for Grade V Students at SDN Badran Yogyakarta*.
- Jamaludin, Ujang., Pribadi, RA & Bantani FD (2023). The Concept of Character Learning and Moral Inculcation Through Children's Stories on the Letsreadasia.org website. *Scientific Journal of PGSD FKIP Mandiri University*. Volume 09 Number 02.
- Jannah, NR, Jamaludin, Ujang & Ngulwiyah Istingatul. (2021). Teacher's Strategy To Improve Student's Religious Character Through Reading Yaasiin Habituation At SDN Simpang Tiga Cilegon. *Journal of Elementary School Teacher Education*. Volume 10 Number 2.
- Khotimah, Chusnul. Hosnan, M. & Jamaludin, Ujang. (2020). Cultivating the Character of Enjoying Reading Through the Rakica School Literacy Program at Taman Ciruas Permai Elementary School. *Journal of Archipelago Basic Education (JPDN)*. Volume 6 Number 1.
- Latiful Ifadah. (2014). *The Process of Instilling Children's Character Values at the Zuhriyah Islamic Boarding School-Based Orphanage in Sleman Yogyakarta*.
- Muhammad, Zaki Ahadiat. (2020). *Planning, Implementation, and Evaluation of Character Education at the Kota Kinabalu Indonesian School (SIKK), Sabah, Malaysia*.
- Mulatul Aini. (2020). *Management of Character Education in Improving the Quality of Education at SMAN 1 Silampaung, Tanah Datar Regency*.
- Najib, Muhammad. (2017). *Instilling Character Education Values Through the Featured Program at Man Lasem*.
- Plansyah, Heru. (2020). *The Impact of the Smart House Program on Children's Character Run by the Fajar Sejahtera Indonesia Foundation (YAFSI) in Amplas Village, Medan Amplas District*.
- Ridwan Nurkarim. (2019). *Implementation of Character Education for Orphans at the Serang Branch of the Smart House for Orphans and Dhuafa*.
- Sahrani. (2017). *Implementation of Character Education Management in the Moral Development of Students at SMA Negeri 1 Burau, East Luwu Regency*.





- Sari, DA, Jamaludin Ujang & Taufik M. (2019). Strengthening Discipline Character Education for Participants.
- Shelfia Intan Sandalwood. (2021). Management of Character Education Through Special Habits of Memorizing Short Letters at MIN 1 Ponogoro.
- Sugiyono. (2018). Educational Research Methods Quantitative, Qualitative, and R&D Approaches. Bandung: Alfabeta.
- Zuriani, Yenita. (2016). Implementation of Character Education Evaluation at Integrated Islamic Elementary School (SDIT) Iqro Ipuh. Volume 1 (3), p. 310.

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).