

## INTERNALIZATION OF CHARACTER VALUES IN THE STORY-PROPHET ADAM IN THE QURAN IN THE CADET BATTALION OF SMKN 1 GEGER

### *INTERNALISASI NILAI WATAK DALAM KISAH-NABI ADAM DALAM AL-QURAN DI BATALION KADET SMKN 1 GEGER*

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#### **Abstract**

Vocational High School (SMK) graduates are currently faced with the problem of a gap in labor availability that is higher than employment. SMKN 1 Geger is one of the vocational schools in Madiun Regency which is committed to producing graduates who are ready to compete in the global market and have character. Students' hard skills and soft skills are developed through learning and cadetship programs. The cadetship program is a character development program for students. This program instills character values as taught in the Islamic religion, especially character values in the story of the Prophet Adam. Departing from this problem, this research discusses (a) character values in the story of the prophet Adam in the Al-Quran (b) Character development activities at SMKN 1 Geger Battalion (c) internalization of character values in the story of the prophet Adam in the Al-Quran at the Cadet Battalion of SMKN 1 Geger. This research uses qualitative methods with research results: (a) the character values of the Prophet Adam in the Al-Quran are Religious, communicative / Dialogue process, Physical and Non-Physical Values in the creation of Adam / Man, Fit and proper test of Adam as caliph. Pride of Satan and Humility of Angels, Adam eating the forbidden fruit is a symbol of humans not being able to take virtue as a whole, Forgiveness (b) Activities character development at the Geger Vocational School Battalion includes disciplinary regulations, cadet character education and cadet exams (c) Internalization of character values in the story of the prophet Adam in the Al-Quran at the Cadet Battalion of SMKN 1 Geger including the internalization of religious character in the spiritual field, physical and spiritual development as a manifestation of awareness of human creation consisting of a combination of two physical and spiritual elements, integrity and loyalty of Cadets, leadership of Cadets, Fit and proper test for Cadets.

*Keywords: Internalization of character values, character values in the story of the prophet Adam in the Al-Quran, Program Cadet in Vocational High School (SMK)*

#### **Abstrak**

Pelajar lepasan Sekolah Menengah Vokasional (SMK) kini berdepan dengan masalah jurang ketersediaan tenaga kerja yang lebih tinggi daripada pekerjaan. SMKN 1 Geger merupakan salah satu sekolah vokasional di Kabupaten Madiun yang berkomitmen untuk melahirkan graduan yang siap bersaing di pasaran global dan berakhlak mulia. Kemahiran keras dan kemahiran insaniah pelajar dibangunkan melalui program pembelajaran dan kadet. Program kadet merupakan program

pembangunan sahsiah pelajar. Program ini menerapkan nilai budi pekerti sebagaimana yang diajarkan dalam agama Islam khususnya nilai budi pekerti dalam kisah Nabi Adam as. Bertitik tolak daripada permasalahan tersebut, kajian ini membincangkan (a) nilai budi pekerti yang terdapat dalam kisah nabi Adam dalam al-Quran (b) aktiviti pembinaan karakter di SMKN 1 Batalion Geger (c) penghayatan nilai budi pekerti dalam kisah nabi Adam. dalam Al-Quran di Batalion Kadet SMKN 1 Geger. Penyelidikan ini menggunakan kaedah kualitatif dengan hasil kajian: (a) nilai perwatakan Nabi Adam dalam Al-Quran ialah Religius, proses komunikatif/ Dialog, Nilai Fizikal dan Bukan Fizikal dalam penciptaan Adam/Manusia, Ujian cergas dan wajar. Adam sebagai khalifah. Kebanggaan Syaitan dan Kerendahan Hati Malaikat, Adam memakan buah terlarang adalah lambang manusia tidak dapat mengambil kebajikan secara keseluruhan, Kemaafan (b) Kegiatan pembinaan karakter di Batalion SMK Geger meliputi peraturan disiplin, pendidikan karakter kadet dan kadet. peperiksaan (c) Penghayatan nilai budi pekerti dalam kisah nabi Adam dalam al-Quran di Batalion Kadet SMKN 1 Geger termasuk penghayatan akhlak beragama dalam bidang rohani, pembangunan jasmani dan rohani sebagai manifestasi kesedaran manusia. ciptaan yang terdiri daripada gabungan dua elemen jasmani dan rohani, integriti dan kesetiaan Kadet, kepimpinan Kadet, Fit dan ujian wajar untuk Kadet.

*Kata Kunci: Nilai-nilai Karakter, nilai budi pekerti yang terdapat dalam kisah nabi Adam dalam al-Quran, Program Taruna di SMK*

## **A. Introduction**

The Indonesian Central Statistics Agency recorded that the number of unemployed people in Indonesia in August 2023 was 7.38 million people. This figure decreased by 0.69 million people when compared to the number of unemployed in Indonesia in August 2022 (BPS: 2023). If we look at education, the highest unemployment in Indonesia is Vocational High School / Vocational High School graduates (BPS: 2023).

Vocational High Schools (SMK) were organized to prepare a skilled generation of the nation who have the skills needed by the industrial world. Vocational Schools are organized as a forum for developing students' potential so that they can adapt to current developments, especially in the fields of science, technology, and art. Vocational Schools produce graduates who are ready to work in the industrial and entrepreneurial world. The central statistics agency noted that there are 14,078 vocational schools spread across all regions in Indonesia.

Based on the author's observations, the existence of vocational schools is currently faced with at least three challenges. First, world economic growth in the Industrial Revolution 4.0 of course also has an impact on the growth of national industry in terms of technology, resources, and investment. Second, the high interest in entering vocational school has an impact on the quantity of vocational school graduates which is also getting higher. Third, there is a gap in the needs and availability of job opportunities for vocational school graduates. Labor availability is higher than employment.

The abilities of vocational school graduates are a consideration for the industrial world. The abilities expected by the industrial world are not only technical competencies / hard skills but also non-technical competencies / soft skills. As the results of Umi Rochayati and Ratna Wardani's interviews with the industrial world, the work characteristics required by the industrial world include working hard, diligent, tenacious, thorough, honest, disciplined, not delaying creativity,

able to work together, working quickly, carefully and precisely, have the enthusiasm to work, want to know, want to learn, have the will to progress, have integrity and are professional at work (Rochayati, Umi: 2018). In connection with the needs of the industrial world, it is necessary to develop vocational school learning strategies and programs that can improve hard skills and soft skills.

The formation of students' work character can be pursued through improving the quality of learning and other supporting programs such as cadetship programs. Suryanto said as quoted by Annisah and Nur 'Afifah that the application of military principles to the program Cadet Ship aims to shape the character of students (Anisah: 2022). Among the vocational schools in Madiun Regency, the one that implements the youth program is SMKN 1 Geger.

Based on observations, the cadetship program at SMKN 1 Geger carries out the physical and spiritual development of students. The cadetship program covers the spiritual field, physical field, drill command (drill command), karate field, environmental awareness development, and habituation field. The materials and activities in the SMKN 1 Geger cadetship program produce graduates who are competitive and meet the characteristics expected by the world of work. Moreover, character development for SMKN 1 Geger cadets is full of character values taught by the Islamic religion, especially the character values implied in the story of the Prophet Adam As.

## **B. Problem Formulation and Discussion Objectives**

To limit the discussion in this research, the author determines the problem formulation below:

1. What are the character values in the story of the prophet Adam in the Qur'an?
2. What are the character development activities in the Cadet Battalion of SMKN 1 Geger?
3. How is the internalization of character values in the story of the prophet Adam in the Quran in the Cadet Battalion of SMKN 1 Geger

The purpose of discussing this problem formulation is as follows:

1. Know the character values in the story of the prophet Adam in the Qur'an
2. Find out about character development activities at the Cadet Battalion of SMKN 1 Geger
3. Knowing the internalization of character values in the story of the prophet Adam in the Al-Quran at the Cadet Battalion of SMKN 1 Geger

## **C. Research methodology**

This study used qualitative research methods. As Lexy Moleong quotes from Bogdan Taylor, qualitative research is defined as a methodology that produces descriptive data presented in the form of words as a result of observing writing and behavior (Moleong, J. Lexy 2022: 102) In

qualitative research, the presence of the researcher is a key instrument. Methodological skills, researcher sensitivity, and integrity determine the validity and reliability of the data (Satori, Jam'an, 2010:62)

Data analysis This research uses qualitative data analysis following the Miles and Huberman concept. The data is analyzed interactively and continues continuously until it is complete and the data is saturated (Muhtar, 2007:141) Data analysis activities in this research include data reduction, data presentation, and conclusion.

#### **D. Discussion**

Philosophically, the concept of education according to Tutuk Ningsih has two meanings, namely education as a process and a goal. First, education as a process is the activity of carrying out educational activities which is preceded by planning to produce the best output. Second, education as a goal is the fulfillment of educational competency standards to make students better, namely, students become intelligent, independent, and have strong character guided by the nation's ideological philosophy (Ningsih, Tutuk, 2015:14)

Law of the Republic of Indonesia Number 20 of 2003 mandates that education be implemented as a *candradimuka* crater in developing students' potential. To produce students who are strong in their religious spirituality, able to control themselves, have good personalities, have noble character, are intelligent, have skills that are useful for themselves and the wider community, and are also beneficial for the nation and state. There are at least 5 scopes in the implementation of education. Firstly, there is a conscious and planned effort from education providers. Second, there is interaction between educators and students. Third, in the learning process, students are not objects but subjects who play an active role. Fourth, there is potential within each student that can be developed. Fifth, the output of education is that humans have a religious character, can control themselves, are intelligent, have a good personality, and have the competencies needed by themselves and the wider community.

Law Number 20 of 2003 concerning the National Education System confirms the commitment to implementing character education. This is found in the formulation of the functions and objectives of national education. National education carries out its function in developing the potential abilities of students and can shape the character and civilization of this nation to be dignified to increase the intelligence life of the nation. National education is aimed at making people believe and be devoted to God Almighty, have noble morals, have knowledge, be creative, be able-bodied, capable, and independent, and become responsible and democratic citizens.

Character is the value of human behavior. Character is needed in the relationship between humans and Almighty God, humans and themselves, themselves and fellow humans, themselves and the environment, and national attitudes. Character emerges from human thoughts and human feelings, manifested through attitudes, actions, and words. Human character is based on religious

norms, applicable laws, social etiquette, culture, and customs of a nation. Character is part of the aspects of students' personalities that influence students' consistency in complying or not complying with ethical behavior or holding positions or opinions (Saiful Rahmat, Pupu, 2018: 201).

Many previous human behavioral values are described in the Al-Quran. Ilyas mentioned several reasons for telling the values of human behavior in the Al-Quran. First, an explanation of the principles of da'wah and the main points of the Shari'a brought by the Prophets. Second, strengthen the hearts of the Messenger of Allah and the people of Muhammad regarding the religion of Allah. Third, the story can be used as a tool to expose the lies of the scribes who have changed the contents of the Bible. Apart from that, the stories in the Al-Quran can thrill the hearts of anyone who reads and hears the Al-Quran, strengthening acceptance of the messages contained in it and making these stories relevant in human life today (Ilyas, 2014:231)

### **1. Character Values in the Story of Prophet Adam As**

According to M. Quraish Shihab as quoted by Mutholib, most of the stories in the Qur'an are stories of the Prophets (Mutholib:2015). According to Yunahar Ilyas, the Al-Quran does not tell about all the Prophets and Apostles of Allah SWT but only tells about 25 Prophets and Apostles. Of the 25 prophets, sometimes they are told at length, some are moderate and sometimes they are only told briefly. The stories of Prophet Adam, Prophet Noah, Prophet Ibrahim, and Prophet Yusuf are among those that have been told at length. Likewise with Prophet Moses, Prophet Harun, Prophet David, Prophet Solomon, and Prophet Isa *'alaihissalam* (Ilyas, 2014:228).

The Al-Quran tells the story of Prophet Adam As repeatedly. This story is found in various surahs and verses, such as in surah AlBaqarah [2]: 30-39, Ali-Imran [3]: 59, Al-A'raf [7]: 11-25. Al-Hijr [15]: 2644. Al-Isra` [17]: 61- 65. Al-Kahf [18]: 50. Thaha [20]: 115-124. Shad [38]: 71-85 (Bustamar: 2020). These verses reflect the attitudes and behavior of the prophet Adam As. The attitudes and behaviors found in the story of Prophet Adam AS include: religious, communicative, curious, responsible, and forgiving.

#### **a. Religious**

Religious in the Ministry of Education dictionary and Culture means religious in nature; religious in nature; related to religion (KBBI). Muhaimin believes that religious attitudes are closely related to aspects of a person's personality which reflect the intimacy of the soul and taste mixed by reason and a sense of humanity. Religious attitudes lie deep in the heart and are a mystery to other people. Religion is an attitude and behavior that shows obedience to the teachings of one's religion, is tolerant of the religious teachings and behavior of adherents of other religions, and can live in harmony with anyone, including adherents of different religion (Muhaimin: 287). From these several definitions, it can be seen that religiousness is a person's religious nature that arises from

conscience, manifested in attitudes and behavior that are obedient to religious teachings as well as being tolerant and living in harmony with followers of other religions.

Adam was the first human created by Allah SWT. Allah created humans accompanied by nature. According to Muhaimin, religious nature has been implanted into the human soul, namely when the human spirit has not been breathed into the body by Allah.<sup>1</sup> As the Al-Quran surah Al-A'raf verse 172:

وَإِذْ أَخَذَ رَبُّكَ مِنْ بَنِي آدَمَ مِنْ ظُهُورِهِمْ ذُرِّيَّتَهُمْ وَأَشْهَدَهُمْ عَلَىٰ أَنفُسِهِمْ أَلَسْتُ بِرَبِّكُمْ قَالُوا بَلَىٰ شَهِدْنَا أَنْ تَقُولُوا يَوْمَ الْقِيَامَةِ إِنَّا كُنَّا عَنْ هَذَا غَافِلِينَ

It means:

And [mention] when your Lord took from the children of Adam – from their loins – their descendants and made them testify of themselves, [saying to them], “Am I not your Lord?” They said, “Yes, we have testified.” [This] – lest you should say on the day of Resurrection, “Indeed, we were of this unaware.” ,” (QS. Al-A'raf 172)

Allah SWT. tells that Adam and his descendants had been expelled from the sulbitheyto testify that Allah is the only God, there is no god but Allah and Allah is their ruler, Allah SWT. making human suffering a human nature and nature. As He said:

فَأَقِمْ وَجْهَكَ لِلدِّينِ حَنِيفًا فِطْرَةَ اللَّهِ الَّتِي فَطَرَ النَّاسَ عَلَيْهَا لَا تَبْدِيلَ لِخَلْقِ اللَّهِ

It means:

“So turn your face straight towards religion (Allah); (remain on) the nature of Allah who has created humans according to that nature. There is no change like Allah.” (Ar-Rum: 30)

#### **b. Communicative / Dialogue Process**

QS. al-Baqarah/2: 30, which means: 'Remember when your Lord said to angels: "Indeed, I will make a caliph in advance earth." They said: "Why do you want to make (caliph) on the earth someone who will cause damage to it and shed blood, even though we always glorify you by praising you and purifying you?" God said: "Indeed, I know what you do not know ."

Tafsir Ibnu Kathir states that before Allah Swt created Adam, Allah Swt informed the Angels by mentioning the names of Adam's children and the gifts that would be given to them. The Word of Allah *وإذ قال ربك للملكة*. The news that Allah gives to Angels is a form of dialogue between Allah and Angels. Allah said there will be a caliph on earth. The news that Allah gave was answered by angels. The angel asked Allah's purpose for making humans caliphs while they were the ones who would cause damage to the earth and cause bloodshed. But Allah knows better what He has decreed.

#### **c. Physical and Non-Physical Values in the Creation of Adam/Human**

In the incident of Adam according to Abdullah Mahmud, Adam was made from the soil and Allah sent an angel to take the soil to process and stir it. Then when Allah stirred and cultivated Adam's land, Allah actualized all the characteristics of Satan, the characteristics of animals and wild animals, plants, and objects into it. As found in a hadith "I cultivated Adam with my own two hands for 40 days". In one hadith it is stated that every 1 day is equal to 1000 years. So after Adam was glorified by Allah for 40,000 years, Allah breathed his soul into Adam's body frame (Mahmud, Abdullah: 2015). Up to this point, we know that in the creation of Adam, there were two stages, namely the physical/material formation stage and the non-physical/immaterial stage in the form of the impregnation of the spirit.

**d. The Devil's Pride and the Angel's Humility**

For the glory that Allah had given to Adam, Allah ordered the Angels to prostrate to Adam (QS. al-Baqarah/2: 34 and (QS. alHijr/15: 30-31) When Allah SWT ordered the Angels to bow down to Adam, the angels prostrated except Satan. This is because Satan feels that he is better than Adam, who was created from clay, so Satan is reluctant to prostrate to Adam.

**e. Adam's fit and proper test as caliph**

Allah made humans as caliphs or as God's representatives on earth (QS 2:30) with the essence of their existence being to carry out their duties as caliphs who will build the world and process it according to Allah's will. Therefore, the goal of his life was determined, namely to serve Allah (QS 51:56) (Shihab, Quraish, 1994:233)

Muhaimin said that the gift of this creature with potential such as the ability to know the properties and functions of objects in the universe is for the success of human duties as caliph in this universe, (QS 2: 31). Likewise, Allah subdued the heavens, the earth and everything in it, the planets and so on to humans. It's just that what needs to be underlined is that this submission was carried out by Allah Himself, not by humans (Shihab, 1994:233). This verse relates to the Angel's ignorance about the wisdom of creating Adam as caliph. When they asked Allah SWT about Adam's caliphate, Allah SWT told the angels that He knew what the Angels did not know. In this verse, Allah explains the glory of the creature in the form of Adam As and his descendants. Allah SWT has given Adam superiority over the angels and other creatures in terms of knowledge.

Allah created Adam as *Khalifah* with His own hands with the aim that the devil would not boast of him. This is stated in QS Shad (38); 71-72 which means: "(remember) when your Lord said to the Angels: "Indeed, I will create man from clay". So when I have perfected the incident and breathed into it My spirit (creation); So you should fall and prostrate yourself to Him."

**f. Adam eating the forbidden fruit is a symbol of humans not being able to take full advantage of virtue.**

Allah created Adam with advantages in terms of knowledge. Allah also ordered Adam to enter heaven. However, Adam can still make mistakes. Adam violated Allah's command by eating the forbidden fruit. Mentioned in QS. al-Baqarah/2: 35-36 which means: And We said: "O Adam, stay with you and your wife in this paradise, and eat from it plenty of good food wherever you like, and do not approach this tree, which causes you to be among the wrongdoers. Then both of them were derailed by the devil from heaven and expelled from their original state and We said: "Come down! some of you are enemies to others, and for you, there is a place to live on earth and the pleasure of living until the appointed time." No matter how good humans are, they will not be able to receive all goodness. Humans still have the potential to make mistakes, have shortcomings, and violate the rules. Lord.

Satan contributed to the mistakes that Adam had made. This is enshrined in QS. Thaha/20: 120 which means: "Then Satan whispered an evil thought to him, saying: "O Adam, shall I show you a *khuldi* tree and a kingdom that will not be destroyed?" Ibn Kathir mentioned that the devil made an oath to Adam and Eve. It is said that Satan was already in heaven and knew all sides of heaven, and then Adam and Eve were deceived.

**g. Forgiving**

Forgiveness is an attitude of wanting to forgive mistakes committed by other people without being accompanied by hurt feelings, hatred, or the desire to retaliate for wrong actions that other people have done to them even though they can repay them. Allah gave forgiveness to Adam and Eve when they were sent down to earth. Allah gives forgiveness even though Allah could give punishment to both of them.

After Adam and Eve were expelled from heaven, they both realized the mistake that Adam and Eve had made. For this mistake, Prophet Adam always prayed and asked that Allah would forgive him for all his sins, "O Allah, indeed I have wronged myself, if you don't forgive us, we will surely be the losers." Through this prayer and the blessings of the Most Gracious and Merciful Allah, Adam was forgiven.

**2. Character Formation of Cadets and Midshipmen in the Cadet Battalion of SMKN 1 Geger**

The Cadet Battalion is the highest cadet organization at SMKN 1 Geger. The members are cadets and cadets who have undergone basic education and cadet training (basic training). Basic training aims to implement the spirit of nationalism which has a noble personality and responsibility.

Basic cadet training is in line with the vision of SMKN 1 Geger, namely the realization of SMK Negeri 1 Geger which is superior in faith piety science, and technology, skilled in



work, environmentally conscious, and able to compete in the global job market. Basic training trains cadets and cadets through cadet discipline regulations, cadet character education, and cadet exams.

#### **a. Cadet Discipline Regulations**

The life of SMKN 1 Geger cadets in the school environment and outside the school environment is regulated and disciplined according to the cadet discipline regulations. This regulation contains provisions on rights and obligations, prohibitions, rewards, and sanctions for SMKN 1 Geger cadets and regulates the attitudes and behavior of cadets. Cadet discipline regulations are prepared to be used as a reference in developing cadet discipline and personality. These provisions are prepared based on religion, Pancasila and the 1945 Constitution, applicable laws and regulations as well as the Cadet's code of honor and ethics which consists of moral promises and provisions as stated in the Vocational School 1 Geger Cadet's promise. Cadet disciplinary regulations apply to all SMKN 1 Geger cadets.

The Cadet Battalion regulates Cadet behavior including behavior in standing, walking, sitting, saluting, and speaking, all regulated in detail in the Cadet guidelines. Likewise with behavior in maintaining body cleanliness and neat clothing as well as behavior in entering the room. Cadets are trained to behave well towards themselves, other people, and the environment.

Cadet order is also a concern for the Cadet Battalion. Cadets are required to be orderly from arrival to departure. Come and go home through the guard post, adhere to the appointed time, and leave during class time using a permit. Cadets are required to be orderly while they are in the school environment, namely orderly cleanliness and tranquillity in the school environment, orderly in the classroom, orderly in the workshop/laboratory, orderly in exams, orderly in industrial practice, orderly in places of worship and orderly in carrying out the picket schedule.

#### **b. Cadet Character Formation**

The character formation of SMKN 1 Geger cadets is carried out through 5 fields, namely the spiritual field, the physical development field, the marching rules field, the karate field, and the environmental development field. These areas include the development of the physical and mental aspects of Cadets.

##### **1) Spiritual Field**

The spiritual field is a field of activity at the SMKN 1 Geger Cadet Battalion which forms and trains cadets to be orderly and obedient in carrying out their respective worship according to their respective religions. Through this field, cadets are trained to be disciplined and patient in carrying out worship.

Discipline and patience in worship at SMKN 1 Geger Battalion are trained and accustomed to through the following activities:

- a) Perform ablution
  - (1) Preparation
  - (2) In neat rows, shoes are removed and arranged neatly
  - (3) One by one the cadets went to the ablution place
  - (4) Cadets perform their ablutions in an orderly and neat manner according to the order of rows
  - (5) Cadets are not allowed to talk too much
- b) Orderly in the mosque
  - (1) After performing ablution, the cadets orderly headed to the mosque
  - (2) Cadets who enter first occupy the seats at the front in an orderly and neat manner
  - (3) The cadets sat quietly without making a sound
- c) Reciting Al-Qur'an
  - (1) Cadets took the Al-Quran that had been provided
  - (2) Cadets read the Al-Quran according to orders
  - (3) After finishing reading, the Al-Quran is returned to its original place
- d) Memorize short letters
  - (1) Cadets memorize short letters with their mentors
  - (2) Activities adapt to conditions in the mosque
- e) Duha prayer
  - (1) Cadets carry out Dhuha prayers in an orderly manner
  - (2) Guided by a mentor
- f) Become a prayer leader
  - (1) Cadets must be able to become prayer leaders with or without a mentor
- g) Leading prayer after prayer
  - (1) Cadets must also be able to lead dhikr and prayer after prayer
- h) Adhan and iqamah
  - (1) Cadets take turns being muezzins during midday prayers
  - (2) Cadets perform the call to prayer as well as iqamah
- i) Giving Kultum (Seven Minute Lecture)
  - (1) Cadets take turns and are scheduled to provide cult material to their friends.

## 2) **Physical Development Sector (Binjas)**

The field of physical development aims to introduce various forms of physical fitness material to cadets, carry out fitness training using training program

methods regularly and correctly, build physical fitness, know the achievement targets for each type of exercise under assessment standards, and prepare cadets to be able to carry out physical fitness tests according to the program.

The physical training material includes variations of warming up, running 1200 meters and running 2400 meters (12 minutes), pull-ups, sit-ups and push-ups.

(a) Warm-up

Warming up is carried out to prepare the body's condition so that it is ready to face training or test loads and to avoid the risk of injury. The following is the warm-up sequence that is used in the Cadet Battalion of SMKN 1 Geger:

- (1) Always begin and close with prayer
- (2) Slow stretching movements starting from the top of the body downwards
- (3) Warm-up movements by walking and jogging
- (4) The stretching movement rotates the body's joints
- (5) Warming up can be done in various variations.

(b) Running test 2.4 km in 12 minutes

The aim of carrying out the running test is to measure the cadets' endurance including heart, and lung endurance, blood circulation in the body, and breathing. Several pieces of equipment and facilities need to be prepared, including a running track, stopwatch, whistle, starting flag, stakes, stationery, and test forms. There are 2 ways to record running test results:

- (1) The distance traveled in 12 minutes is recorded in meters. The final results obtained by test participants will be converted into the table below:

SCORE	SON	CRITERIA	DAUGHTER
	Mileage (Km)		Mileage (Km)
6	> 2.85	Extraordinary	> 2.44
5	2.78 – 2.99	Very well	2.32 – 2.43
4	2.53 – 2.77	Good	2.09 – 2.30
3	2.22 – 2.51	Currently	1.91 – 2.08
2	2.02 – 2.20	Not enough	1.61 – 1.90
1	> 2.09	Very little	> 1.61

- (2) The final result is a conversion of the time taken from the start line to the finish line of 2.4 km.

SCORE	SON	CRITERIA	DAUGHTER
	Time (Minutes, Seconds)		Time (Minutes, Seconds)

6	➤ 2.85	Extraordinary	➤ 2.44
5	2.78 – 2.99	Very well	2.32 – 2.43
4	2.53 – 2.77	Good	2.09 – 2.30
3	2.22 – 2.51	Currently	1.91 – 2.08
2	2.02 – 2.20	Not enough	1.61 – 1.90
1	> 2.09	Very little	> 1.61

- (3) The travel time from the start to the finish line of 1200 m will be recorded as the test participant's final score. The results obtained are converted in the table below:

SCORE	SON	CRITERIA	DAUGHTER
	Time (Minutes, Seconds)		Time (Minutes, Seconds)>
5	≤ 03.14	Very well	≤ 03.52
4	03.15 – 04.25	Good	03.53 – 04.56
3	04.26 – 05.12	Currently	04.57 – 05.58
2	05.13 – 06.33	Not enough	05.59 – 07.23
1	> 06.33	Very little	> 07.23

(c) Push Up Test

The purpose of the push-up test is to measure the strength and endurance of the arm and shoulder muscles. Carrying out this test includes starting posture, prone position, head, back, and legs straight, palms of both hands resting on the floor next to the chest, and fingers forward.

In the prone position, there is a difference between Cadets and Cadets (Female Cadets) where in the prone position of Cadets the only part that touches the floor is the chest while the head, stomach, and lower legs are raised. Taruni's prone position with his knees pressed together is used as a support. From a prone position, both cadets and cadets continued with their bodies raised and their arms straightened, then their bodies were lowered again by bending their arms so that their chests touched the floor. every time the body is lifted is counted once.

**3) Field of Marching Orders (drill command)**

The marching rules at SMKN 1 Geger Battalion are needed to get used to discipline, improve togetherness, train cadets to defend the country and be able to distinguish between their rights and obligations. Through drill command, it is hoped that cadets will understand that the interests of their duties take precedence over individual interests, and have a sense of responsibility and a sense of unity.

During drill command training, cadets are trained in commands and movements. Commands are orders from the commander to his troops to be carried out simultaneously or successively. Movements at the drill command include perfect posture, respect, rest, facing right/left, turning right/left, half turning right/left, facing obliquely right/left, turning right, counting, opening/closing the line, how to gather, disperse and rules for leaving. line,

#### **4) Karate field**

Karate training provides many benefits for Cadets. By practicing karate, muscle coordination occurs, a balanced and ideal body posture is formed, health improves and disease can be prevented. Practicing karate can also build strong endurance, increase speed, strength, and accuracy as well as increase body stamina and endurance. Apart from that, karate skills can be used to defend himself without relying on help from other people.

Practicing karate also affects the cadets' mentality. Moral education is taught during karate training. This exercise not only trains correct blows but cadets are also taught not to hit carelessly. With karate, Cadets are trained to defend themselves when they are in a weak position and to protect others when they are in a strong position. Karate can create self-confidence in overcoming the threat of conflict and dealing with it effectively and efficiently. By practicing karate, you can develop a disciplined attitude, be calm when solving a problem, be able to make decisions quickly, be focused, and be careful when faced with a decision-making situation.

When practicing karate you also get used to feeling empathy and being gentle, and serious. For example, when practicing throwing, you are also taught how to throw so that it doesn't injure your friends. Respect not only for friends but also opponents. When practicing karate, the concept of a good friendship is also taught.

The cadet battalion of SMKN 1 Geger in the field of karate has a target, namely that the cadets can learn Japanese through training using Japanese in terms of karate movements. After practicing karate, the cadets will be able to become physically and mentally healthy people. Cadets are also strong, nimble, and lively and have self-confidence, can defend the weak, are highly disciplined, and respect everyone.

#### **5) Environmental Development Sector**

The environmental development field trains cadets to be skilled at keeping rooms and environments clean and tidy. This field introduces cleaning tools and how these tools work, especially those related to cleaning glass, cleaning floors, cleaning the school environment (yard), and caring for plants and the environment.

## 6) Field of Habituation

Two activities are familiar to the Cadet Battalion of SMKN 1 Geger, namely routine activities, spontaneous activities, and exemplary activities. This routine activity is an activity at the Cadet Battalion of SMKN 1 Geger which is carried out regularly and continuously at school. This activity aims to familiarize students with wanting to do something good. Routine activities include morning assembly, morning tadarus, and prayer before starting activities.

Spontaneous activities are activities that are not limited by time, place, and space. This means it can be done at any time. Spontaneous activities that are always carried out by Cadets include:

- a) Get cadets used to manners in class before teaching and learning begins and after teaching and learning ends
- b) Get used to saluting the principal, vice principal, cadet commander, discipline commander
- c) Get used to 5S (smile, greet, salute, be polite)
- d) Get used to walking two by two while in the school environment
- e) Get used to laughing
- f) Get into the habit of throwing rubbish in the trash
- g) Get used to queuing
- h) Get into the habit of appreciating and respecting other people's opinions
- i) Get into the habit of asking permission to leave/enter the classroom
- j) Get used to being responsible
- k) Get used to shodaqoh
- l) Get used to eating manners
- m) Get used to social etiquette,
- n) Get used to a clean environmental culture

Exemplary activities are activities in the form of daily behavior including being exemplary in dressing neatly and cleanly, always arriving on time, habitually using good and correct language, diligently reading, and showing a friendly attitude.

### c. Exam Cadet

Cadets must take 3 levels within 3 years. Every year (2 semesters) Cadets take a level promotion exam. The cadet exam covers materials on cadetship, spirituality, physical education, drill command, karate, and the environment.

## 3. Internalization of Character Education Values in Adam's Story in the Cadet Battalion of SMKN 1 Geger, Madiun Regency

**a. Internalization of religious character in the spiritual field**

Religious character is human nature (Muhamin:282). The gift is given to Prophet Adam and all humans. The religious character will encourage a person to obey religious teachings and behave according to religious teachings purely from conscience.

The Cadet Battalion has disciplinary regulations that must be obeyed by all Cadets. These disciplinary regulations are drawn up based on religion, Pancasila and the 1945 Constitution, religious teachings, as well as the promises of students at SMKN 1 Geger. Religion is the main basis for regulating the discipline of SMKN 1 Geger cadets. Cadet religiosity is also fostered through the spiritual field and habituation field which seeks to develop Cadet religious character through spiritual activities and the habit of polite behavior and caring for the environment. Cadets are educated to be disciplined in worship, carry out worship correctly, respect places of worship, prepare cadets to be ready to become priests and ready to be good preachers, and train cadets to be able to preach through the cult. In their behavior, cadets are trained to respect and love others, behave nobly with 5S, respect other people with a culture of queuing, and care for the environment.

**b. Physical and spiritual development as a manifestation of awareness of human creation consists of two elements, physical and spiritual**

Prophet Adam was the first human created by Allah. Prophet Adam was created from a combination of two elements contained in him, namely physical and spiritual elements. Likewise, humans after Prophet Adam. These two elements in humans cannot be separated from each other. Physical is the physical part of oneself while spiritual is non-physical.

Physical and non-physical training activities in the Cadet Battalion include physical and non-physical activities. First, physical training includes: in the field of physical development, cadets are required to be able to run for the specified distance and time and practice push-ups correctly. A firm physical attitude is trained in the drill command field. Physical activities in the field of karate are optimized during training coordination between muscles, helping to form ideal and balanced body posture, improving cadet health, building strong immune systems, and preventing disease

Second, non-physical training. A strong physical presence is accompanied by moral training. The Cadet Battalion of SMKN 1 Geger instills an attitude of empathy towards fellow humans. Apart from being strong, nimble, and agile, cadets also have self-confidence, can defend the weak, are highly disciplined, and respect everyone.

**c. Cadet Integrity and Loyalty**

Obedience and submission of servants to Allah is integrity and loyalty to their creator. In the story of Prophet Adam in the Al-Quran, we find 3 forms of obedience. The first was Malaika's plenary speech when she was ordered to prostrate herself to Prophet Adam. Second, human (Adam's) obedience to God can still be shaken because of the whispers of Satan. Adam was tempted by Satan to eat the forbidden fruit. Third, Satan does not want to worship Adam because he feels more noble than Adam, who was created from clay.

The integrity and loyalty of SMKN 1 Geger cadets are built through disciplinary regulations that must be obeyed by all cadets. Disciplinary regulations are implemented under the supervision of Cadet supervisors to regulate the attitudes and behavior of cadets relating to rights and obligations, forms of prohibition, and giving awards and sanctions for violations for SMKN 1 Geger cadets. This is practiced every day so that discipline becomes a need for all cadets.

**d. Cadet Leadership**

The man was indeed created from soil, but Allah gave him the glory to become caliph on this earth. Allah subdued the earth and its contents, the sky and all its contents, the animals, the planets, and so on. It's just that what needs to be underlined is that this submission was carried out by Allah Himself, not by humans. As a caliph, Allah gifted Adam and all humans with certain potentials. Allah gave him the ability to know the properties of objects, functions, and uses of objects in the universe.

Leadership is one of the concerns of the Cadet Battalion of SMKN 1 Geger. The spirit of leadership is instilled through exercises that can increase one's potential and can influence and control other people. Literacy training and familiarization with the culture of reading are efforts to increase cadets' potential, broaden their knowledge horizons, foster critical thinking in decision-making, and hone their reading comprehension skills. Apart from that, cadets are also trained to become leaders in the UN, become prayer leaders, deliver sermons, care about the environment, etc.

**e. Cadet Fit and Proper test**

The potential that Allah gives humans as caliphs is different from other creatures. Humans were created through a long process, created from physical and non-physical elements and endowed with the knowledge/potential to recognize objects. This potential is given to support the task of the human caliphate on this earth, namely to regulate the universe according to Allah's rules.

The field programs at SMKN 1 Geger Cadet Battalion are implemented in line with the vision of SMKN 1 Geger, namely the realization of SMK Negeri 1 Geger which is superior in faith and laughter, knowledgeable, masters technology, works skilfully, is environmentally conscious and has competitiveness in the global job market. The cadet



training process is quite long, namely 3 years / while being a student at SMKN 1 Geger. This of course requires physical and non-physical readiness. All training processes must be taken, including the Cadet exam at the end of each school year. Through the Cadet exams, Cadet abilities in the fields of spirituality, drill command, Karate, habituation, and caring for the environment are completed. Cadets who meet the qualifications are declared to have passed and there are remedial measures for cadets who have not passed.

## **E. Conclusion**

Based on the research results that the researcher has described, it can be concluded as follows:

1. The character values in the story of the prophet Adam in the Al-Quran are Religious, communicative / Dialogue process, Physical and Non-Physical Values in the creation of Adam / Man, and Fit and proper test of Adam's as caliph. Pride of Satan and Humility of Angels, Adam eating the forbidden fruit is a symbol of humans not being able to take virtue as a whole, Forgiveness.
2. Character development activities at SMKN 1 Geger Battalion include disciplinary regulations, cadet character education, and cadet exams.
3. Internalization of character values in the story of the prophet Adam in the Al-Quran at the Cadet Battalion of SMKN 1 Geger includes the internalization of religious character in the spiritual field, physical and spiritual development as a manifestation of the awareness of human creation consisting of a combination of two elements in oneself, namely physical and spiritual, integrity and loyalty of Cadets, leadership Cadets, Fit and proper test for Cadets.

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