

Article

The Urgency of Instilling the Character of Trustworthiness in Students in an Effort to Form Muslim Personalities Case Study at Wangkanapi State Elementary School

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Abstract: Amanah is a moral value that reflects honesty, responsibility, and trust in carrying out tasks and obligations. Therefore, instilling this trait from an early age is very important to shape the character of students with integrity. This study aims to analyze the importance of instilling the trait of amanah in Wangkanapi Elementary School, Baubau City, and to identify effective methods for its implementation in the school environment. The research method used is a qualitative approach with observation techniques, interviews, and literature studies to collect data from students, teachers, and school policies related to character formation. The results of the study show that students who understand and are accustomed to the trait of amanah tend to be more responsible, honest, and able to establish good social relationships. In addition, the role of teachers, the school environment, and parental involvement greatly influence the success of instilling the value of amanah. Effective strategies include habituation in daily activities, role models from teachers and parents, and integration of amanah values in the curriculum. Therefore, cooperation between schools and families is very necessary to build student character based on amanah values from an early age.

Keywords: Trust, Muslim Personality, Students

1. Introduction

The trustworthy nature is one of the commendable traits that must be maintained and instilled in early childhood, perhaps by parents, to shape their personality (Lickona, 2004). The existence of children in the midst of the family is also a mandate from Allah SWT. so that parents have an obligation to educate, maintain and instill commendable traits, be protected from all actions that are displeased by Allah and diligently obey religious commands (Altalib et al., 2013). Laying the foundation of religion is the responsibility of parents, schools and society (Yenni Yunita, Ismail Akzam, 2019: 55). Character education is an effort to form a good personality so that it becomes a habit of having noble morals (Haeruddin, Bahaking Rama, 2019: 61). This elementary school is one of the places to shape the success of students (Arisanti, 2017). This success is not only in the cognitive aspect but also in the attitude aspect. The Prophet Muhammad SAW as a role model that can be imitated and emulated (Tolan, 2019). Among his people, the Prophet was the person with the most excellent personality, the most honest in his speech, the most obedient in fulfilling his promises and the most trustworthy, so that the people gave him the title of Al-Amin, the Trustworthy (Al-Hufiy, 2000: 205).

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most important personality, the most honest in his speech, the most obedient in fulfilling promises and the most trustworthy so that society gave him the title of Al-Amin who can be trusted (Al-Hufiy, 2000: 205).

Based on observations made by researchers, students at Wangkanapi State Elementary School in carrying out their duties as students are often negligent and do not heed the mandate that has been given to them by their teachers. The obligation of students is to obey and comply with the rules that have been made and set, so as to shape students towards a better direction (Lickona, 2004). Students in carrying out actions are mostly not in accordance with what has been mandated to them, even though many ways have been done by teachers so that students apply this trustworthy attitude in their daily lives. Based on preliminary studies, the following data were obtained. First, the school cooperative at Wangkanapi State Elementary School is managed by students (Motoca et al., 2014). The students are ordered to manage the school cooperative both regarding sales and income and the profits obtained. The income report from the school cooperative is reported to the school treasurer every day (Deller et al., 2009). However, there is a lot of fraud committed by students in the number of goods sold and the money received.

Second, students cheat during exams. Every time a topic is finished, the teacher always gives a post-test, during the post-test, some students cheat on their friends and there are also students who look at small notes (KONIAH, 2019). Thus, it can be said that the mandate given to them is not carried out as it should be.

Based on the above problems, the author is interested that this problem is important to be studied because if ignored, this problem will continue (Jones & Baumgartner, 2005). Thus, the researcher wants to see further how "Instilling the Attitude of Trustworthiness of Students at Wangkapi State Elementary School, Baubau City.

2. Materials and Methods

This type of research uses a qualitative approach (Hammarberg et al., 2016). Qualitative research is inductive, meaning that researchers collect data from the field without intervening in the problems that arise (Nastasi & Schensul, 2005). Researchers collect data from the field naturally, then interpret and interpret the data findings. Data collection is done through observation, interviews, document analysis, and making field notes (Philippi & Lauderdale, 2018).

The method used in this study uses a descriptive method (Kim et al., 2017). The descriptive method is analyzed by describing the findings found in the research scene (Colorafi & Evans, 2016). Field findings are analyzed and presented descriptively to make them easier to understand, interpreted and then concluded (Azwar, 2004: 6). This research was conducted at Wangkanapi State Elementary School, Baubau City. The time of this research was conducted from March 2025 to May 2025 (Boveri, 2008). The data collection techniques used in this study were observation, interviews and documentation.

3. Results and Discussion

3.1 Research Results

The guidance carried out by teachers is to guide, direct, foster, provide knowledge, shape morals and prepare students to be ready to face the future with full confidence and self-confidence, so that they can worship well (Awudi, 2019).

The first task of the teacher is to guide students at school, both in learning activities in the classroom and outside the classroom (Reeve & Jang, 2006). The guidance given by the teacher can be in the form of advice and direction about the importance of having a trustworthy attitude. Then the teacher is also responsible for guiding students to get used to being trustworthy, both to Allah, to themselves, and to others. Furthermore, equipping students with knowledge of the importance of a trustworthy attitude (Smith & Tyler, 2011). Thus, gradually, the students' trustworthy attitude will begin to be embedded and become a habit, resulting in good morals. The first task of the teacher is to guide students at school, both in learning activities in the classroom and outside the classroom (Reeve & Jang, 2006). The guidance given by the teacher can be in the form of advice and direction

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Teachers must be figures who can be role models for students. Uswatun H{asanah (good example), teachers are not only good at talking and giving advice to their students but must be role models directly. In simple steps, steps can be taken by speaking well to students, coming to school on time, neat appearance, and trying to help with problems faced by students (Lemov, 2010). Teachers also make a kind of agreement related to efforts to improve student abilities in this case in the form of implementing evaluations and giving assignments to students.

The findings of the study regarding the instillation of a trustworthy attitude towards students at Wangkanapi State Elementary School can be described as follows. From the results of the interview conducted with teacher A (Mrs. Kabaria) "the way to instill a trustworthy attitude towards students when giving daily duty assignments to students to always not come late or maximize coming 15 minutes earlier than their friends in general. If students come late on their duty schedule, the teacher will give tolerance to students who do have the right reasons".

The next step taken in instilling a trustworthy attitude in carrying out daily class duty is with regulations that are made with habits, if there are students who are not trustworthy in carrying out their duties and obligations and if they are caught, as a teacher, they will give sanctions and reduce grades for actions that have been taken to implement the regulations.

The same question was also asked to teacher B (Mrs. Fiani) related to how to instill a trustworthy attitude in daily tests is to provide advice regarding the trust given, "because everything that is done in an activity is a trust given by Allah SWT, it is an obligation that must be done. If it has become an obligation, then avoid bad things, such as cheating and asking friends".

From the observations obtained when the daily test began, the teacher gave advice to the students (William* et al., 2004). That what we intend will result in the same as what we do ourselves, do not let students ignore the actual values because they want to get written grades. By carrying out the mandate that has been entrusted to us, we will get a much better grade than the grade obtained unfairly. The responsibility given to us if carried out in accordance with existing rules will result in better results than getting high grades but we have betrayed ourselves.

From the observation, it was found that teachers deliberately did not collect student notes to see how far students could act according to existing rules, and also to see the attitude of students whether they saw the notes, and here it can be seen which students are indeed trustworthy in carrying out the tasks given to students or on the contrary, the students betrayed the trust that had been given to the students. Teachers who see students cheating during daily tests will give sanctions in the form of reducing grades or moving seats to the front (Danielsen et al., 2006). Thus, for the future, there will be a sense of deterrence and mental burden experienced by the students and can make them more responsible for the trust that has been given to the students.

From the interviews and observations above, it can be concluded that in instilling a trustworthy attitude in students during daily tests and the division of duty schedules is to provide advice and instill in the hearts of students that what is done is basically a mandate entrusted to each of us. Then the teacher gives sanctions if the student is caught cheating and not doing his duty for any reason.

Furthermore, with regard to instilling an attitude of trust in students in carrying out their duties as students, there are tasks given to students, the teacher will make an agreement which has become a habit, the existing habit is to ask students regarding the tasks given if they are not done according to the time provided.

- a. Some obstacles that are often faced in instilling a trustworthy attitude in students are:
 - Environmental Influence:
 - The environment around students, both at home and in the community, can have a significant influence. If students frequently see untrustworthy behavior in their environment, such as cheating or dishonesty, they may view such behavior as normal.
 - The influence of social media and technology can also be a challenge. Sometimes, the content they see does not always reflect trustworthy values.
 - Lack of Real-Life Examples:
 - Students learn by watching and imitating. If they do not see real-life examples of people around them demonstrating trustworthiness, it will be difficult for them to understand and internalize the value.
- b. Several factors that support the success of instilling trustworthiness in students:
 - Role Model:
 - Teachers and parents must be real examples of trustworthiness. Students learn by observing and imitating the behavior of adults around them.
 - Demonstrating consistency between words and actions is the main key.
 - Supportive Environment:
 - Creating a school and home environment that upholds the values of honesty, responsibility, and mutual trust.
 - Avoiding a culture of blame and focusing more on learning from mistakes.
 - Consistent Value Education:
 - Integrating trustworthiness value education into the curriculum and daily activities at school.
 - Using learning methods...

There are several factors that can make it difficult for students to be trustworthy:

- a. Lack of Understanding:
 - Students may not fully understand the meaning and importance of trust.
 - They may not be aware of the consequences of violating trust, both for themselves and others.
- b. Environmental Influence:
 - Peer pressure: Students may feel pressured to follow the behavior of their friends, even though it goes against the values of trust.
 - Lack of good examples: Students may not see real examples of people who are trustworthy around them.
 - Instant culture: In a culture that is all about instant things, students may focus more on the end result than on an honest and responsible process.

3.2 Discussion and research

The Wangkanapi State Elementary School in Baubau City is a place to form morals, especially a trustworthy attitude in students. The research conducted is in line with and supports and strengthens the results of the study which states that the pattern of instilling a trustworthy attitude in students at the Wangkanapi State Elementary School in Baubau City is an integrated coaching pattern, namely the integration of the learning system both in classroom activities (intracurricular) and learning activities outside the classroom (extracurricular). A trustworthy attitude needs to be developed and accustomed to students. Agung (2016, p. 201) states that students who have a trustworthy attitude are students who have positive characters such as honesty, trustworthiness, and responsibility.

A trustworthy attitude can be interpreted as a good trait possessed by each student such as being responsible, honest, and keeping promises (Tschannen-Moran, 2014). Meyer in Agung (2016: 201) This trustworthy concept is identical to the concept of trust.

4. Conclusions

The instillation of a trustworthy attitude in students at Wangkanapi State Elementary School is carried out by the principal, teachers and staff. The instillation of a trustworthy attitude is carried out starting from the aspect of worship. The method used to instill a trustworthy attitude in students is to provide examples, habits, and instill in students that every human being has a responsibility or mandate from Allah SWT. The instillation of a trustworthy attitude in students in learning and evaluation is related to the regulations that have been agreed upon. The regulations that have been made are a method used to make students have a sense of responsibility for the mandate that has been given. When evaluating and giving assignments is by advising students then with a punishment system given to students, in this way students will always keep their promises or mandates in carrying out their responsibilities.

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