

Application of Ahklakul Karimah to Grade 3 Students at Uptd Sdn 013828 Manis in Islamic Religious Subjects

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Abstract

This study discusses the process of learning Islamic religious education at UPTD SDN 013828 Manis, its implementation, and the obstacles faced by teachers in instilling moral values to students at the school. The main objective of this study is to explain how Islamic religious education learning is implemented at UPTD SDN 013828 Manis. This study uses a descriptive qualitative method with a focus on the implementation of Islamic religious education at the school. The author only wants to collect data related to efforts to instill morals in students at UPTD SDN 013828 Manis. Data collection was carried out through observation, interviews, and documentation. The results of the study showed that students have good skills, knowledge, and morals. The process of learning Islamic Religious Education is carried out through various methods, such as meetings, discussions, games, and exemplary stories. The results of the implementation of Islamic religious education at UPTD SDN 013828 Manis are part of an effort to improve students' morals, which can be seen in their daily lives at school, such as: (1) trustworthiness, (2) good behavior, (3) responsibility, (4) discipline, (5) loyalty, and piety, both in learning activities and in carrying out worship. Factors that hinder the instillation of morals in students at this school include internal factors, namely the students themselves and school facilities, as well as external factors, such as the relationship between parents and students, the social environment of the community, and the influence of peers.

Keywords: *Implementation of Islamic Religious Learning, Instilling Student Morals*

INTRODUCTION

Education has a very important role in developing human potential as a whole. Through education, individuals not only learn to improve intellectual intelligence but are also directed to form good character and morals. Education aims to empower people so they can contribute positively to society and the surrounding environment, both in the short and long term. In the Indonesian context, Ki Hajar Dewantara once emphasized that education is an effort to develop children's moral, intelligence and physical health aspects in a balanced way.

In line with this, Law Number 20 of 2003 defines education as a conscious effort to create a learning atmosphere that supports students in developing their potential, both intellectually, emotionally and socially. Education is expected to be able to produce individuals who are not only intelligent, but also have strong character and noble morals. This is an important basis for the formation of human resources that are competitive and able to face global challenges.

At the primary education level, children are in a very important phase of development. They begin to develop the ability to think logically, understand social relationships, and reduce their egocentric nature. This age is the right time to instill moral values, such as

empathy, solidarity and responsibility. If these values are not properly instilled, children can experience difficulties in interacting healthily with their social environment.

In Indonesia, Islamic Religious Education (PAI) has a strategic role in shaping the character of students. Since the 1970s, this subject has become an important part of the national curriculum, with the aim of instilling noble moral values, mutual respect, and building awareness of the importance of harmonious social relations. PAI also provides a strong spiritual foundation for students to face moral challenges in the modern era.

However, the success of PAI learning really depends on the role of the teacher. Teachers not only act as teachers, but also as moral role models for students. In this case, a teacher has a big responsibility to instill social and religious values through their daily behavior. As stated by Professor Mulyasa, teachers must have high dedication to guide students to become individuals who are religious, responsible and have noble character.

The important role of teachers in education is also emphasized in QS. Al-Mujadilah verse 11, which states that Allah SWT will elevate the status of those with knowledge.

This verse shows that education not only functions to increase knowledge, but also to shape the spiritual character of students. Therefore, teachers have a moral responsibility to ensure that the learning process is not only academically oriented, but also towards personality formation.

Initial research conducted at UPTD SDN 013828 shows that PAI teaching has made a positive contribution to the formation of student character. Teachers use interactive approaches, such as group discussions, to encourage students to respect each other and understand the views of their friends. However, challenges are still found, such as weakening self-control abilities among students. This is the main concern in developing Akhlakul Karimah values in the school.

The diversity of students' backgrounds is a challenge in itself in the learning process. Teachers are required to be able to manage students' individual differences and create an inclusive learning atmosphere. Elementary schools, as miniature communities, provide opportunities for students to learn about tolerance, cooperation and empathy. However, the success of forming these values really depends on the teacher's ability to deliver material in a relevant and applicable manner.

This research focuses on the efforts of teachers at UPTD SDN 013828 in instilling Akhlakul Karimah values through PAI subjects. By utilizing innovative and relevant learning methods, it is hoped that moral values can be instilled more effectively. This research also aims to evaluate how PAI learning can shape students' character so that they not only become intellectually intelligent individuals, but also have high social sensitivity.

In this increasingly complex era, character education is an urgent need. The instilling of Akhlakul Karimah values must be carried out consistently to ensure that the younger generation is able to face moral challenges in the future. Through this research, it is hoped that effective strategies can be found to integrate moral values in the learning process, so that students can grow into individuals who are not only intelligent but also have noble character.

METHOD

This research uses qualitative methods with a descriptive approach to describe phenomena in depth in natural conditions. Researchers act as the main instrument in collecting data without disturbing the dynamics of the research object. The focus of the research is directed at the application of Akhlakul Karimah values in Islamic Religious Education (PAI) subjects at UPTD SDN 013828.

The research subjects consisted of PAI subject teachers and 37 fifth grade students who were selected based on their understanding of Islamic religious material, especially related to recitation and religious symbols. These students are seen as capable of providing relevant and rich information to support research.

The research was carried out in two main stages. In the pre-research stage, researchers prepare initial documents and data, such as research permits, student data collection, and interviews with PAI teachers. The implementation stage includes data collection using observation, questionnaires, interviews and documentation. Observations were carried out to record students' religious behavior, while interviews with teachers aimed to explore the practice of teaching Akhlakul Karimah values. Data obtained from these various methods is analyzed thoroughly to describe the implementation of these values.

The research location is UPTD SDN 013828, which was chosen because of the diversity of students and the relevance of the research theme. The research took place during the even semester of the 2022/2023 academic year, from August to December 2022. Data was collected from primary sources, such as students and teachers, as well as secondary sources, such as supporting documents.

Data analysis was carried out in three stages: data reduction to filter important information, presenting data in the form of a structured narrative, and drawing conclusions that were verified through comparing data from various sources. A triangulation approach was used to ensure the validity and depth of the findings, so that this research is expected to provide comprehensive insight into the application of Akhlakul Karimah in PAI learning.

RESULTS AND DISCUSSION

Research result

At UPTD SDN 013828, the quality of Islamic Religious Education (PAI) teaching can generally be categorized as quite good, although there are several aspects that still require special attention for improvement. PAI teachers who teach at this school have an educational background that is appropriate to their field, namely Islamic Religious Education, which allows them to deliver teaching material in a way that is easier for students to understand. Teacher competence in managing learning and conveying Islamic religious concepts clearly and effectively greatly supports students' achievement of a deep understanding of Islamic religious values and morals. Nevertheless, there is a clear need to improve the quality of teaching, especially in the aspects of pedagogical competence and teacher professionalism. Therefore, continuous efforts in providing training and self-development for PAI teachers are very necessary, so that they can develop learning methods that are more innovative and effective in instilling religious values in students.

Apart from that, the learning process at UPTD SDN 013828 is not only focused on students' academic development, but also on the formation of superior character. The formation of student character is an integral part of the Islamic Religious Education curriculum at this school. Moral habits through daily activities such as congregational prayers, recitation of Islamic recitations, and commemoration of Islamic holidays are carried out regularly. This is very effective in forming an honest, disciplined, responsible attitude and a high sense of empathy towards others. The habituation of these values has been seen in increasingly better student behavior. Overall, even though students' morals and moral values have shown positive development, the school continues to strive so that Islamic religious values can be more internalized in students' daily lives, both inside and outside of school.

In terms of facilities, this school already has sufficient facilities and infrastructure to support the learning process. Adequate classrooms, a functional teacher's room, as well

as a library and guidance and counseling room all play an important role in supporting teaching and learning activities at this school. However, even though public facilities are sufficient, there is one significant deficiency, namely the absence of a mosque or prayer facilities in the school environment. This becomes an obstacle when worship activities, such as congregational prayers, are carried out. Students are forced to go outside the school to perform congregational prayers, which can disrupt the smooth running of religious activities at school. The limitations of worship facilities need to be taken into consideration so that worship activities can be carried out more optimally in the school environment without having to leave the school area.

The quality of PAI teaching at UPTD SDN 013828 is very dependent on the teacher's competence in delivering material and managing learning. PAI teachers with relevant educational backgrounds certainly have a good understanding of Islamic religious values, but this is not enough without continuous improvement in competence. Teachers must be given the opportunity to take part in training that can help them develop more creative and innovative teaching methods. For example, training in the use of technology in religious learning or a character-based approach that can motivate students to understand and practice Islamic teachings more deeply. In this way, the quality of PAI teaching can improve, which will have an impact on the quality of students' understanding of religious teachings.

The importance of cultivating moral values in students' daily lives is also a main aspect of religious education at this school. Moral habits such as honesty, discipline and responsibility are very visible in the development of students' character. This shows that the school does not only focus on academic achievement but also equips students with strong social and moral skills. This habituation is carried out by involving students in various religious activities such as congregational prayers, religious studies, and commemoration of Islamic holidays, which are expected to internalize these values in their lives. However, the challenge faced is how to make this habituation more optimal. Considering

the importance of the family environment in supporting the moral values taught at school, collaboration between the school and parents is key in ensuring this habit takes place well.

The facilities available at UPTD SDN 013828 are sufficient to support learning activities, but the lack of worship facilities is a serious obstacle. The school does not have a mosque or adequate prayer space, which forces students to leave school to perform congregational prayers. This not only interferes with religious activities but also reduces the effectiveness of the time students spend at school. Therefore, it is important for schools to prioritize the construction of worship facilities, so that worship activities can be better organized and support maximum religious learning. With a mosque at school, worship activities such as congregational prayers, religious studies, and group prayers can be carried out more easily and become part of students' routines without any obstacles.

DISCUSSION

Overall, the learning process at UPTD SDN 013828 focuses not only on students' intellectual development, but also on the formation of strong character, especially good morals. PAI teachers play a very important role in this matter. They not only teach Islamic teaching material but also serve as direct examples for students. By using various learning methods, such as discussions, role playing, and drills, PAI teachers try to internalize moral values in students. For example, they teach the importance of politeness, honesty, mutual forgiveness, and honesty in actions and words.

However, despite various efforts by the school to instill moral values, obstacles still arise. One of the main obstacles comes from students' internal factors, where there are still many students who lack awareness of the importance of character development. Another influencing factor is the limited time for moral development outside formal lesson hours. Moral development outside the classroom has indeed been carried out through spiritual and religious activities, but this will be more optimal if supported by adequate worship facilities, such as mosques.

On the other hand, an external factor that influences moral education in schools is the lack of cooperation between parents and the school. If parents do not provide support or examples of good behavior at home, this can reduce the effectiveness of moral learning at school. Apart from that, the influence of the social environment also plays an important role. If students are in an environment that is not supportive, for example there is negative behavior around them, then they will find it difficult to apply the moral values taught at school.

Facilities and infrastructure in schools are adequate to support the learning process, but it cannot be denied that several facilities, such as more complete prayer rooms, are an urgent need. Limitations in this case require schools to find solutions so that the moral and spiritual education process can run more optimally.

CONCLUSION

Based on the results of research regarding the implementation of Islamic religious education learning in developing student morals at UPTD SDN 013828, several conclusions that can be drawn include:

The learning process in class is carried out in well-structured stages. At the beginning of the lesson, the activity begins with prayer, providing motivation, and setting learning goals, which is then continued with the core activities, and ends with closing and prayer. All of these stages are in accordance with the school's vision which aims to produce students who are faithful, pious, knowledgeable, skilled and have noble character. Islamic religious education teachers play a crucial role in guiding and motivating students through various learning methods that instill positive values, such as lectures, discussions, role plays and demonstrative stories. Apart from formal learning in class, students' Islamic personal development is also supported by adequate facilities, such as the presence of mosques and spiritual activities which include the habit of praying and motivation to read in the morning.

The implementation of Islamic religious education in this school has a positive impact on students' morals, which is reflected in their daily attitudes. Students demonstrate the

characteristics of trustworthiness, noble character, responsibility, discipline, and have faith and devotion in studying and participating in religious activities. However, there are several factors that hinder the moral development of students at UPTD SDN 013828. Internal factors, such as the condition of the students and limited school infrastructure, as well as external factors, such as the lack of cooperation between parents and school, the influence of the social environment, and interactions with peers. , is a challenge that must be faced in the moral education process.

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