

ISLAMIC RELIGIOUS EDUCATION TEACHER STRATEGIES IN INTERNALIZING CHARACTER VALUES IN MADRASAH IBTIDAIYAH STUDENTS

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Abstract

The background of the research problem is that there are still students who still do not have characters such as courtesy to teachers. The purpose of this study is to analyze the PAI teacher's strategy in the process of internalizing character values to students. The type of research used is qualitative with a descriptive approach. Research data were collected through interviews and observation techniques. Interviews were conducted with the head of madrasah, deputy head of curriculum, teachers, and students. Meanwhile, observations were made of student activities with teachers, both in class and outside the classroom. Data validity was tested using source and method triangulation. Data analysis techniques were carried out with the stages of data reduction, data presentation, and conclusion drawing. The results showed that PAI teachers applied strategies of student self-empowerment (self-efficacy), habituation (conditioning), and the realization of a caring environment (caring community). While the key to success lies in self-exemplary, personal commitment of teachers, and full service. The results of this study provide benefits for the world of education regarding how strategies in shaping children's character.

Keywords: strategic; internalization; character values

Abstrak

Latar belakang masalah penelitian ialah masih terdapat siswa yang masih tidak mempunyai karakter seperti sopan santun pada guru. Tujuan penelitian ini adalah menganalisis strategi guru PAI dalam proses internalisasi nilai karakter kepada siswa. Jenis penelitian yang digunakan adalah kualitatif dengan pendekatan deskriptif. Data penelitian dikumpulkan melalui teknik wawancara dan observasi. Wawancara dilakukan kepada kepala madrasah, wakil kepala bidang kurikulum, guru, dan siswa. Sementara itu, observasi dilakukan terhadap kegiatan siswa bersama guru, baik di kelas maupun di luar kelas. Keabsahan data diuji menggunakan triangulasi sumber dan metode. Teknik analisis data dilakukan dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan guru PAI menerapkan strategi pemberdayaan diri siswa (*self-efficacy*), pembiasaan (*conditioning*), dan perwujudan lingkungan yang peduli (*caring community*). Sedangkan kunci keberhasilannya terletak pada keteladanan diri, komitmen pribadi guru, dan layanan penuh. Hasil penelitian ini memberikan manfaat bagi dunia pendidikan mengenai bagaimana strategi dalam membentuk karakter anak

Kata Kunci: strategi; internalisasi; nilai karakter

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Introduction

The importance of character of citizens through education is also emphasized in the Law National Education System Number 20 Year 2003, where it is emphasized that national education functions to develop abilities and shape the character and civilization of a dignified civilization of a dignified nation in order to educate the nation's life of the nation, aims to the development of learners' potential to become human beings who believe and devoted to God

Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen democratic and responsible (Pradana, 2019).

However, character education in schools cannot be implemented if teachers do not integrate character education into learning tools. integrate character education into learning tools. In integrating the values of character values in learning cannot be carried out just like that, but there needs to be a teaching materials and lesson plans that are properly prepared by the teacher. Teachers are expected to be able to implement and integrate character education at school. However, teachers sometimes still confused in implementing and integrating character education in the learning process in the classroom, even though the government often organizes learning process in class even though the government often holds seminars. This is considered to be a problem that must be solved because teachers have a significant role in developing the character of students. important role in the development of students' character (Anatasya & Dewi, 2021).

For this reason, it is necessary to handle character education. as well as character education learning can be integrated into subjects and in everyday life. subjects and in everyday life. But that is not enough, to further instill character education, faith-based approaches are needed. Every Religion teaches character or morals to its adherents. In Islam, morals are one of the three basic frameworks of its teachings that have a very important position, in addition to the other two basic frameworks, namely aqidah and sharia. Islam is rahmatan lil alamin, an Islamic approach with the guidance of the Qur'an and sunnah can be a solution in instilling and implementing character education for children. in instilling and implementing character education for elementary school students (Sutarna, 2016).

The most important goal in character education is to make students have an ethical, moral, polite attitude in dealing with society. Many changes have occurred in the character values of the nation's children without realizing it. So it cannot be denied that there is a lack of attention to developing the potential of students unconsciously to become humans who are faithful, pious, noble, capable, creative, democratic and responsible (Surya & Rofiq, 2021). Islamic religious education is the main pillar of the moral system and character education for the formation of pious human beings (Badry & Rahman, 2021). Therefore, Islamic religious education teachers must be able to shape the character of a child. Eva et al in their research explained that PAI teachers are an important factor in shaping the character of their students (Eva et al., 2020).

Annisa Nurushsholihah in her research explained that the consistency of a teacher through modeling can be successful in shaping character (Nurushsholihah & Abdullah, 2022). In line with that, Farhanna Oka Putri also explained that a teacher will have an influence on students, because teachers are second parents when they are at school (Putri & Aslam, 2022). Character education must also always be prepared by teachers because it has become a necessity (Rosita et al., 2022). Parents and teachers must work together in teaching character and moral education to children (Birhan et al., 2021).

Based on the exposure of the problem and the previous study, the researcher made observations at one of the Al Huda ibtidaiyah madarasah. The results of the observation show that there are students who have diverse characters from each background. From the results of an interview with one of the teachers explained that one of the factors for the differences in the character of each student is none other than the environment where the child lives. The problem that is often encountered is student manners. For example, from the way they talk to each other with peers, their behavior towards teachers and parents at school and in the community, dirty

words that are not appropriate for their age are often thrown. A friendly attitude towards teachers when they meet is still something that is difficult for students to apply. The use of everyday language is also far from being as expected.

Responding to these problems certainly requires handling so that character education can be applied by students in their lives. In research conducted by Albert Bandura, he coined a theory known as social cognitive theory. The basic principles of Albert Bandura's findings in his social cognitive theory are two: 1) through imitation, in this case students will try to change themselves through witnessing the ways of a person or group. A person can easily imitate because of the belief in himself that he will get a guarantee when imitating him, and will get when not imitating him. 2) modeling. A child will learn new responses through observing idolized models, which can be parents, teachers, peers, movie stars who often appear on television shows. If a model has a strong motivation for learners, then both achievements and vices will be imitated by learners (Muali, 2019).

In the process, Albert Bandura's theory occurs through three components: first, model behavior (example). In this first process, students are introduced to the behavior to be imitated (model). Second, the influence of the model's behavior. After getting to know the behavior to be imitated, students will consider whether the model is suitable for them or not. Third, the internal process of the learner. In this third process, students decide to imitate the model's behavior so that the imitation process will become their own behavior (Huda & Maemonah, 2022).

Previous research has explained many strategies in shaping student character. as well as Hendro's research entitled the school principal's strategy in developing character education. The results of his research explain that in shaping character is done through modeling, teaching and strengthening activities (Widodo, 2018). The second research by Ismail with the title hard work character learning strategy. Where the results of his research explain that the nature of hard work in the context of education in Indonesia is value education, namely education of noble values sourced from national culture in building the personality of the younger generation (Marzuki & Hakim, 2019).

Based on the above background, it is interesting to study research on character education in schools and how teachers' strategies, especially Islamic religious education teachers, internalize character education in students.

Research Methods

This research applies descriptive qualitative methods, where this method has the aim of describing a phenomenon of an event, attitude, social activity or perception (Sugiyono, 2018). This study provides information about the main phenomenon, namely the PAI teacher's strategy in internalizing character values in students. The subjects of this research were 4 people including the Head of Madrasah, Waka Curriculum, teachers and students of MI al Huda. The research materials were obtained through two data collection techniques, namely: interview and observation. Interviews were addressed to the research subjects. Observations were made of activities carried out while in the madrasah. To obtain tested data is done through triangulation. Triangulation consists of source triangulation and technique triangulation. Source triangulation is done by reviewing and comparing information from various sources. Technical triangulation is done by verifying data from the same source using different techniques. The data analysis of this research uses the technique offered by Miles & Huberman as cited by Sarosa which consists of: Data reduction, data presentation and conclusion drawing (Sarosa, 2021). Below is an excerpt of the questions in this study.

Table 1. Interview excerpts

<i>How do you shape students' character? For example, religious character</i>
<i>What strategies do teachers use in shaping student character?</i>
<i>What are the teacher's duties besides teaching?</i>
<i>What are the rules that must be followed?</i>
<i>What is the penalty for breaking the rules?</i>
<i>How to be fair to both students and teachers?</i>

Results and Discussion

To understand the role of PAI teachers in instilling character values such as student character, researchers interviewed MI al Huda PAI teachers. He said that, "in instilling a religious attitude in students, habituation is carried out on students such as praying dhuha in congregation and explaining the oneness of Allah". Another thing was also conveyed by the Curriculum section which stated that "The responsibilities of an Islamic Education teacher are very diverse, the point is that a teacher, especially an Islamic Education teacher, does not just instill knowledge and skills, but to become a leader must be a motivator, provide facilities and request class management, and most importantly make himself a second parent for students".

In connection with the above, the Head of MI al Huda said: "I, as the principal, remember the religious character conveyed by MI al Huda teachers, we jointly hold Dhuha events at school which are held every Monday". Based on the observations of researchers as well, students at MI al Huda in shaping religious character together read prayers before starting learning activities in class.

Based on the results of the teacher's statement, the curriculum section and the principal can be concluded that the internalization of character in MI al Huda is carried out through a dhuha program together at school and praying before starting learning. This is done by establishing cooperation between PAI teachers and the school to shape student character, especially religious character. This is in line with the statement of one of the teachers who stated that "one of the strategies to shape the character of students is to familiarize the reading of prayers when starting and ending learning, as well as the practice of worship".

PAI teachers in charge of teaching must provide religious counseling, teach faith to students, teach children to obey and follow good morals. This is based on the PAI teacher's statement that "as a PAI teacher, his role is not only to teach and distribute tasks in the classroom, but teachers must be responsible for leading, motivating and providing learning opportunities. Leading the process and all learning activities inside and outside the classroom in accordance with what is known, PAI teachers must also be able to remind students about religious matters and give examples to them, such as holding congregational prayers, reminding encouraging students to bathe before reading the Koran and training students who cannot read and write the Koran and teaching students to be polite to other teachers".

The results of these activities are assessed as a prerequisite for teaching success, namely the value in the form of numbers, so that as an educator needs a lot of creativity with different teaching methods. The use of methods must certainly make students take part in learning and certainly not make students bored in learning activities. The PAI teacher said: "Yes, my goal is to internalize character education in schools using different character education methods so that students are not easily bored with the lessons given, enthusiastic about learning, if only using one method such as lecturing continues, the consequences are that students get bored quickly and it is difficult to shape their character. In class, I also emphasize students to obey all existing

rules". This is reinforced by one of the MI al Huda students who stated that "The rules that must be followed include wearing school uniforms, completing homework on time and attending class on time. The punishment for violations is memorizing short letters".

Based on some of the interview excerpts, it can be understood that the role of PAI teachers in internalizing students' character values is carried out with various methods and ways so that students do not feel bored. As in the interview excerpt above, PAI teachers do not only apply the lecture method in learning but use several other methods. PAI teachers have also tried to shape students' character starting from obeying the rules in learning activities.

Another thing in an effort to shape the character of students is by being fair to others. This is in line with the PAI teacher's statement that "Creating harmony and harmony, I try to greet each other between teachers and teachers and between teachers and students. I also do not discriminate against students during learning time/outside of learning time and give fair love and attention to them without favoritism". More stated, the role of a teacher, especially a PAI teacher, is to be a role model for each student, such as how to speak politely to everyone, lead students, invite, and teach students the importance of obeying religion.

The same thing was emphasized by the head of madrasah, that the role of PAI teachers in shaping student character is very important, as the results of his statement that, "the efforts of PAI teachers in internalizing character education are very important for students. Teachers help and shape student character. This includes exemplary and teacher behavior, ways of speaking, sharing materials, and respecting teachers and others for the development of students' manners and behavior and for a school culture that is in accordance with character values. Role models and direct examples encourage students to imitate them, therefore. The role of PAI teachers is very, very important in shaping the character of each student.

Based on the results of the interview above, it can be concluded that the internalization of character values carried out by PAI teachers on students is done in two ways, first through religious attitudes and second through teacher examples. Religious attitudes are carried out by habituation of congregational prayer and prayer. This is in line with Muhammad Nahdi Fahmi's research, which explains that getting used to is a way for students to think, act and behave appropriately with Islamic teachings. Therefore, the habituation factor at the beginning of learning activities is an effective way of instilling student character values. The embedded values are then realized in his life when he begins to enter adolescence and adulthood (Fahmi & Susanto, 2018).

Based on the data exposure above, the process of internalizing character values towards students at MI Al-Huda is carried out through student self-empowerment. Goleman explains that this strategy is based on the fact that students have diverse potentials and tendencies. The focus is on providing sufficient space for students to have the opportunity to develop their potential. Various activities designed and implemented in schools/madrasas are part of efforts to empower students. As a result, students' independence and confidence will be built. (Goleman et al., 2013).

The next strategy is habituation (conditioning). There are various habituation activities, including Dhuha prayer in congregation, habituation of greetings, smiles, greetings, politeness and courtesy. Nurashia in her research explains that habituation can shape students' religious attitudes (Anhar & Baisa, 2021). Self-empowerment and habituation or conditioning must be supported by a supportive environment. This is what Goleman calls a caring community. A caring community allows the basics of emotional intelligence built through self-empowerment and habituation/conditioning to develop further. In this regard, Goleman said that the family and school environment plays a very dominant role (Goleman et al., 2013). The school's

religious culture as part of the environment will foster children to become individuals with character (Nuraeni & Labudasari, 2021).

Teacher exemplary is also an effort to shape student character. As the results of the study revealed that the role model of each student is none other than the teacher himself (Warasto, 2018). Teachers are also the main figures in the educational environment of role models for students. Teachers are not only in the school environment, but also in the family and community environment such as teachers, parents and community leaders (Wardhani & Wahono, 2017). Exemplary teachers create creative students and of course character (Sukma, 2020). A teacher's example has a significant impact on students' personal growth and development. This is understandable because humans are creatures who like to imitate, including students who imitate the personality of their teachers in shaping their personality (Aprilianingsih & Lisnawati, 2019).

Based on the strategies carried out by PAI teachers at MI Al Huda in internalizing character to students, it seems that it is not enough just to empower and habituate. Internalization of character can begin with the parenting of the parents of the child concerned and can also be in extracurricular activities. Therefore, if anyone wants to discuss further about character internalization more broadly, maybe they can consider it.

Conclusion

Based on the results and discussions that have been carried out, it can be concluded that PAI teachers at MI Al-Huda have succeeded in internalizing character values in students. Indicators of success are clearly visible from changes in behavior for the better. There are several aspects that are the key to success, namely support from the leadership, teacher example, and good cooperation between madrasah and parents. Meanwhile, the strategy of internalizing character values carried out by PAI teachers includes student self-empowerment (self-efficacy), habituation (conditioning), and the realization of a caring environment (caring community). Starting from the results of this study, it can be stated that schools/madrasas can be a very appropriate alternative solution to implement character education according to current government programs. And in this context, teachers have a strategic position in realizing students with character.

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