

Description of the Introduction to the School Field (PLP) I on the Implementation of the Strengthening Islamic Values in the School Culture to Shape the Character of Students in the Muhammadiyah 1 Middle School (SMP) Sidoarjo

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ABSTRACT

Objective: The PLP 1 aims to provide students with direct experience in understanding the school environment, including school culture, school management, and educator competencies. **Method:** This research uses qualitative descriptive research methods with observation and interview techniques to collect data. **Results:** The research results show that 1) PLP 1 activities provide great benefits for students in developing their professional competence and personality as prospective teachers, 2) the averages of the student's interest: 3.62 and motivation: 3.81 which shows attitudes towards strengthening Islamic values and a good and positive school environmental culture to shape the character of the students in the SMP Muhammadiyah 1 Middle School (SMP) Sidoarjo, and 3) The implementation of the school environmental conditions, the school vision and mission, the school rules and regulations, and the ceremonial activities were carried out well, so that they can embrace the era of globalization. **Novelty:** The Introduction to the School Field (PLP) 1 is the initial stage in the learning process for prospective teachers.

INTRODUCTION

Islam is a religion that always teaches comprehensive positive values to guide the life of a Muslim, both spiritually and socially. Spiritually, Islam teaches worship, such as praying and reading the Al-Qur'an. More than that, Islam also emphasizes the importance of positive social interactions through simple but meaningful practices such as always smiling. This reflects that Islam is a religion that teaches goodness, peace and compassion, both in relationships with Allah SWT and with fellow humans. These Islamic values can influence a school culture. In line with the research which states that the school culture is behavior together with the school community and consensus with both positive and negative carried out by school residents is a basic belief embraced by all school members attitudes and behavior (Sukadari, 2020)[1]. Therefore, a culture will naturally be passed down from one generation to the next. Schools are the main institutions designed to facilitate the process of cultural transmission between generations. Meanwhile, according to Zamroni (2000), school culture is a pattern of values, norms, attitudes, rituals, myths and habits that are formed over the long journey of a school where the school culture is held together by the principal, teachers, staff and students as their basis for understanding and solving various problems that arise at school (Mulyady & Yurize, 2022)[2]. By strengthening Islamic values in school culture in an educational institution, it can produce a higher quality generation.

In the order to know and understand how to implement strengthening Islamic values in school culture, observation activities are needed by being directly involved in the school field. These activities can be carried out through programs on campus, such as: Teaching Campus, Real Work Lectures (KKN), Introduction to the School Environment (PLP), and so on. One activity that is useful for gaining basic knowledge in authentic experiences at partner schools is Introduction to the School Environment (PLP) 1. Introduction to the School Environment (PLP) 1 is a program that aims to introduce students to the school environment and culture. According to Khaerunnas and Rafsanjani (2021) state that the Introduction to the School Environment is a mandatory program for students taking education study programs. This activity generally functions to prepare students as prospective professionals in the field of education and strengthen their academic competencies. PLP consists of two stages, namely PLP I is the first stage and will continue with the second stage, namely PLP II (Khaerunnas & Rafsanjani, 2021) [3]. PLP I activities are intended to build a foundation for educators' identity through several forms of activities at school, including observing school culture, observing school management, and observing teacher competence. This PLP I activity was carried out at SMP Muhammadiyah 1 Sidoarjo by involving students in observations and interviews by the school concerned. The main aim of PLP I is to provide students with direct experience in the field of education, so that they can understand how to apply the theories they have learned on campus to the reality of learning at school.

SMP Muhammadiyah 1 Sidoarjo is one of the leading schools which was founded on July 24 1974 under the auspices of Persyarikatan Muhammadiyah which is committed to providing quality education based on Islamic values. In 2007, SMP Muhammadiyah 1 Sidoarjo officially obtained an operational permit with standards that continue to be improved, as proven by obtaining A accreditation and in the 2022/2023 academic year, SMP Muhammadiyah was designated as a Driving School (SMP Muhammadiyah 1 Sidoarjo, 2025) [4]. The Muhammadiyah 1 Sidoarjo Middle School (SMP) consists of several classes, namely International Class, Science Class, Entrepreneur Class, and Outdoor Learning Activity. International classes strengthen students' English language skills through fun activities and cross-cultural experiences, opening the door to global opportunities. Science class combines Islamic values with modern science, inspiring students to innovate in the fields of Artificial Intelligence (AI), data science, and maintaining the balance of nature. The Entrepreneur Class hones students' entrepreneurial spirit through practical programs in the fields of agribusiness, online business and creative industries, forming young, ethical business leaders. Outdoor learning activities encourage the development of students' interests and talents through outdoor activities that strengthen character, creativity and cultural awareness. The purpose of this article is to describe strengthening Islamic values in school culture to shape the character of students at SMP Muhammadiyah 1 Sidoarjo. Thus, it is hoped that this PLP I activity can provide an overview of the school culture at the school.

RESEARCH METHOD

This research was conducted using descriptive qualitative methods with direct observations, interviews, and questionnaires ARCS (Attention, Relevance, Confidence and Satisfaction (ARCS) (Nur & Kurniawan, 2022) [5] in the Muhammadiyah 1 Middle School (SMP) Sidoarjo on 17-22 February 2025 with sources consisting of 66 class VII students, 4 school leaders as school management, 5 teachers (educators), and 3 educational staff. This type of research was chosen to understand in depth how school management, educators and educational staff work to implement strengthening Islamic values in school culture to shape the character of students. In the research process, we captured the documentation such as photos, videos of school activities, and audio recordings of interviews during data collection.

RESULTS AND DISCUSSION

Results

1. The Student Character

The SMP Muhammadiyah 1 Sidoarjo was appointed to be a driving school that has its own advantages based on a good school culture. For this reason, the school makes efforts to understand the characteristics of new students by implementing an initial assessment during the student's school orientation period. The results of the initial assessment are then used as a basis for categorizing the abilities of each student through counseling activities by BK teachers and homeroom teachers. Students who already know their abilities and interests will be directed to enter classes that are in line with their abilities. One aspect of diversity that is important for a teacher to understand is how students understand lessons at the beginning of learning activities. This activity is crucial because there are students who have the ability to understand quickly, and there are students who need a little time to understand the lesson material presented by the teacher. In addition, the school also provides non-academic activities including the Tapak Suci and Hizbul Wathan extracurricular activities which are useful as a forum for observing students' talents, interests, and characteristics, as well as helping to develop students' personalities. Apart from that, the school also implements strengthening ancient values in every activity carried out by students.



Figure 1. The Coordination of the Data Collection and Analysis Results Research in the Muhammadiyah 1 Middle School (SMP) Sidoarjo.

The results of the questionnaire showing the averages of the student's interest: 3.62 and motivation: 3.81 which shows attitudes towards strengthening Islamic values and a good and positive school environmental culture to shape the character of students can be seen in Figure 2.

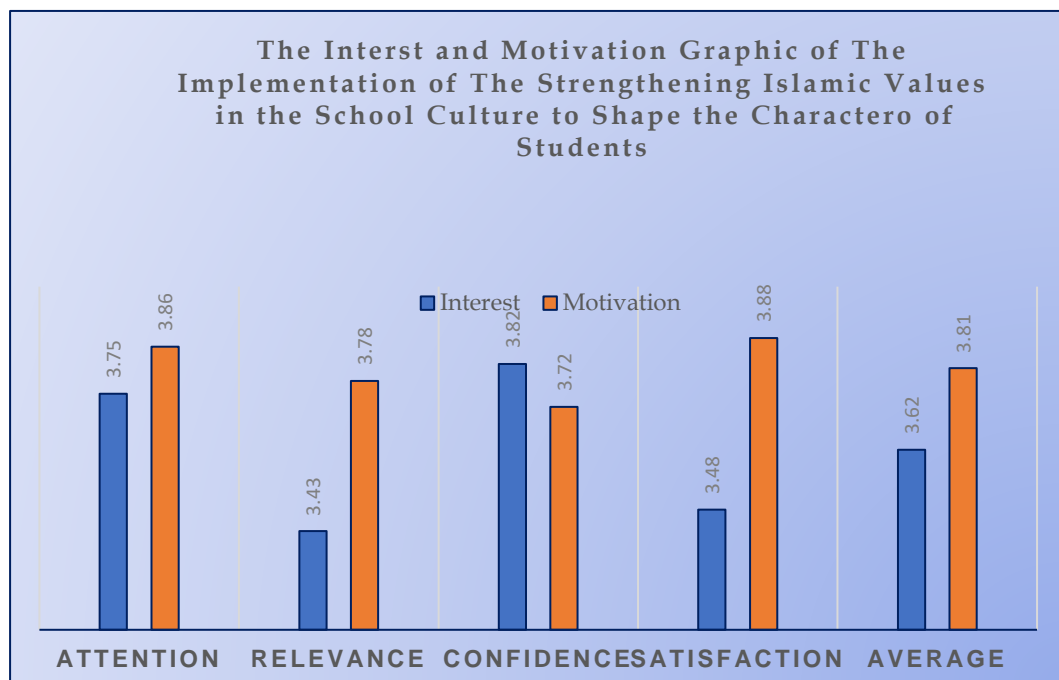


Figure 2. The Interest and Motivation Graphic of the Implementation of the Strengthening Islamic Values in the School Culture to Shape the Character of Students from The Attention, Relevance, Confidence and Satisfaction (ARCS) Questionnaires of The Students Characters in the Muhammadiyah 1 Middle School (SMP) Sidoarjo.

2. The School Environmental Conditions

SMP Muhammadiyah 1 Sidoarjo has a conducive learning environment and is supported by complete facilities and infrastructure and various learning resources. School infrastructure includes comfortable classrooms, a library, a science laboratory, a sports center, a canteen, and a mosque. In addition, the school also provides comfortable student desks and chairs, a whiteboard, an LCD, air conditioning, as well as science lab equipment and textbooks, magazines, newspapers, and fiction books in the library (SMP Muhammadiyah 1 Sidoarjo, 2025) [6]. SMP Muhammadiyah 1 Sidoarjo also implements positive practices such as 3S, recommendations to dispose of trash in its place, and orderly use of school uniforms.

To realize the golden generation in Indonesia, schools must be a safe zone for students who are free from any form of violence. The forms of violence that occur can be bullying and sexual harassment. So with the child-friendly program at SMP Muhammadiyah 1 Sidoarjo, teachers will play a very important role in protecting and preventing bullying and sexual harassment in the school environment. Apart from that, there is also a guidance and counseling program carried out by guidance and counseling teachers for students. The Examples of some of the learning activities at this school can be shown in Figure 3 as the follows.



Figure 3. The Student Activities in the Classroom Learning.

3. The School Vision and Mission

The vision of SMP Muhammadiyah 1 Sidoarjo is "Islamic, Intelligent, and Achieving" with Islamic indicators (belief in monotheism, worship according to the Qur'an and As-Sunnah, noble morals, conduct transactions in an ihsan manner),

Intelligent (responsive and adaptive, global perspective, creative and innovative, entrepreneurial spirit, continuous improvement thinking), and Achieving (becoming an outstanding school, achieving international achievement, nationally achieving teachers, memorizing (30 juz Al-Qur'an and selected hadith). The school's mission includes organizing holistic education based on Islamic values, improving the quality of human resources, realizing modern Islamic schools as centers of learning resources, implementing quality-based management and service systems, implementing teamwork, and building productive relationships with internal and external Muhammadiyah institutions.

4. The School Rules and Regulations

School rules and regulations, including at SMP Muhammadiyah 1 Sidoarjo, are an effort to create a conducive and safe environment. These regulations cover various aspects, such as uniforms, entry and exit times, and prohibitions on actions that violate the law or social norms. Socialization of regulations is carried out through the rules book, announcements, and teacher role models. Supervision of the implementation of regulations involves IPM children. Implementation of regulations has a positive impact on student discipline, responsibility, and mutual respect, thus creating a harmonious atmosphere that supports effective learning.

5. The Ceremonial Activities

SMP Muhammadiyah 1 Sidoarjo actively carries out various ceremonial activities as an integral part of the formation of student character and school identity. These activities include flag ceremonies, commemorations of national and religious holidays, welcoming new students, and farewells for grade 9. The flag ceremony held every Monday is a routine ritual attended by all students and teachers. This activity aims to instill the values of nationalism and love for the homeland, which are required through the reading of Pancasila, the 1945 Constitution, and the Muhammadiyah Student Pledge. Commemorations of national and religious holidays are also an important part of the school's academic calendar. For example, the commemoration of Indonesian independence is celebrated with various competitions, while the commemoration of the language month is filled with competitions participated by class representatives. Commemorations of religious holidays such as 1 Muharram and Baitul Arqam activities in the month of Ramadan are also held to strengthen the spiritual values of students. The welcoming of new students is carried out through a series of activities, starting with a psychological assessment to identify students' interests and talents.

Discussion

1. The Student Character

The Interest and Motivation Graphic of the Implementation of the Strengthening Islamic Values in the School Culture to Shape the Character of Students which show the good category with the average score of interest = 3.62 and motivation = 3.81, meaning the character of the Islamic values of the students good and the students have positive spiritual provisions to strengthen the good character and personality in facing the era of

globalization. This condition is in line with the results of research which states that the driving program aims to encourage the transformation process of educational units in order to improve student learning outcomes as a whole, both in terms of cognitive and non-cognitive competencies. This is in accordance with the function of the initial assessment which is useful for finding out what is needed by students in their learning activities in order to achieve the predetermined learning outcomes (Nur Budiono, 2023) [7]. The other research also states that there is a positive influence of motivation on student learning outcomes (Anggraini et al., 2024)[8]. A similar opinion also states that there is a significant relationship between learning motivation and interest in learning towards the learning outcomes(Hamdo. S, 2022) [9].

2. The School Environmental Conditions

The good and conducive learning conditions at this school create a comfortable, safe and peaceful learning atmosphere. Learning that respects the heterogeneity of students creates an inclusive learning atmosphere by prioritizing tolerance for differences between individuals. This condition is in line with the results of the research Yosada & Kurniati (2019) state that Child-friendly schools are formal, non-formal, and informal education units that are safe, clean and healthy, care and have a culture of the environment, are able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment and support children's participation especially in planning, policies, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education (Yosada & Kurniati, 2019) [10].The guidance and counseling program carried out by the school is in line with research which states that the development of Guidance and Counseling is no longer limited to school settings, but reaches out to fields outside of education which provide nuances and patterns to the implementation of individual development efforts that are more sensitive, anticipatory, proactive and responsive to the needs and demands of individual and societal development (Maulany. E.L, 2022) [11]. The other research also states a comfortable school environment is also supported by counseling on the dangers of drugs, prevention of bullying and sexual harassment, and intolerance. In this program, students are educated to stay away from three "sins" in the educational environment such as bullying, sexual harassment, and intolerance, as well as the dangers of drug use which can damage the future of students. This is done to reduce the number of victims who will have an impact on the individual's psychological condition, where the negative impacts that occur are victims withdrawing from the social environment, low self-esteem, the desire to harm themselves, and the desire to commit suicide and the self-injury (Visty. S, 2021) [12].

3. The School Vision and Mission

The socialization of the vision and mission is carried out at the beginning of the new school year to improve the understanding of the school community. The implementation of Islamic values is reflected in congregational prayers, diniyah, and dhuha prayers; intelligent values in teaching and learning activities; and achievement values in student achievement in both academic and non-academic fields. This condition has a positive

impact on strengthening Islamic values in students, especially in improving the character of students in the school environment. This is in line with research which states that Character education is a necessity for schools to be developed, because character education can shape the personality or character of students for the better. The development of character education that has been carried out has a positive impact on students, among them students become more understanding of the religious values (Amri & Nugraheni, 2021)[13].

4. The School Rules and Regulations

The implementation of the school rules and regulations, including at SMP Muhammadiyah 1 Sidoarjo, are good profile of the school and an effort to create a conducive and safe environment. This condition is in line with the idea that implementing rules and regulations can improve the good school conditions. This is in line with research results which state that this is in line with research results which state that the student rules imposed by schools can also contribute to improving student discipline because the rules contain a set of rules that aim to regulate students and students are obliged to comply with the student rules imposed by the school (Nurfadilah et al., 2022) [14].

5. The Ceremonial Activities

The results of this assessment are used to group students into appropriate educational categories (Science, Entrepreneurship, and International). FORTASI (Student Ta'aruf and Orientation Forum) activities are also mandatory activities filled with various speakers who provide socialization about the dangers of drugs, discipline, and child protection. Another important ceremonial activity is the 9th grade farewell. This activity is filled with field trips tailored to students' interests, such as visits to power plants or factories for Science and Technology classes, and visits to Kampung Inggris for English classes. In addition, students also perform an inauguration as an offering to teachers and parents. Through these ceremonial activities, SMP Muhammadiyah 1 Sidoarjo strives to create a school environment rich in positive values, develop student character, and strengthen the school's identity as a quality educational institution. This condition can increase the student's motivation and interest in the learning at school which has an impact on good student learning outcomes. This is in line with research results which state that motivation plays a very important role in mobilizing people interest in learning. It often happens to students who do not have motivation that it will have a bad impact on student learning outcomes. Likewise, a student who has motivation will have a positive impact on learning outcomes. How important is the role of motivation in learning, Therefore, motivation has a very big influence on improving learning outcomes student (Heri, 2019) [15].

CONCLUSION

Fundamental Finding : This research produces that PLP 1 activities provide great benefits for students in developing their professional competence and personality as prospective teachers. Additionally, the averages of the student's interest: 3.62 and

motivation: 3.81 show attitudes towards strengthening Islamic values and a good and positive school environmental culture to shape the character of the students in the SMP Muhammadiyah 1 Middle School (SMP) Sidoarjo. Furthermore, the implementation of the school environmental conditions, the school vision and mission, the school rules and regulations, and the ceremonial activities were carried out well, so the students can embrace the era of globalization. **Implication** : The results highlight how structured programs like PLP 1, combined with a strong emphasis on school culture and religious values, can effectively nurture both professional competence and personal character in future educators. These findings underscore the importance of holistic school environments in shaping student attitudes and preparing them for contemporary societal challenges. **Limitation** : While the study demonstrates the effectiveness of PLP 1 within SMP Muhammadiyah 1 Sidoarjo, it is limited by its narrow context. The unique cultural, religious, and institutional characteristics of the school may not be representative of other educational settings, which restricts the generalizability of the results. **Future Research** : Further studies are needed to examine the adaptability and outcomes of PLP 1 in diverse school environments across different regions. Future research may also explore the long-term impact of school environmental factors and character-building efforts on teacher performance and student development in a globalized context.

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