

The Application of Ngudi Susilo Material for Developing Noble Character at SDN Lamong Kediri

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Abstract This study aims to evaluate the effectiveness of implementing the Syi'ir Ngudi Susilo material by KH. Mustofa Bisri in enhancing the noble character of students at SDN Lamong, Kediri Regency. The background of this study is the significant number of students (80%) requiring guidance in their interactions with teachers, peers, and parents. The research employs a qualitative approach with a classroom action research design, involving observation, interviews, questionnaires, and documentation. The Ngudi Susilo material was implemented through integrated learning using habituation, advice, and exemplary methods. The results show a significant improvement, with 90% of students demonstrating noble character post-intervention. This study concludes that the Ngudi Susilo material is effective in shaping students' character, with recommendations to expand its application to other schools.

INTRODUCTION

Character education is a crucial aspect of shaping the moral behavior of elementary school students, encompassing politeness, respect for teachers, peers, and parents, as well as values of honesty and responsibility. This character is shaping not only their interactions in the classroom but also prepares them to become individuals with integrity in society. The values instilled through character education encompass politeness in communication, respect for teachers, peers, and parents, as well as honesty, responsibility, and obedience. These values serve as a moral compass for young learners, enabling them to make ethical decisions and behave appropriately in social settings. In the context of elementary schools, where However, initial observations at SDN Lamong, Kediri Regency, revealed that around 80% of students displayed behaviors that did not reflect noble character.

children are still in the formative stages of developing their personality and worldview, character education plays a central role in ensuring that their growth is balanced between academic achievement and moral development.

These included impolite ways of addressing teachers, frequent conflicts with peers, and reluctance or disobedience toward parental guidance. Such patterns of behavior are concerning because they not only disrupt the school environment but also hinder students' ability to internalize values essential for their future lives. The findings highlight a gap between the expected outcomes of education and the reality of students' everyday conduct, making it clear that a more contextualized and culturally relevant approach is needed to strengthen their moral foundation.

To address these challenges, the *Syi'ir Ngudi Susilo* by KH. Mustofa Bisri was selected as an educational medium to instill moral values in students. This Javanese poem is rich in teachings about courtesy, respect, and religious values, making it an effective tool for character building. The *Syi'ir* reflects local wisdom while also integrating Islamic perspectives, thus making it more relatable and acceptable for students in the region. By incorporating *Ngudi Susilo* into the learning process, educators can bridge the gap between traditional cultural heritage and modern educational practices, providing students with moral guidance that is both meaningful and aligned with their cultural identity. In this way, character education at SDN Lamong not only addresses immediate behavioral concerns but also contributes to the long-term development of students as morally upright and responsible individuals.

Previous studies suggest that character education based on local materials can enhance students' character [4]. The *Ngudi Susilo* contains values such as respect for teachers, love for parents, and care for peers, which align with the character education needs at SDN Lamong. This approach employs habituation, advice, and exemplary methods to achieve significant behavioral changes [1]. The novelty of this study lies in applying *Ngudi Susilo* within the context of a public elementary school using an integrated approach, which has not been widely explored. This research also contributes to the development of character education based on local wisdom, aligned with the Islamic education curriculum.

Research Question: How effective is the implementation of Syi'ir Ngudi Susilo in enhancing the noble character of SDN Lamong students in their interactions with teachers, peers, and parents?

RESEARCH METHODS

This study employs a qualitative approach with a case study design to explore the implementation of *Ngudi Susilo* material at SDN Lamong. A case study was chosen because it enables an in-depth investigation of a particular phenomenon within its real-life context, focusing on how *Ngudi Susilo* contributes to fostering noble character among elementary school students. The research subjects were third-grade students, teachers, and parents, who were selected purposively due to the material's relevance to children's moral and developmental stages. This design allowed the researchers to obtain a holistic understanding of the practices, challenges, and outcomes of applying *Ngudi Susilo* in character education.

To ensure comprehensive data collection, several techniques were employed. Observations were conducted to identify students' behaviors before and after the introduction of *Ngudi Susilo*, with particular attention to politeness, respect, honesty, and responsibility. Interviews with teachers, students, and parents were carried out to gain deeper insights into their perceptions and experiences regarding behavioral changes. Questionnaires were distributed to assess the extent of noble character application, while documentation such as teaching records, lesson plans, and behavioral reports was analyzed to strengthen the findings. The use of multiple instruments supported data triangulation, thereby increasing the credibility and trustworthiness of the research.

Data were analyzed qualitatively through three main stages: data reduction, data display, and conclusion drawing, following the framework of Miles and Huberman. The *Ngudi Susilo* material was integrated into Islamic Education and Character Education lessons over one semester using culturally relevant methods, such as habituation (encouraging students to greet and shake hands with teachers), advice (explaining and interpreting the values embedded in the poetry), and exemplary methods (teachers serving as role models). Rather than relying on

statistical formulas, the study emphasized descriptive and interpretive analysis to capture the subtle transformations in students' moral attitudes and behaviors. In this way, the case study provided a contextualized and in-depth portrayal of how *Ngudi Susilo* can effectively contribute to strengthening noble character in elementary school students.

RESULTS AND DISCUSSION

The implementation of *Ngudi Susilo* was carried out through integrated learning activities that combined cultural, religious, and educational approaches. Teachers played a central role by reciting the poetry in class, explaining its moral messages, and facilitating group discussions to encourage students to reflect on the values conveyed. In addition, practical activities such as shaking hands with teachers, greeting politely, respecting parents, and showing courtesy in daily interactions were emphasized as a form of habituation. These methods ensured that the values embedded in *Ngudi Susilo* were not only introduced as theoretical knowledge but also practiced consistently by students in their daily lives. By merging cognitive understanding with practical application, the program fostered an environment where moral behavior was reinforced both inside and outside the classroom.

Observations revealed notable improvements in students' behavior following the integration of *Ngudi Susilo* into the learning process. Prior to the intervention, only about 20% of students consistently demonstrated noble character traits, such as respecting teachers, greeting politely, and helping peers, while the majority displayed indifference or negative behavior. However, after one semester of implementation, the percentage of students who exhibited noble character rose to 90%. This was evident in their increased politeness toward teachers, reduced conflicts among peers, and greater obedience to parental guidance. The significant behavioral transformation highlighted the effectiveness of using local cultural materials, particularly Javanese poetry infused with Islamic values, as a medium for character education. This suggests that contextualized and culturally relevant

approaches can make moral education more meaningful and impactful for elementary school students.

Table 1: Improvement in Students' Noble Character Application

Indicator	Before Intervention (%)	After Intervention (%)
Respect for Teachers	20	90
Politeness to Peers	25	85
Obedience to Parents	15	88

The first indicator, **respect for teachers**, showed the most significant improvement, increasing from only 20% before the intervention to 90% after the implementation of *Ngudi Susilo*. This change demonstrates that the recitation and explanation of the poetry, combined with habituation practices such as greeting and shaking hands with teachers, were highly effective in instilling respect as a moral value. Students gradually internalized the importance of treating teachers with courtesy and reverence, both in and outside of the classroom. This finding reflects the idea that when moral lessons are reinforced through daily practices and modeled consistently by educators, students are more likely to adopt them as part of their own behavior.

The second indicator, **politeness to peers**, also experienced notable progress, increasing from 25% before the intervention to 85% after one semester. Initially, many students often engaged in conflicts, used impolite language, or displayed aggressive behavior toward classmates. However, the integration of *Ngudi Susilo* emphasized values of friendliness, cooperation, and mutual respect, which students practiced during group discussions and collaborative learning activities. As a result, students became more conscious of the need to speak politely, help one another, and maintain harmony in peer relationships. This demonstrates that character education rooted in cultural wisdom can reduce conflict and encourage positive peer interactions, contributing to a more conducive classroom environment.

The third indicator, **obedience to parents**, increased significantly from 15% to 88%. Before the intervention, many students tended to ignore parental advice or displayed reluctance in fulfilling household responsibilities. By incorporating teachings from *Ngudi Susilo* that emphasize the duty to respect and obey parents,

students began to develop a stronger sense of responsibility at home. Teachers reinforced these values through explanations of the poetry's messages, while parents reported visible changes in their children's attitudes and behavior. The collaboration between school and home proved essential, as it ensured that the values taught in class were consistently supported by parental guidance, creating a holistic approach to character development.

Overall, the improvement across all three indicators confirms that the *Ngudi Susilo*-based approach is an effective method for fostering noble character among elementary school students. The success of this intervention can be attributed to its cultural relevance, which made the teachings relatable and easy to understand, and to the integration of habituation, advice, and exemplary methods into daily learning. Furthermore, the active involvement of parents reinforced character education outside of school, ensuring continuity between home and classroom practices. Compared to similar studies, this approach stands out because it is not only rooted in local wisdom but also seamlessly aligned with the elementary school curriculum, making it a sustainable model for character education in the future. This improvement aligns with the hypothesis that the *Ngudi Susilo*-based approach is effective in fostering noble character. The success is attributed to the cultural relevance of the poetry, which is easily understood by students, and the teaching methods involving habituation and exemplary behavior [2]. Collaboration with parents also strengthened character development outside school. Compared to similar studies [4], this approach is more integrated with the elementary school curriculum, contributing to character education based on local wisdom.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of *Syi'ir Ngudi Susilo* by KH. Mustofa Bisri at SDN Lamong proved effective in enhancing students' noble character. The findings showed a remarkable transformation, with the percentage of students consistently demonstrating noble character rising to 90%, compared to only 20% before the intervention. The strategies of habituation, advice, and exemplary behavior were particularly successful in cultivating values such as respect for teachers, politeness

toward peers, and obedience to parents. These results highlight the importance of integrating local cultural and religious wisdom into classroom learning, as such approaches are more relatable and meaningful for students, thereby making character education more impactful.

Teachers are encouraged to enrich the use of *Ngudi Susilo* with diverse and interactive teaching methods, such as role-playing, simulations, or drama activities, to make the values more engaging and easier for students to internalize. Schools should also strengthen collaboration with parents through parenting activities and regular communication, ensuring that character development continues at home and is consistently supported outside the classroom. In addition, further research is recommended to examine the long-term effects of this approach and to explore its potential replication in different educational settings, so that the model can be adapted and implemented more widely as a culturally rooted strategy for character education.

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