

ABSTRACT

Akhmad Muhyiddin, *Character Education of Religiosity, Discipline, Communicative, and Responsibility at Ukhuwah Integrated Islamic Primary School (SDIT) Banjarmasin*, under the supervision of (I) Prof. Dr. H. Ridhahani Fidzi, M.Pd., and (II) Dr. H. Husnul Yaqin, M.Ed., at the Graduate School of Antasari State Islamic University Banjarmasin, (2020).

Keywords: Religiosity, Discipline, Communicative, and Responsibility

Nowadays, Indonesia is being confronted with very crucial moral and character issues. Shift in orientation of personality which leads to a variety of immoral behaviors is terribly obvious and visible to occur in the middle of society. Various misbehaviors of children and adolescents such as brawl, narcotics abuse, and other mischiefs and criminals can be found easily through the television or live. Therefore, character education in Indonesia seems to be sorely in need of development considering the increase of adolescents' deviant behaviors, and it is truly necessary to conduct an in-depth research concerning the issue.

The method of the study is descriptive qualitative aimed to describe the character education of religiosity, discipline, communicative, and responsibility outside the classroom and in learning process as well as to determine the supporting factors and inhibiting factors of character education of religiosity, discipline, communicative, and responsibility in learning process at Ukhuwah Integrated Islamic Primary School (SDIT) Banjarmasin. The data sources adopted were the School Principal, homeroom teachers, subject teachers, students and their parents.

The results showed that: (1) Education of religious character is developed through the school cultures such as greeting by *salam* and doing a handshake, recitations and rehearsals, praying Dhuha together, praying Dzuhur and Ashar together, as well as eating and drinking by adhering to the Islamic values; education of disciplined character is developed through particular school activities such as morning discipline program, *mabit* program, and *sunnah* fasting; education of communicative character is developed through the filling of intermediary book; and character education of responsibility is developed through particular school activities such as scout camp and *mabit* programs. (2) Education of religious character in learning process is developed in the opening, exploration, and closing activities. Disciplined character in learning process is developed in the opening, elaboration, closing, and evaluation activities. Communicative character is developed through the exploration and elaboration activities. Character of responsibility is developed through the opening, elaboration, confirmation, closing, and evaluation activities. (3) The supporting factors of character education of religiosity, discipline, communicative, and responsibility in learning process are the teachers whose educational background is in line with their expertise and who have lots of teaching experiences, the students with readiness, interest and high motivation to participate in learning process, as well as the environment and infrastructure which can support learning process in the classroom. Meanwhile, the inhibiting factors are the students with laziness and less motivation to participate in learning process as well as their parents who do not follow up the character education taught in the school when they are at home.