



Implementation of Religious Character Education in Fostering Good Ahlaq at MTs Miftahussalam Probolinggo

Muhammad Alfi Syahrin^{1*}, Adiba Maulidiyah²

Sekolah Tinggi Agama Islam Muhammadiyah Probolonggo¹

Program Studi Pendidikan Agama Islam Universitas Muhammadiyah Malang²

Email Koresponden: alvinalsyahrin@gmail.com

ARTICLE INFO

Article history

Received: 30 November 2023

Accepted: 30 November 2023

Published: 30 November 2023

Kata kunci

Akhlaq, Karakter Religius, Membina

ABSTRAK

Penerapan pendidikan karakter keagamaan saat ini sangat diperlukan untuk mengatasi akhlak kritis dan menumbuhkan akhlak yang baik. Penerapan merupakan upaya penerapan pendidikan karakter pada peserta didik melalui beberapa metode untuk mencapai karakter religius. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis penerapan pendidikan karakter religius dalam pembinaan akhlak yang baik di MTs Miftahussalam. Jenis penelitian yang digunakan adalah kualitatif lapangan yang bersifat deskriptif. Penelitian ini menggunakan teknik pengumpulan data berupa wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1. Implementasi pendidikan karakter religius di MTs Miftahussalam dilaksanakan pada: (a) kegiatan pembelajaran terpadu pada setiap mata pelajaran, dan (b) kegiatan pembelajaran di luar yang dilaksanakan melalui sekolah dan budaya. 2. Dalam penerapan metode pembentukan karakter religius, terdapat beberapa cara dan faktor yang menunjang keberhasilan metode tersebut, yaitu: (a) Komitmen Pendidik (b) Komitmen Kepala Sekolah (c) Pengadaan Prasarana yang Memadai 3. Pendukung dan penghambat Faktor-faktor dalam pelaksanaan pendidikan karakter religius di MTs Miftahussalam (a) Faktor pendukung antara lain: Keluarga, guru, lingkungan, fasilitas, masyarakat (b) Faktor penghambat antara lain: Keluarga, lingkungan sekolah, media informasi, dan masyarakat.

ABSTRACT

The implementation of religious character education today is very necessary to overcome critical morals and foster good morals. Application is an effort to apply character education to students through several methods to achieve religious character. This study aims to describe and analyze the application of religious character building in fostering good morals in MTs Miftahussalam. The type of research used is qualitative field which is descriptive. This study used data collection techniques in the form of interviews, observations and documentation. The results showed that: 1. The implementation of religious character education in MTs Miftahussalam was carried out on: (a) integrated learning activities in each subject, and (b) outside learning activities carried out through school and culture. 2. In the application of the religious character building method, there are several means and factors that support the success of the method, namely: (a) Educator Commitment (b) Principal's Commitment (c) Procurement of Adequate Infrastructure 3. Supporting and inhibiting factors in implementing religious

Keyword:

Akhlaq, Religious and Fostering Character

character education in MTs Miftahussalam (a) Supporting factors include: Family, teachers, environment, facilities, community (b) Inhibiting factors include: Family, school environment, information media, and community.

Introduction

Madrasah is believed to be able to integrate religious maturity and expertise of modern science to students at once. With this ability, madrasah will also be able to produce intelligent, creative, and civilized people to face the era of globalization (Merliana, 2023). So far, the characteristics of madrasah are only understood as educational institutions that present religious subjects only (Yahya, 2019). In fact, more than that madrasah is a manifestation of Islamic values in the totality of madrasah life.

The atmosphere of the madrasah that gives birth to these characteristics contains elements, such as: The embodiment of Islamic values in the entire life of the madrasah, actualized moral life, professional management, openness, and an active role in society. One of the efforts to maximize the quality of education is through improving the quality of character-based management.

The religious character in the madrasah or other educational environment must be reflected in the daily life practices of all madrasah residents including employees, teachers, students, and the head of the madrasa. Student management is the establishment and regulation of activities related to students from entry to exit of these students from a madrasah (Abdurrachman, 2020). Student management is not only in the form of recording student data, but covers broader aspects that can operationally help efforts to grow and develop students through the educational process at school.

The teacher as the presenter of learning material is compulsory and must pay attention to the individual aspects of students as subjects who receive learning material. In presenting the material, teachers must also pay attention to the abilities and conditions of students then look for appropriate methods (Sholeh, 2023). Because the learning process is the teacher's effort in communicating with students in delivering knowledge. A teacher must be able to demonstrate his abilities in front of students and show commendable attitudes in every aspect of life (Fatimah, 2015). The teacher is the ideal figure for every student (Hidayah, 2022). Usually what the teacher does will be a reference for students, thus the teacher as a model for students, then all his steps will be an example for every student.

Teacher performance is work performance in implementing educational programs that must be able to produce graduates / outputs that are increasing in quality, able to show the community in the form of good service, costs borne by consumers or people who entrust their children are affordable and not burdensome, task executors are getting better and developing and able to follow the dynamics of community needs that are always changing in accordance with the progress and demands of the times (Ansori, 2022).

Based on the observations made by the author, data was obtained that explained that MTs Miftahussalam is a madrasah located in a rural environment, precisely located in Lambangkuning Village, Lumbang District, Probolinggo Regency and is under the auspices of the Miftahussalam Islamic Education Foundation (YPI). While the educational institutions managed include KB, RA, MTs, and Islamic boarding schools. Overview of MTs Miftahussalam Lambangkuning students, Lumbang District, Probolinggo Regency. What the author sees today, they are used to doing the 5 S's (smile, greeting, greeting, politeness, courtesy) to teachers and friends. They always got off the bike when they entered the gate and kissed the teacher's hand, then they pushed the motorbike into the parking lot.

Method

This research uses a descriptive qualitative research approach, which focuses on 3 aspects, namely teachers, students, and character education materials. Located in MTs Miftahussalam with research subjects namely principals, teachers of religious subjects and teachers of student affairs. Data collection techniques use interviews and documentation, while data analysis techniques use interactive analysis consisting of; data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Character education is designed with the aim that students recognize, realize and perform character values taught in everyday life both formally and informally. The implementation of character education is not only during learning, but more broadly, namely in everyday life (Devy Habibi Muhammad, 2021). The organizer of religious character education is not only the task of the school, but all components of the school such as: principals, teachers, employees, and even parents (Mujiono, 2022). Because the purpose of character education will not be achieved if it is only handed over by the teacher alone (Hidayah, 2022). Therefore, all stakeholders are obliged to instill character values in learners. Thus, character education providers need to be implemented together.

1. Strategies for Fostering Religious Character Education at MTs Miftahussalam

The strategies used in implementing religious character education in MTs Miftahussalam are carried out through:

a. Teaching and Learning Activities

The integration of religious character education in the process of teaching and learning activities is carried out starting from the planning, implementation, and evaluation stages of learning in all subjects. The process of integrating character values can be done by choosing character values that are in accordance with the Basic Competencies to be achieved. Learning success that contains character values needs to be supported by appropriate learning ideas and learning resources (Prasetya, 2014). Learning process planning is not only a syllabus that needs to be prepared by teachers, but Learning Implementation Plans are also very important to support the success of the learning process (Halili, 2022). The integration of religious character education in the learning process at MTs Miftahussalam is carried out starting from the planning, implementation, to evaluation stages of learning in all subjects. These stages will be described as follows:

1) Learning Activity Planning

Before carrying out learning, MTs Miftahussalam teachers make plans such as preparing Learning Implementation Plans which are used as guidelines in the implementation of learning. In learning planning carried out by the teacher, it begins with the breastfeeding of the Learning Implementation Plan. The Learning Implementation Plan prepared by the teacher contains religious character values that the teacher will instill in students through the learning process. Preparation of Learning Implementation Plans that teachers will instill in students through the learning process by instilling character education in the learning process.

The integration of religious character education in MTs Miftahussalam in the Learning Implementation Plan is quite good. In the learning implementation plan, there are nine religious character values developed or implemented in MTs Miftahussalam, namely religious values, tolerance, honesty, democracy, national spirit, confidence, caring, discipline, and responsibility.

The nine values of character education are inserted / input in the learning implementation plan that the teacher makes, as a guide in the learning implementation process. The implementation of Learning Activities has been made by MTs Miftahussalam teachers, of course, used as a teacher guide in the implementation of learning. If the Learning Implementation Plan has a plan for instilling good character values, of course, the implementation will also run well.

The implementation of religious character education through the integration of character education in the process of implementing this learning aims to make students easily understand and integrate with the values of character education through the material taught, it is hoped that with the provision of the material, students can get used to applying character education values both to themselves and socially in the school environment, family and community. The values of character education that are implemented gradually are written in each Learning Implementation Plan that has been made by the teacher. In the Learning Implementation Plan, each learning material does not only contain one value, but several

values at once adjusted to the subject matter. With this, the teacher will know that each subject will be focused on the value that must be developed.

2) Evaluation of Learning Implementation

Evaluation or assessment is a very important part of the educational process (Susandi, 2021). In religious character education, judgment must be done properly and correctly (Pentianasari, 2022). Assessment concerns not only the cognitive achievement of learners, but also their affective and psychomotoric achievements. Character assessment is more concerned with learners' affective and psychomotor achievements than their cognitive achievements. Assessment of cognitive aspects can be done in various ways, such as: structured assignments, independent assignments, question and answer posts and so on. Assessment of affective aspects is carried out by observing the behavior or attitude of students when learning takes place, while psychomotor direct observation and assessment of student behavior.

Through integrating religious character values in the teaching and learning process, students are expected not only to have cognitive abilities, but they are able to apply all the values contained in character education both in school life and in the community (Sofyan Iskandar, 2022). In principle, the development of religious character values is not specifically contained in a particular subject, but this is inserted into every subject in the school, student self-development, and school culture so that students develop into individuals of intellect and character (Pridayanti, 2022).

Therefore, teachers and schools need to integrate character values into the curriculum, syllabus, and lesson plans they use in schools (Devy Habibi Muhammad, 2021). So it can be concluded that the implementation of religious character education is carried out in an integrated manner in each subject based on RPP adjusted to the values that need to be developed on the subject, so that the hope of schools every year students can be more mature to learn and apply religious character education because religious character education is carried out on an ongoing basis.

3) School Cultural Activities

School culture is a set of values that underlie behavior, traditions, daily habits, and symbols practiced by the principal, teachers, administrative officers, students, and the community around the school. A pattern of basic assumptions underlying behavior, traditions, daily habits, and symbols practiced (Ima Maisaroh1, 2022). School culture is a set of values that underlie behavior, habituation of health practiced by teachers or educators at MTs Miftahussalam school. Habituation is a process of forming attitudes and behaviors that are relatively sedentary and automatic through a repetitive learning process, because habituation is part of ethical education. School culture is directed at the development of habituation with character because of how important the creation of habituation/related school culture is as a manifestation of the implementation of better religious character education.

2. Supporting Facilities in the Application of Religious Character Building at MTs Miftahussalam

In the application of the religious character building method, there are several means and factors that support the success of the method, namely:

- a. Educator Commitment Educators have a very important role and function in efforts to instill character education. A good educator is an educator who in addition to being able to provide theory or subject matter, can also provide a good example for students.
- b. Principal's Commitment The principal is the person who has the most authority in determining school policies. The running or absence of school organization including good and bad learning activities, achievements and other activities in the school environment one of which is determined by school policy.
- c. Procurement of Adequate Infrastructure Facilities and infrastructure are supporting factors that must be present in the application of character education in schools. With adequate facilities and infrastructure, it is hoped that its application can be carried out properly as well. The commitment of educators and principals in fostering religious character education at MTs Miftahussalam is very strong, this can be seen from the activeness of educators and principals in

the program by not only giving instructions and directions, but also being actively involved and being an example in its implementation. In addition, the principal also always tries to complete and sufficient the infrastructure needed in the character education development program at MTs Miftahussalam.

3. Supporting and Inhibiting Factors in the Implementation of Religious Character Education in MTs Miftahussalam

An activity that is carried out must encounter obstacles in carrying out these activities, as well as in various activities carried out at MTs Miftahussalam not everything runs smoothly and also reaps obstacles both from students themselves and from teachers. Based on the description above, it is emphasized that the implementation process of religious character education has several supporting and inhibiting factors, but all of them teachers always try to improve the learning and coaching process to run well. Although other factors also influence a lot such as increasing school facilities, information media and technology that are growing, and different psychology and student backgrounds. In the process of implementing religious character education, it is certainly inseparable from various factors, both supporting and hindering the implementation process. The following supporting and inhibiting factors in implementing religious character education in MTs Miftahussalam are as follows:

a) Supporting Factors

Supporting factors that influence the implementation of students' religious character education are:

- a) Family: the family background of MTs Miftahussalam students is very influential in the formation of their personality, that parents who are accustomed to giving religious values since childhood really help students receive all coaching activities to improve their character in the school environment
- b) Teachers in the learning process teachers not only educate the subjects taught but also educate the morals of their students, therefore at MTs Miftahussalam always provide a good example to students directly during the learning process in class or outside the classroom wherever they are also carry out supervision of the application of religious character building in MTs Miftahussalam
- c) Environment: Based on observations and interviews with teachers that the environment at MTs Miftahussalam is very supportive in implementing religious character building, this can be seen from the conduciveness of the school environment both psychologically and geographically.
- d) Facilities at MTs Miftahussalam are very sufficient for student activities, where this school has supporting facilities to carry out routine religious activities or extracurricular activities in increasing students' understanding of religious values and to improve the personality of the students themselves
- e) Society is a supporting factor of internalization of religious values because society is a place where they socialize in their lives so if the community where they socialize is a religious society, it will support the formation of religious character in MTs Miftahussalam students.

b) Inhibiting Factors

Supporting factors that influence the implementation of students' religious character education are:

- a) Family is a major factor in influencing all psychological and behavioral students because family is the first educational process to be carried out. If the family does not support the program carried out by students at school, the process of implementing the student's religious character education will be in vain.
- b) The School Environment in the Miftahussalam MTs environment has principals, teachers, and students which can also be an inhibiting factor in the implementation process of religious character education.
- c) Information media: this media is one of the main needs that can be an inhibiting factor in the implementation process of student religious character education, such as computers,

internet, mobile phones, magazines and so on if not used properly it can affect students in negative ways.

- d) Society is an inhibiting factor in the implementation of religious character education, because society is a place where they socialize in their lives so if the community where they socialize is far from religious values, it will also form the character of children who are far from religious values.

Conclusion

Based on the results of the discussion above about the Implementation of Religious Character Education in fostering good morals in MTs Miftahussalam Lambangkuning, Lumbang District, Probolinggo Regency, it can be concluded as follows: The implementation of religious character education in fostering good morals in MTs Miftahussalam is carried out through learning activities, school cultural activities and this has been going well. The implementation of religious character education in fostering good morals in MTs Miftahussalam has supporting and inhibiting factors in its application both internally and externally. Supporting and inhibiting factors of implementing it, ie. Supporting factors include: (a) a conducive situation, (b) programmed activities, (c) supporting infrastructure, (d) good leadership and teacher example. Inhibiting factors include: (a) lack of communication between schools and parents, (b) lack of awareness of students, and (c) different school residents' understanding of religious character education.

Daftar Pustaka

- Abdurrachman, R. (2020) 'Implementasi Pendidikan Karakter Religius di SMP Negeri 5 Purbalingga Implementation of Religious Character Education at SMP Negeri 5 Purbalingga', *Jurnal studi islam*, 1(2), pp. 140–147.
- Ansori, Y.Z. (2022) 'Strategi Pendidik dalam Menumbuhkan Karakter Jujur pada Anak Usia Dini', *Pendidikan Anak Usia Dini*, 6(1), pp. 261–270. Available at: <https://doi.org/10.31004/obsesi.v6i1.1208>.
- Devy Habibi Muhammad (2021) 'Penanaman Pendidikan Akhlak pada Anak Usia Dini Menurut Ibnu Miskawaih dalam Kitab Tahdzibul Akhlak', *Jurnal Studi Keislaman*, 12(2), pp. 10–22. Available at: <https://doi.org/10.36835/falasifa.v12i02.549>.
- Fatimah, N. (2015) 'Implementasi Pendidikan Karakter Religius Dalam Pembelajaran Sosiologi (Studi Kasus di SMA Negeri 1 Comal)', */journal.unnes.ac.id*, 4(2), pp. 121–130.
- Halili, H.R. (2022) 'Peranan Guru Pendidikan Agama Islam Dalam Meningkatkan Akhlak Mulia Peserta Didik Madrasah Diniyah Nurul Ghozali Desa Sumberkare Kecamatan Wonomerto Kabupaten Probolinggo', *Pendidikan Dan Konseling*, 4(2), pp. 219–227.
- Hidayah, U. (2022) 'Peran Guru Mata Pelajaran Pendidikan Agama Islam Dalam Membentuk Sikap Keagamaan Peserta Didik Di SMP Islam Terpadu Permata Kota Probolinggo', *Pendidikan Dan Konseling*, 4(2), pp. 135–147.
- Ima Maisaroh1 (2022) 'Urgensi Kearifan Lokal dalam Penguatan Pendidikan Karakter', *Pendidikan Karakter*, 8(1), pp. 85–102.
- Merliana, N. (2023) 'Implementasi Pendidikan Karakter Religius Dalam Membina Akhlak Yang Baik Di Sekolah Menengah Pertama', *Jurnal manajemen Pendidikan*, 02(03), pp. 617–628.
- Mujiono (2022) 'Peran Guru PAI Dalam Meningkatkan Kualitas Akhlak Perspektif Siswa', *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(2), pp. 293–303. Available at: <https://doi.org/10.35931/am.v6i2.957>.
- Pentianasari, S. (2022) 'Implementasi Pendidikan Karakter Pada Siswa Sekolah Dasar', *Pedagogik Pendidikan Dasar*, 8(1), pp. 58–72.
- Prasetya, B. (2014) 'Pengembangan Budaya Religius Di Sekolah', *Edukasi*, 2(1), pp. 101–112.
- Pridayanti, E.A. (2022) 'Urgensi Penguatan Nilai-Nilai Religius Terhadap Karakter Anak SD', *Innovation in Primary Education*, 1(1), pp. 40–47.

- Sholeh, N. (2023) 'Implementasi Pendidikan Karakter Religius Di Madrasah Tsanawiyah Walisongo 3 Banyuanyar', *Journal of Science and Research*, 4(1), pp. 14–29.
- Sofyan Iskandar (2022) 'Penerapan Pendidikan Karakter dengan Model Pembelajaran Berbasis Keterampilan Abad 21', *Basicedu*, 6(1), pp. 1046–1054.
- Susandi, A. (2021) 'Kerja Sama Orang Tua Dan Guru Dalam Membangun Kreativitas Siswa Madrasah Ibtidaiyah Melalui Pembelajaran Online', *Penelitian IPTEKS*, 6(1), pp. 62–71. Available at: <https://doi.org/10.32528/ipteks.v6i1.5252>.
- Yahya (2019) *Implementasi pendidikan karakter religius di SMA se KALIMANTAN SELATAN*.