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# The Strategy of Islamic Religious Education Teachers in Fostering Student Morals at Elementary School

**Mardianto[1✉], Lidra Agustina Tanjung[2], Fahri Agung Nasution[3],**
**Fiki Robi Handoko Harahap[4], Vera Yunita Siregar[5], Silvi Rewita[6], Sabila Akbar[7]**
[1,2,3,4,5,6,7] Universitas Islam Negeri Sumatera Utara Medan, Indonesia
mardianto@uinsu.ac.id, lidraagustinatanjung@gmail.com, fahriagungnasution@gmail.com,
fikirobihandokoharahap@gmail.com, verayunitasiregar@gmail.com, silvirewita@gmail.com,
sabilaakbar@gmail.com

**Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan strategi guru pendidikan agama Islam (PAI) dalam membina moral siswa usia dasar. Latar penelitian ini bertempat di SMP IT Mutiara Aulia Medan Sunggal. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Sumber primer data riset terdiri dari kepala sekolah, guru PAI, dan tiga orang siswa, sedangkan data sekunder diperoleh dari buku, catatan dan artikel ilmiah relevan sebagai pendukung data utama. Pengumpulan data penelitian menggunakan metode observasi, wawancara dan studi dokumen. Analisa data menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menyimpulkan bahwa strategi kontekstual dan metode pembiasaan diterapkan oleh pihak guru PAI dalam membina akhlak siswa. Adapun bentuk konkritnya meliputi kegiatan berdoa sebelum dan sesudah pembelajaran, kegiatan tadarus rutin al-Qur'an, dan doa bersama pada setiap kegiatan sekolah, sehingga seluruhnya diarahkan pada penanaman sikap religius bagi siswa. Strategi tersebut didukung oleh 3 faktor, yaitu kompetensi guru PAI, fasilitas memadai, dan waktu belajar yang tersistem. Begitupun, terdapat 2 faktor penghambat, yaitu kurangnya kesadaran siswa dan lingkungan sekitar siswa yang belum antusias perilaku ibadah.

**Kata Kunci:** *Guru PAI, Strategi Pembinaan Akhlak.*

**Abstract**

*This study aims to describe the strategies of Islamic religious education (PAI) teachers in fostering the morale of elementary age students. The setting of this research took place at Mutiara Aulia Medan Sunggal IT Middle School. This research uses a qualitative approach with a descriptive study method. The primary sources of research data consist of school principals, PAI teachers, and three students, while secondary data are obtained from books, notes and relevant scientific articles to support the main data. Collecting research data using observation, interviews and document study methods. Data analysis using data reduction techniques, data presentation, and drawing conclusions. The results of this study concluded that contextual strategies and habituation methods were applied by the PAI teachers in fostering student morals. The concrete form includes prayer activities before and after learning, routine Al-Qur'an recitation activities, and joint prayer at every school activity, so that all of them are directed at cultivating a religious attitude for students. This strategy is supported by 3 factors, namely the competence of PAI teachers, adequate facilities, and systematic study time. Likewise, there are 2 inhibiting factors, namely the lack of awareness of students and the environment around students who are not yet enthusiastic about worship behavior.*

**Keywords:** *PAI Teacher, Moral Development Strategy.*

## PRELIMINARY

Education is a system that fosters morale, develops insight, and trains students' skills. As a national asset, individuals who are in the basic age phase have unique potentials and talents, and are different from one another. In this context, educators are expected to be able to see the potential direction and placement of students' talents according to the activities needed for children's development. This aims to improve the quality of human resources (HR) for the development of a nation (Purwaningrum, 2015).

The community views educational institutions in the modern era as capable of producing superior and intelligent generations, as well as having broad insights and tenacious skills. However, education seems to forget its essence as a steward of people's lives, namely the internalization of morality as a character for the superior generation. How is it possible for a nation to progress if the educated do not want effective

communication, interaction, collaboration in every sector of life. This is of course based on the aspect of morality which creates awareness of the importance of cooperation for common progress and prosperity, not just belonging to a handful of people or some groups (Khoirunisa & Hidayat, 2017).

Educators have an important role in helping students achieve the integrality of abilities needed for their future. Starting from high-level thinking skills, critical thinking skills, collaboration and networking skills. In fact, as of 2014 the government has promoted professional teacher competency development, followed by 2016 programs to strengthen character education, and most recently learning independence for children. This is systematically arranged to prepare superior generations in the future (Zuhdi, 2019).

Preparation for advanced and golden Indonesia exactly one century after the nation's independence, requires careful planning, flexible implementation, and measurable and controlled futuristic evaluation. In this context, educators are required to be able to apply appropriate strategies according to the needs of achieving learning objectives. Furthermore, strategy is also an important part of getting around the learning process. How come? A school often does not have adequate facilities, comprehensive academic policies, or even non-conducive learning conditions. All will be helped by appropriate learning strategies practiced by the teacher (Hantoro, 2021).

The learning strategy for teachers is the tactic of using various media, human resources, and all learning components to support the achievement of educational goals. Utilization in question is optimal in terms of situations and conditions to reach learning targets, namely students. The strategy used by PAI teachers in fostering student morals actually has a major influence on students' awareness of the importance of displaying noble personalities as true Muslims. Of course, moral practice for students is not only in the school environment, but also when they are in the family environment and the wider community (Jannah, 2019).

In response to this, the strategies implemented by PAI teachers should also synergize with the application of student moral practices at home and in society. The school must also cooperate with the community through the school committee or direct interaction, as well as with parents or guardians of students. Thus it can be concluded that the strategy that has been implemented by the PAI teacher is the real action of the teacher or the teacher's practice of carrying out teaching in a certain way, which is considered more effective and efficient. In other words, the teaching strategy is learning tactics in the classroom. The tactic should reflect systematic and systematic steps (Hikmah, 2016; Assingkily, *et.al.,* 2020).

Moral development carried out at Mutiara Aulia IT Middle School is the most important mission that must be carried out by PAI teachers to students, so the task of PAI teachers at schools, especially at Mutiara Aulia IT Middle School is to foster and educate their students through Islamic religious education that can foster students' morals and practice it in everyday life to realize this, PAI teachers must be able to try and use several strategies in efforts to foster student morals, both strategies in delivering Islamic religious material using strategies about what activities must be carried out in fostering student morals because by using strategies can produce the desired goals in education.

To achieve the functions and objectives of education mentioned above, the role of religious education is very necessary, without denying the role of the educator in shaping student behavior, including the role of the family which is very important, if there is no family role then what is taught by educators in schools will not can be applied in everyday life. Because the family has a role in monitoring changes in the behavior of their children at home (Julianto, 2019).

PAI teachers as role models who teach religion to students, are required to be able to educate students about Islamic insights and worship practices, so that students gain experience of worship and practice at the same time. This is in line with the aim of teaching Islamic education, which is to give birth to a generation of true Muslims who are faithful, knowledgeable, and do good deeds. So that in a moral education, PAI does not only want the attainment of knowledge but must be based on the presence of high moral spirit and good morals (Summiyani, *et.al.,* 2022).

In fact, strategies for developing student morals have been researched from various scientific perspectives, including discussing aspects of implementing Islamic culture in schools (Raudhatinur, 2019;

Albi, 2022), fostering noble morals for elementary school students (Sylviyanah, 2012), moral development in the process learning in the classroom (Juraini, *et.al.*, 2018), teacher communication patterns in schools (Susanto, 2018), implementation of student coaching in madrasah (Iskandar, 2017), integration of values education for elementary age students (Robiansyah, 2010), methods and strategies for developing student morals (Ramadhani, 2022), the teacher's role in fostering student morals (Nasihin, 2015), parental support and the level of student religiosity (Lubis & Aziz, 2014), management of students' moral development in Islamic boarding schools (Amrizal, *et.al.*, 2022), moral development through extracurricular activities (Hasanah, 2017), the effectiveness of Quran tadarus for developing student morals (Zuhri, 2013), and the professionalism of PAI teachers in fostering student morals (Wulandari, *et.al.*, 2022).

Looking at the literature review above, the researcher believes that students at SMP IT Mutiara Aulia Sunggal have not been studied specifically about how the PAI teacher's strategy is in fostering student morals. Based on the researchers' observations, most of these junior high school students already reflected quite good religious behavior as reflected in the value of honesty, for example when a student is guilty he wants to admit his mistake and wants to apologize for his mistake. Then a good attitude of humility, for example when there is a student who is ridiculed by his friend but the student is silent and does not want to reply. In fact, always be polite, for example they speak gently when talking to teachers or older people.

The existence of morals has almost absolute absolutes, just as Islam is a building, morals are the pillars that must be upheld by every human being. Therefore, a person must be based on the correct creed. From some of the things mentioned above, researchers are interested in conducting research at the school with the title "Strategy of Islamic Religious Education Teachers in Fostering Student Morals at SMP IT Mutiara Aulia".

## METHOD

This research uses a qualitative approach with a descriptive study method. The primary sources of research data consist of school principals, PAI teachers, and three students, while secondary data are obtained from books, notes and relevant scientific articles to support the main data. Collecting research data using observation, interviews and document study methods. Data analysis using data reduction techniques, data presentation, and drawing conclusions. Furthermore, testing the validity of research data using data triangulation techniques, to see the level of data compatibility, data credibility, data dependability, and confirmability (Sugiyono, 2016).

## RESULTS AND DISCUSSION

### PAI Teacher's Strategy in Fostering Student Morals at SMP IT Mutiara Aulia Sunggal

Moral development is a top priority because it mostly relies on students as the next generation of an Islamic nation that reflects students who are Muslim. The process of instilling good morals in students can be started from worship activities (Mellani, 2021). The higher one's aqidah, the higher the spirit in worship and the better the morals. The process of instilling and fostering student morals can be started from lessons and religious activities at school (Warasto, 2018). The learning process and activities carried out at SMP IT Mutiara Aulia such as carrying out tadarus every morning together in their respective classes, lining up in the school yard every morning by listening to student lectures in turn, praying in congregation, and so on that trigger growth good morals in students.

The real conditions that are currently happening at Mutiara Aulia Sunggal IT Middle School are; national identity builders are fading, which are caused by: (1) lack of example in students, (2) news from print and electronic media that does not educate, (3) education has not made much of an optimal contribution in fostering student morals. Therefore, to overcome this, a strategy for Islamic religious education teachers is needed in fostering morals. This is very important to do.

To find out this, the researcher conducted an interview with the principal at SMP IT Mutiara Aulia Sunggal, he emphasized: "*In this school I apply the 5S rules, namely smile, say hello, greet, shake hands and*

*be polite. Like when meeting other students, meeting teachers, or other people in the school environment*" (Interview results with Mr. Suzatmiko Wijaya, M.Pd., 5 November 2022, 08.00 WIB)

Based on the results of interviews that were conducted by researchers with the head of SMP IT Mutiara Aulia Sunggal about the strategy of Islamic religious education teachers in fostering student morals, the researchers concluded that the strategy carried out by Islamic religious education teachers was by getting used to the 5 S behavior, namely smiling, greeting, greetings, greetings and courtesy that has been applied. This is a very big hope, especially for Islamic religious education teachers to instill good habits for the students themselves and to strengthen friendship with all members at Mutiara Aulia Sunggal IT Middle School.

According to Adilham (2020), moral development carried out by PAI teachers is the main alternative in helping students' moral and religious development. The strategy carried out by Islamic religious education teachers in fostering Student Morals at Mutiara Aulia Sunggal IT Middle School was expressed by Mr. Amin as an Islamic Religious Education teacher at Mutiara Aulia IT Middle School, he replied:

*"To foster student morals, as an Islamic religious education teacher I apply a habituation strategy to them. This habit starts from small and simple things which will later become a habit for them, such as every time they meet the teacher the students shake hands and kiss the teacher's hand, the second is the way to dress is regulated in the school rules so, you are not allowed to wear pants and hanging skirts, may not be disobedient, and for men may not have long hair*" (Results of interview with Mr. Amin Nugroho, S.Pd., 8 November 2022, at 09.15 WIB).

Based on the results of the interviews that the researchers conducted with Mr. Amin as an Islamic religious education teacher, the researchers can conclude that the habituation strategy applied by the teacher aims to form a good habit for students in doing everything. Cultivating good habits is not easy and takes a long time. However, if it becomes a habit, it will be difficult to change from that habit.

Supporting the description above, Illahi & Satria (2022) explain that it is very important to instill good habits from the beginning of a student's life. The Islamic religion attaches great importance to habitual education, with this habituation it is hoped that students will practice their religious teachings in a sustainable manner. Thus, it can be understood that good habits will give birth to good character or personality in students.

*Student Moral Development Activities, Supporting and Inhibiting Factors*
The form of activities carried out to foster student morals as expressed by Mr. Amin as an Islamic religious education teacher at Mutiara Aulia IT Middle School, he answered:

*"The form of activities carried out to foster student morals is carried out by disciplinary action such as arriving on time at least 5 minutes before the bell starts and arrives at school. Greet the teacher who is already waiting in front of the gate. As for other activities, such as lining up in the school yard before entering the class to carry out tausyiah in turns between students, and listening to the teacher's advice who will enter during the first lesson and after in class carrying out a prayer together before studying. Not only that, there are other forms of activity to foster student morals once a week, namely on Fridays. Students are asked to pray together and listen to speeches from students who have had their turn*" (Results of Mr. Amin Nugroho's interview, November 8, 2022, at 09.15 WIB).

Based on the results of interviews that the researchers conducted with Mr. Amin as an Islamic religious education teacher at SMP IT Mutiara Aulia to find out what activities were carried out to foster student morals, the researchers concluded that the things teachers can do in fostering student morals are carried out in various forms of activity. such as time discipline, taking turns holding tadarusan and tausyiah among students and then being listened to by all students of IT Mutiara Aulia Sunggal Middle School to form good morals.

Moral values are values that must be instilled in a person's soul so that these values can be integrated into his personality which will be reflected in a person's religious attitudes and behavior in everyday life

(Hawa, *et.al*., 2021). The moral values that are instilled in students at Mutiara Aulia IT Middle School are morals that are commendable to God, to fellow human beings, and to the surrounding environment. The moral development process that is carried out can be started with the value of worship. So, with this, praiseworthy morals to Allah SWT will grow and then provide knowledge about commendable morals in everyday life which is realized in deeds.

Based on the results of an interview with Mr. Amin as an Islamic religious education teacher he said that:

"*Every teacher must be a good role model for his students, both in terms of dress, speech. For example, when I teach about morals to students, I emphasize to always be kind, not only to fellow human beings, but also to maintain morals towards Allah SWT. With each other we must try to maintain friendship, not to hurt each other especially by speaking harshly. Get used to saying greetings between Muslims, shaking hands with older people, maintaining good manners, and speaking good words. If we have morals towards Allah, we must always protect ourselves so that we do not deviate from the provisions of Allah SWT, namely obeying everything He commands and staying away from all His prohibitions. Such as carrying out worship 5 times, meditation, giving alms and so on*" (Interview results with Amin Nugroho, S.Pd., 8 November 2022, 09.15 WIB).

Based on the results of the interviews above, the researcher can conclude that in fostering student morals the first thing the teacher has to do is to be a good role model for students. Then the teacher can give directions to students about the importance of having good morals towards others and also having good morals towards Allah SWT. This can be done by greeting fellow Muslims, being polite and respectful wherever they are, and always taking good care of the surrounding environment. In addition, students can also carry out religious activities that can support the development of student morals.

In addition to conducting interviews with Mr. Amin as an Islamic religious education teacher at Mutiara Sunggal IT Middle School, the researchers also conducted interviews with students at Mutiara Aulia Sunggal IT Middle School to ask for their responses regarding religious activities at school. As expressed by Yolanda Salsabila, a class VII student, who said that:

"*When Mr. Amin enters the class, he always gives us motivation and advice. We are encouraged to say hello when we meet the teacher, talk to anyone, and dress must also be taken care of. We were also taught that religious activities in morality do not only concern matters of worship but also in social religious activities*" (Results of Interview with Yolanda Salsabila, 10 November 2022, 11.00 WIB).

Based on the results of the interviews above, the researcher can conclude that in fostering student morals, the first thing the teacher must do is that the teacher must be able to be a good example and role model for his students. Then the teacher can give directions to students to have good morals towards others and also have good morals towards Allah SWT. For example, by getting used to greeting, being polite to older people, and maintaining the cleanliness of the school environment, students can also carry out social-religious activities that can support student moral development (Alamsyah & Nuralan, 2020).

Based on the results of observations that have been made, the researcher concludes that there are several strategies used by teachers to foster student morals at SMP IT Mutiara Aulia Sunggal, namely: First, a habituation strategy. The purpose of implementing this habituation strategy is to accustom students to doing an action that is done automatically without thinking about it and to provide opportunities for students to get used to practicing commendable behavior that has been taught by their religious teacher both individually and in groups in everyday life.

Second, exemplary. The purpose of implementing this exemplary is because a teacher is a person who is a role model and role model for students, therefore to achieve maximum results as a PAI teacher must be a good example for students to emulate and give good things to students. Third, motivation and advice. Providing motivation about the pattern of life in morals must always be instilled by the school because not all

students have families who can always encourage them in managing their bright future. In addition, giving advice can also help in fostering student morals.

The strategy of Islamic religious education teachers in fostering student morals in practice is of course still not optimal. This is because there are factors that influence it, both supporting factors and inhibiting factors. This strategy is supported by 3 factors, namely the competence of PAI teachers, adequate facilities, and systematic study time. Likewise, there are 2 inhibiting factors, namely the lack of awareness of students and the environment around students who are not yet enthusiastic about worship behavior.

## CONCLUSION

Based on the description of the findings and discussion of the research above, it can be concluded that contextual strategies and habituation methods are applied by PAI teachers in fostering student morals. The concrete form includes prayer activities before and after learning, routine Al-Qur'an recitation activities, and joint prayer at every school activity, so that all of them are directed at cultivating a religious attitude for students. This strategy is supported by 3 factors, namely the competence of PAI teachers, adequate facilities, and systematic study time. Likewise, there are 2 inhibiting factors, namely the lack of awareness of students and the environment around students who are not yet enthusiastic about worship behavior.

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