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by PRIA MITRA PURBA

Strategy for Implanting Character Values in Akidah Akhlak Subjects for Elementary Education Level Students

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi penanaman nilai karakter pada mata pelajaran akidah akhlak bagi siswa jenjang pendidikan dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Adapun teknik pengumpulan data yang digunakan, yaitu observasi kegiatan pembelajaran di madrasah, kemudian wawancara kepada Informan, serta studi dokumen. Analisa data menggunakan teknik reduksi data, sebagai upaya memilah data yang dibutuhkan sesuai relevansi dengan tema penelitian, kemudian peneliti menyajikan data hingga verifikasi untuk menarik suatu kesimpulan. Uji keabsahan data menggunakan teknik triangulasi. Hasil penelitian ini menyimpulkan bahwa (1) nilai-nilai karakter yang terdapat dalam pelajaran aqidah akhlak materi adab bergaul dengan saudara dan teman serta kisah keteladanan sahabat abu bakar ash-shiddiq ra. (2) strategi yang diterapkan oleh guru dalam menanamkan karakter ialah internalisasi nilai dan pembiasaan. (3) Faktor yang paling mendukung dalam kegiatan ini adalah strategi guru dan pendekatannya kepada siswa, kemudian faktor pendukung lainnya juga tidak lepas dari lingkungan bermain yang baik dan dukungan dari orangtua yang paling terpenting. Sedangkan faktor penghambat yaitu siswa yang kurang patuh terhadap peraturan yang telah dibuat, kemudian waktu pelaksanaan yang kurang tepat, serta yang terpenting adalah dukungan orangtua untuk ikut mengontrol anaknya di rumah dan di lingkungan bermainnya.

Kata Kunci: Internalisasi Nilai, Pelajaran Akidah Akhlak, Pendidikan Karakter, Strategi Pembelajaran.

Abstract

This study aims to describe the strategy of inculcating character values in the subjects of moral aqidah for students of basic education level. This study uses a qualitative approach with descriptive analytical study method. The data collection techniques used were observation of learning activities in madrasas, then interviews with informants, and document studies. Data analysis uses data reduction techniques, as an effort to sort out the data needed according to relevance to the research theme, then the researcher presents the data to verification to draw a conclusion. Test the validity of the data using triangulation techniques. The results of this study concluded that (1) the character values contained in the aqidah morals lesson, the material of adab hanging out with relatives and friends and the story of the exemplary friend of Abu Bakar Ash-Siddiq ra. (2) the strategy applied by the teacher in instilling character is the internalization of values and habituation. (3) The most supportive factor in this activity is the teacher's strategy and approach to students, then other supporting factors also cannot be separated from a good playing environment and the most important support from parents. While the inhibiting factors are students who are less obedient to the rules that have been made, then the implementation time is not right, and the most important is parental support to participate in controlling their children at home and in their play environment.

Keywords: Internalization of Values, Akhlak Akidah Lessons, Character Education, Learning Strategies.

PRELIMINARY

Problematics is a necessity in the field of education. This is a driving force for education practitioners in creating an aspect of learning, as well as presenting innovations in the field of education (Agustin & Supriyanto, 2020). In this context, education plays an important role for the sustainability of human life, so

that the principle of lifelong education applies to every individual. Furthermore, education is also the best way for individuals to maximize the function of self-caliphate on earth and the mission of worshiping Allah swt.

Education in the context of Islamic teachings requires that all concepts and principles of implementation refer to the Qur'an and hadith, especially regarding the personality of the teacher in exemplifying attitudes to students. This is based on the large role of the teacher in the learning process, even what is displayed by the teacher often becomes an example for students to emulate in their daily lives (Adelia & Mitra, 2021: 32-45). For this reason, teachers must be able to maximize their role as role models for students.

Furthermore, the teacher in the learning process is faced with the use of learning strategies that can stimulate students to be actively involved during the learning process. The strategies applied are systematic, planned, measurable, and in accordance with the conditions and needs of students. Thus, the learning process is not only fun, it is even able to develop the potential of students independently according to the talents and interests of each student (Musrifah, 2019: 67-78).

Broadly speaking, the main task of the teacher is to apply the concept of curriculum in the teaching process. However, teachers also have a moral responsibility in instilling character in students. Because, madrasas as one of the educational environments for children, must provide enlightenment and guidance for the formation of children's character, so that the learning received by children is balanced, both in the family, community and madrasa environment (Siswanto, 2014: 137-150).

Advances in science and technology (IPTEK) present new problems in the world of education, although it is recognized that there are many benefits of using technology in the educational process. Likewise, the madrasa is responsible for providing morality to students as a "shield" in the face of the swift currents of globalization. Ironically, this is getting worse from year to year, such as juvenile delinquency, student crime, moral degradation, to the loss of mutual respect between human beings (Megawanti, 2015)."

This deviant behavior is commonly done unconsciously by children, because it is influenced by massive spectacle and very minimal guidance. How come? Children very rarely interact with other family members because they are busy playing online games, dancing like Tik Tok, and so on. (Pratiwi, 2019: 51-71). This requires special attention from various groups to be able to find alternative solutions together so as to lead children back to behaving according to Islamic teachings.

In general, Islam has three main teaching aspects, namely morality, adab and example. All three are interrelated in shaping the child's personality. Where, adab refers to attitudes associated with good behavior, and exemplary refers to the quality of character displayed by a good Muslim who follows the example of the Prophet Muhammad. These three values are the character in Islam (Nisfullailatussafiah, 2016).

The phenomenon of cases and their solutions in Islamic teachings becomes a collective concept and practice between communities in providing positive education to children. This is attempted to deal with and minimize the moral crisis that occurs in the nation's children. For example, children's behavior is starting to become unstoppable, including smoking, drug abuse, pornography, and various other social inequalities. For this reason, parents and teachers as well as the community must be proactive in guiding children's behavior, paying more attention to children, so that they can filter out shows that affect children's attitudes (behaviors) (Kholilah, et.al., 2022: 515-518).

The identity of the Indonesian people, who are known to be friendly and polite, is not impossible to lose their identity due to the influence of technology. This is because children are starting to get engrossed in their solitude, making friends with gadgets and various features of game applications or social media (Najah & Lindasari, 2022: 9-18; Aprianti, et.al., 2022: 996-998). Attitudes and actions that must be taken by parents are to provide knowledge or educate children about the values of kindness that must be applied, love good deeds to make the heart happy, and continue to do good to help others.

Efforts to build character and instill values in children are things that must be considered by education providers, including madrasas. In this context, the researcher chose the Madrasah Tsanawiyah Al Washliyah Binjai as the research location in an effort to describe the strategies applied by the madrasa in instilling character in children through the subject matter of moral aqidah, especially the character of discipline and responsibility.

Based on initial observations at Madrasah Tsanawiyah Al Washliyah Binjai Serbangan, Air Joman District, Asahan Regency that researchers observed from the program and the uniqueness of this Madrasa related to the process of instilling character values. The process of inculcating character in this school which is run by educators is one of the objects of research by researchers because it sees the condition of the character of students in this school. In order to build good character in students, educational institutions or every school

should implement the school culture to get used to the cultivation of good characters to be formed. School culture in the formation of this character must be continuously built and carried out by all those involved in the educational process at school. More importantly, in this case, educators should be able to become role models in developing these characters. Really, no matter how good the character that is built in educational institutions if there are no role models from the educators, it will be difficult to achieve what has been expected.

Seeing the importance of character education for students, as well as the problems that occur in the practice of character education, it is necessary to make efforts to learn better character values and be able to balance the aspects of thinking and dhikr in students. This means that learning does not always prioritize the cognitive aspect but also by balancing the affective aspect, because in real life it does not only rely on the mind but also with the behavior of the person well, then in making a decision or in everyday life will be based on by a sense of faith and piety to Allah SWT (Ramadan, *et al.*, 2022: 70-82).

In learning Aqidah Akhlak at Madrasah Tsanawiyah Al Washliyah Binjai Serbangan, Air Joman District, Asahan Regency, the author wanted to know how the learning process and strategy for inculcating character values were used, how they were applied in learning Aqidah Akhlah at Madrasah Tsanawiyah Binjai Serbangan, Air District. Joman, Asahan Regency, because learning Aqidah Akhlak is a lesson that must be learned by students, because not all students like and have good morals or character, because Aqidah Akhlak learning is a lesson that examines and knows how to behave and good character, which in that case Aqidah Akhlak subject teachers must transfer lessons with appropriate strategies in order to achieve learning objectives.

Indeed, academic studies on strategies for inculcating character values for students have been studied before. This can be reviewed thematically from previous research that discusses the pattern of inculcating character values in children in integrated Islamic schools (Rahmawati, 2012), cultivation of honest and disciplined character for students (Munif, *et.al.,* 2021: 163-179; Sultonurohmah, 2017: 1-21), religious and national character (nationalism) in children (Marzuki & Haq, 2018), Islamic education value (Ansori, 2017: 14-32), inculcating character values at the secondary level (Baginda, 2018), strategy for strengthening character education in schools (Atriyanti, 2020: 368-376; Dalimunthe, 2015), formation of children's attitudes and character (Cahyono, 2016: 230-240), tactical strategies to shape the character of PAUD level children (Zubaedi, 2018), and strengthening the prophetic spirit for students (Wati & Arif, 2017).

Observing the description above, it can be understood that the literature review study made researchers find a gap analysis of research from the aspect of deepening the values contained in the subjects of moral aqidah at the basic education level, the process of inculcating value strategies, and the factors that influence the inculcation of values in children at the primary education level. Furthermore, this research is summarized in the title, "*Strategies for Cultivating Character Values in Akhlak Akidah Subjects for Elementary Education Level Students*".

METHOD

This study uses a qualitative approach with descriptive analytical study method. The focus of the research discussion is on the strategy of inculcating character values in the subject of moral aqidah to students at the elementary education level in madrasas. Data collection is carried out systematically, starting from preliminary studies, researchers go to the field to collect data, analyze data, to report research results. The techniques used are observation of learning activities in madrasas both inside and outside the classroom, then interviews with informants, and document studies (relevant scientific articles) (Assingkily, 2021). Data analysis uses data reduction techniques, as an effort to sort out the data needed according to relevance to the research theme, then the researcher presents the data to verification to draw a conclusion. Test the validity of the data using triangulation techniques as a form of persistence of observation and member check data efforts.

RESULTS AND DISCUSSION

Descriptions related to the results of this study were compiled based on answers to research questions through interviews and direct observations in the field.

Character values contained in the subjects of Akidah Akhlak

Learning and character education must be reintroduced as values that are integrated and structured in various subjects (Mulia, 2020: 118-129). The dominance of the cognitive domain so far has only been able to work to measure speed, measure new things, store and recall objective information and play an active role in counting numbers, then what children need in education today is not only in the cognitive realm but also in the

affective realm (Jannah, 2020: 237-252). Without a good attitude, children's personalities become less even though their intelligence is very good (Putra, 2017: 147-156).

In this case, Mr. Muhammad Faisal, S. Pd as the Head of Madrasah said:

"*...In my opinion, the value of character is a form of good attitude and behavior. Where character values are moral forms that have good behavior and must also be instilled in the world of education. Where, character values as a form of character and behavior of a person that can be formed and changed. Where this is a government program to form a good personality or character for students, both in terms of religion, honesty, tolerance, discipline, democracy, friendship, love of peace, care for the environment and nature, social care, and responsibility for their duties. The character values contained in the moral aqidah lessons are certainly very much we can get, because the moral aqidah is a special lesson in the formation of morals, character, behavior, character and behavior of a person*" (Results of an interview with Mr. Muhammad Faisal Marpaung, S. Pd, June 1, 2022, at 09.00 WIB).

In line with the interview excerpt above, Ms. Siti Hawa Sitorus S.Pd.I., as a teacher in the field of aqidah morality, said:

"*...According to the mother, character values are a form of quality that must be instilled and applied in one's behavior or character, both for ourselves and for others. In my opinion, as a teacher of moral aqidah, of course, the most important character values are high spiritual traits, so that good morals and character arise. Be it in terms of religious values, honesty, tolerance, discipline, hard work, creativity, mutual respect for achievements, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility in life. In this case, we must instill in a student or student in our school. Where in this case is also very related to the material that I teach at this Madrasa*" (Results of an interview with Mrs. Siti Hawa Sitorus, S. Pd.I., May 30, 2022, at 09.00 WIB).

From the explanation above, it can be concluded that in the aqidah moral lesson there are character values that can be instilled in a student, especially at MTs Al Washliyah Binjai Serbangan, Air Joman District. In this case, as seen from the statements and opinions of the Head of Madrasah and Aqidah Akhlak Teachers.

Aqidah Akhlak learning is included in activities that shape the morals of students, because the learning process is related to morals, which is one way of learning that shapes the character and character of students (Suryawati, 2016: 309-322). From the explanation above, it can be concluded that in the aqidah moral lesson there are character values that can be instilled in a student, especially at MTs Al Washliyah Binjai Serbangan, Air Joman District. In this case, as seen from the statements and opinions of the Head of Madrasah and Aqidah Akhlak Teachers.

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In planting character values in madrasas, a teacher must be effective and good in delivering the material provided. In this case, Mr. Muhammad Faisal, S. Pd as the Head of Madrasah said:

"*...In my opinion, Aqidah Akhlak teachers have been quite effective because they have been briefed and brought several times with supervisors to provide guidance and direction to all teachers, both certified and those who have not been around developments in teaching and learning activities. And often conduct evaluations related to the extent of development experienced by students. Because when I see students walking they are polite and shake hands when meeting or meeting the teacher in the morning. The students also interacted well with each other without bullying each other. This is a form of implementation of the results of learning aqidah morals. Where it means that many or few students and students can apply religious lessons, especially in aqidah moral lessons at school, which means that they can apply a little more. This is the form of goodness obtained from religious lessons, especially in learning moral aqidah at school*" (Results of an interview with Mr. Muhammad Faisal Marpaung, S. Pd, June 1, 2022, at 09.00 WIB).

In line with the interview excerpt above, Mr. Syahdan Sitorus S. Pd, who is the deputy head of the madrasa said:

"*...God willing, in my opinion it has been effective, even if there are one or two students who are still not in accordance with the objectives of the learning or not according to expectations, it may be due*

to certain inhibiting factors so that students who do not meet expectations do not apply the learning given by the teacher, especially the teacher. moral creed. Regarding learning, Alhamdulillah, God willing, all learning is implemented well. Moreover, the lesson of aqidah morality is a religious lesson that must be instilled in students, because shaping the personality and character of children is not easy, there are many trials and challenges that must be endured in shaping the character of students. Moreover, we often conduct evaluations related to the learning and development of students in this school. Even if there are obstacles that occur, it is natural because not all educational processes run smoothly" (Results of an interview with Mr. Syahdan Sitorus, S. Pd, June 1, 2022, at 11.00 WIB).

As for the character values in the Aqidah Akhlak subject, the Material of Adab Associating with Brothers and Friends and the Story of the Exemplary Companion of Abu Bakar Ash-Siddiq, it can be concluded that it can be applied and has success and is effective, where a madrasa leader to the teacher is very cooperative in instilling character values in a student for the achievement of excellent Madrasa programs and teachers.

Based on the description above, it can be understood that there are at least 9 values obtained from the subjects of Aqeedah Akhlak, the exemplary material of the story of the friend of Abu Bakar ash-Siddiq including the attitude of love for Allah and the truth, responsibility, discipline and independence, trustworthiness, respect and courtesy, compassion, caring and cooperative, confident, creative, and unyielding, fair and leadership spirit, kind and humble, as well as tolerant and peace-loving. These components are needed in the implementation of character education. This is the main thing that must exist and play a very important role in character education. From the nine pillars, one's character can be realized or formed at least based on these pillars.

The Strategy Process for Cultivating Character Values in Akhlak Akidah Subjects

In planting character values, of course there is a process that must be carried out by a teacher of Aqidah Akhlak subjects, in which case the teacher takes steps before carrying out the learning process (Banna, 2019). As Mr. Muhammad Faisal, S. Pd as the Head of Madrasa said:

"...As for the strategy process for inculcating character values contained in the learning of moral aqidah, namely, the teacher makes preparations for both administrative preparation and self-preparation to deal with students. The school also held lectures on Wednesday mornings, where religious teachers, especially religious and moral teachers, gave lectures in front of all students and morning remembrance on Fridays. Our hope also serves to shape the spiritual nature of students. Where I see that each subject teacher often discusses students who have problems both from behavior, student morals and other things. Where here I see it means that all teachers really care about the personality of students who are not good according to them, even when there are students with problems, the teachers especially homeroom teachers call the parents of the problematic students" (Results of an interview with Mr. Muhammad Faisal Marpaung, S. Pd, June 1, 2022, at 09.00 WIB).

Where is the purpose of learning aqidah morals in schools, of course the first because it is a field of study that must exist in madrasas in accordance with existing regulations, then morality is very important, therefore the purpose of learning aqidah morality is so that students get coaching, learning about how The real moral aqidah that must be instilled in family life, in friendship, in the social environment and in social life. Because we see a lot and rampant promiscuity that is not good, juvenile delinquency in front of our eyes teenagers commit very naughty acts that are not in accordance with religious regulations and applicable laws (Hasanah, *et.al.*, 2019: 217-222). Therefore, it is very important to have moral aqidah lessons in madrasas.

In line with the above, Ms. Siti Hawa Sitorus S. Pdi, as a teacher in the field of aqidah moral studies said:

"...Alhamdulillah so far I think that is enough, because we are here to evaluate what we have taught. Often hold meetings related to developments, problems, and developments that occur in this school. When there are students or students who have problems, we process them quickly, as well as students who are difficult to catch lessons, who have a lot of absences, who do bad actions, and other things. We process all these students through their homeroom teacher, then to the student council, and if necessary we also invite or call the parents of students with problems. This is where our concern for students is how to make students in this school really have good personality, character, and character that must be instilled. Therefore, it is very necessary to have a strategy that must be made, chosen and prepared before carrying out the process of learning activities, especially in learning the moral

aqidah that I teach. The strategy that I use in the implementation of learning aqidah morality in this school, delivery of material, then discussion, then I also give an example. This means that I use several strategies, where the strategy I use must be adjusted to the material I will convey, so that students can digest and understand the learning". (Results of an interview with Mrs. Siti Hawa Sitorus, S.Pd.I., May 30, 2022, at 09.00 WIB).

In following the implementation of Aqidah Morals learning, God willing, students are enthusiastic, meaning that in the learning process students do not complain much in learning, especially in learning Aqeedah. when the teacher entered they were noisy at first, but as soon as the teacher entered the students were immediately silent and ready to take their seats. Even if there are friends who are still noisy or can be said to be playing games, then their friends remember that they are not noisy because there is a teacher in front or the subject teacher has entered.

This is where it can be judged that they are enthusiastic and support each other and remind their friends when their friends are not focused in the learning process. Besides that, the enthusiasm of those who often ask subject teachers, which means that they often ask questions means that they are very enthusiastic in the lessons I teach, namely the lessons of aqidah morality. Then it is very clear that in the implementation of moral aqidah learning in this school, it aims to form good personality, morals and character. Because morals and character can be taught, instilled and directed and fostered (Bariah & Assya'bani, 2019: 139-162).

In the learning process, of course there are obstacles in the process of implementing learning, then there is a success rate of planting character values from the implementation of learning in Aqidah Akhlak subjects (Darmawan & Rohmah, 2022: 176-185), in this case Mr. Muhammad Faisal, S. Pd as the Head of Madrasah said:

"...*the existence of smartphones that students are so free to use is not controlled by their parents, and even then we are also processing it because we once found students carrying cellphones and we checked there was a chat that they shouldn't know and it's inappropriate. Therefore, there must be obstacles faced, even all schools must have obstacles in achieving learning goals at school. Alhamdulillah, so far the teachers of religious subjects, homeroom teachers, especially aqidah moral teachers have reported to us that many good things have happened, even though there are obstacles, but God willing, everything can be resolved well. Because we often hold meetings, where one of the meetings contains evaluations in learning. So far, students have had more positive impacts than negative ones. That's the report I got as the head of the Madrasa at MTs Al Washliyah Binjai Serbangan*" (Results of an interview with Mr. Muhammad Faisal Marpaung, S. Pd, June 1, 2022, at 09.00 WIB).

Regarding the success rate of the strategy for inculcating character values in learning aqidah morals at this school, Mrs. Siti Hawa Sitorus S. Pdi, as a teacher in the field of aqidah morality, said:

"...*alhamdulillah if the success rate of the strategy of planting character values in learning aqidah morals at this school is quite good, not because I am a teacher of aqidah morals I praise but we can see from the learning process and the objectives of the learning. We see from the delivery of material for grade seven or grade one to grade nine or grade three, there is an effect that they are afraid of saying dirty things to their friends, especially in front of the teacher, because I have met when a student said dirty his friend reminded him even his friend hit his friend who said dirty, then after that I noticed*" (Results of an interview with Mrs. Siti Hawa Sitorus, S.Pd.I., May 30, 2022, at 09.00 WIB).

Based on the description above, it can be interpreted that the strategy process for inculcating character values in the Aqidah Akhlak subject, the material of etiquette, associating with relatives and friends and the story of the exemplary friend of Abu Bakar Ash-Siddiq ra, is carried out with the creativity and uniqueness of teaching a teacher, which in terms of In this case, the Aqidah Akhlak subject teacher can give an example from personality behavior, then from choosing strategies and applying them in the process of implementing learning. Where the Aqidah Morals teacher also applies exemplary strategies to students and the habituation carried out by the teacher to students, so that students can see and have examples in Madrasas. Then in the implementation of the learning process is also supported by the program from the Madrasa itself. So that it has its own uniqueness in terms of instilling character values in Aqidah Akhlak subjects.

Supporting and Inhibiting Factors for Inculcating Character Values for Students in Akhlak Akidah Lessons

In relation to the formulation of the problem, the researcher seeks answers to the questions of what are the supporting and inhibiting factors in the implementation of learning aqidah morality. So in this case, the researcher conducted interviews with several informants, including teachers of moral aqidah, principals, vice principals and students.

The results of the interview with the head of the Madrasa, namely Mr. Muhammad Faisal Marpaung, S. Pd, obtained the following answers:

"...if the supporting and inhibiting factors of the implementation of the strategy of planting character values in the moral aqidah subjects at this school, that is, so far from my knowledge and observations, the supporting factors are actually the supporting factors in carrying out learning, yes, from ourselves as a teacher, especially The teacher must set a good example for the students, must be firm, we are good role models for our students, Insyaa Allah the students will follow suit, and don't forget to always pray for our children to be successful and have good characters, also this is supported by the existence of textbooks provided from schools, as well as infocus or projectors, then the existence of good facilities and infrastructure that can be used by teachers to support teaching and learning activities and also understand and obey students with existing regulations. This madrasa, and most importantly the teachers choose This is a good strategy in carrying out the learning process, also supported by parents of students at home as well as the community environment" (Results of an interview with Mr. Muhammad Faisal Marpaung, S. Pd, June 1, 2022, at 09.00 WIB).*

In line with the interview quote above, then the teacher of moral aqidah, namely Mrs. Siti Hawa Sitorus, S.Pd.I., said:

"...The supporting and inhibiting factors of the implementation of the strategy of planting character values in the Aqidah Morals subjects in this school are certainly there, but the teacher's approach is important, how do we as teachers have authority, a good attitude so that students can see and hear what is being said. we tell them. In addition, teachers and parents must collaborate in instilling character in children". (Results of an interview with Mrs. Siti Hawa Sitorus, S.Pd.I., May 30, 2022, at 09.00 WIB).

Then the researcher interviewed the deputy head of the Madrasa, namely Mr. Syahdan Sitorus, S. Pd, he said:

"...the supporting factor is that we ourselves as teachers make and apply the rules, we have to set a good example for our students, for example, if my situation is like this (while taking off the cap) I can't raid children who don't wear caps. As much as possible we must set an example of good things to students and pay attention to our attitude as educators, we must continue to motivate students to always want to participate in every activity that we have planned. Parents must also take part in changing the behavior and character of students who are not good, it's not just the school that is required to educate their children well, but parents at home must also be able to set an example and supervise their children properly" (Results of an interview with Mr. Syahdan Sitorus, S. Pd, June 1, 2022, at 11.00 WIB).

The results of the interview above are in line with the excerpt from an interview with M. Raup Padli, a class VIII-D student, who said:

"...In my opinion, Sir, those who support the implementation of Aqidah Morals learning are my parents, my family, and the teacher who teaches. Because they are the main supporting factors for me, especially in instilling character in myself. For that, I really thank them very much" (Results of an interview with M. Raup Padli, a class VIII-D student, May 30, 2022, at 11.30 WIB).

Based on the results of the interviews above, it can be concluded that the supporting factors for the internalization of character values in the Aqidah Morals subjects are from the teacher's example, strategies in teaching teachers, and teacher assertiveness. In addition, other factors that can be obtained by students also come from teacher motivation, support and attention from parents, also cannot be separated from a good playing environment.

In addition to supporting factors, researchers also obtained information from informants regarding the existence of inhibiting factors. The results of the interview with the Head of the Madrasa, namely Mr. Muhammad Faisal Marpaung, S. Pd regarding the factors that inhibit the internalization of character values in the Aqidah Morals subject on Wednesday, June 1, 2022, obtained the following answers:

"...as for the inhibiting factor, namely the obstacles that are often faced in applying character values in the process of teaching and learning activities, of course there are, and must always be faced by every teacher wherever they are, I think that is because there are still many students who do not comply with the rules that have been made by the teacher. the teacher and the school, no matter how good a policy or regulation is made, it cannot be implemented if students do not want to obey and follow it, students tend to argue, are naughty and naughty or fight against the rules made, as a result, it is certain that the goals to be achieved and formed are like discipline. , being a religious, moral, character person does not run optimally and does not match what the teacher expects even myself, we at school have tried our best, but seeing the environment outside the school and the relationships out there so they become naughty and fight every policy which is made" (Results of an interview with Mr. Muhammad Faisal Marpaung, S. Pd, June 1, 2022, at 09.00 WIB).

In line with the above, Mrs. Siti Hawa Sitorus, S.Pd.I., a teacher of moral aqidah, said that the inhibiting factors were as follows:

"...As for the inhibiting factors, the opposite of all that, families and parents who pay less attention to how their education is at school, how parents support and protect and set an example for their children, and pay attention to their children. Then the surrounding environment, as well as teachers who can model and can be emulated. If everything is good from the family and the environment is not good, then this is the main inhibiting factor. So that students get cross-education in education and learning. We give an example if at school the teacher teaches to pray but at home the parents don't pray how? If at school the teacher teaches to speak good and polite, but when at home the family environment speaks bad language?" (Results of an interview with Mrs. Siti Hawa Sitorus, S. Pdi, May 30, 2022, at 09.00 WIB).

Then the researcher asked the deputy head of the Madrasah, namely Mr. Syahdan Sitorus, S. Pd regarding the inhibiting factors for the internalization of character values in the subjects of aqidah morality, the answers were obtained as follows:

"...related to the inhibiting factors for the internalization of character values in aqidah moral subjects, in my opinion the most inhibiting is the learning time obtained is very short and sometimes the lesson schedule can be scheduled at noon which has passed other lessons such as general lessons in school, they become unmotivated because they have done a lot of learning activities, are sleepy, hungry, and so on. So what will be done by the teacher will not be optimal. The biggest obstacle I feel is actually in the students themselves, who are sometimes influenced by the environment of their friends as well, sometimes these children are followed by their friends who are naughty, so they are also badass. If there is a withdrawal, he will also pull it out, if the children are naughty it's usually because of the lack of attention from his parents at home so he keeps making mistakes". (Results of an interview with Mr. Syahdan Sitorus, S. Pd, June 1, 2022, at 11.00 WIB).

The interview excerpt above informs that the inhibiting factor in the internalization of character values in the Aqidah Morals subjects is from within the students themselves, namely in the form of awareness in obeying the rules and following every rule in the implementation of learning, then the school environment / classmates, in addition to it is also the time for learning aqidah morals which is less effective because it is carried out in the afternoon let alone finished carrying out sports activities outside the classroom and the most important thing is the support of parents to participate in controlling their children at home (Walad, 2021: 28-37).

According to Ali (2021: 23-49), the factors that affect the cultivation of student character values are generally categorized into two, namely internal factors and external factors. Furthermore, internal factors lead to personal and institutional aspects in developing character-building programs for students. While external factors come from outside the institution that can support or hinder the implementation of an activity.

Based on the description above, it can be concluded that the internal and external factors of the institution (madrasah) have an equal role in influencing the supports and obstacles in the character-building strategy for students in the lessons of moral aqidah. Thus, the characters obtained from imitating the story of the friend of Abu Bakar ash-Siddiq can be practiced through the strategy of internalizing values and habituation, although they still get obstacles and support.

CONCLUSION

Based on the findings and discussion above, it can be concluded that first, the character values contained in the Aqeedah Morals lesson, the material for socializing with relatives and friends, as well as the exemplary story of Abu Bakar Ash-Siddiq ra. what is meant in this study are positive values or norms. Among them are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, care for social and responsibility; second, the strategy applied by the teacher in instilling character is the internalization of values and habituation; and third, the most supportive factor in this activity is the teacher's strategy and approach to students, then other supporting factors also cannot be separated from a good playing environment and the most important support from parents. While the inhibiting factors are students who are less obedient to the rules that have been made, then the implementation time is not right, and the most important is parental support to participate in controlling their children at home and in their play environment.

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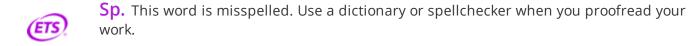**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

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