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## ISLAMIC RELIGIOUS EDUCATION STRATEGY IN INCLUDING THE CHARACTER OF MORAL VALUES IN ADOLESCENTS

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### KEYWORDS

islamic religious education, moral values, islam.

### ABSTRACT

Islamic religious education (PAI), in its implementation, requires appropriate strategies and methods to deliver educational activities towards the desired goals, including inculcating moral values in the form of speech, attitude and behavior. Inaccuracy in the practical application of the method will hamper the teaching and learning process, wasting time and energy. This study aims to determine the strategy of Islamic Religious Education in instilling the character of moral values. The type of research used is phenomenology with a qualitative approach. There are two types of data used, namely primary data and secondary data. The analytical method used is qualitative analysis. The results of research through appropriate learning strategies can improve the quality of learning well so that it can adapt to the differences of students, the ability to achieve tendencies, as well as the interests and intelligence of students well. Teachers can develop learning theme material and convey it through demonstration methods, inviting methods, modeling, and ignoring students if they do things that deviate beyond moral values in the learning process, also presented by demonstrating or demonstrating learning material. Apart from that, giving students the opportunity to develop character in Islamic religious education subjects will automatically affect the pattern of PAI learning strategies in schools/madrasas. By providing opportunities to develop the character of Islamic religious education students, it will automatically affect the pattern of PAI learning strategies in schools/madrasas. So that the management of learning in PAI subject matter must get a comprehensive study both in terms of material content, to the learning model used, including strengthening strategies so that they can be harmonious in responding to the character development of students.

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## INTRODUCTION

The quality of human resources is not only seen from the mastery of science and technology but also from their character or behavior. To create superior human resources and character, a good education system is needed. Education is an organized pattern of development and completeness of all human potential, moral, intellectual, physical, and personality and the expected use of society in order to gather all these activities for their life goals (Arrasuli, 2022) (Suyadi et al., 2022). Understanding religion and moral values always get attention at every level of education, from preschool to tertiary institutions.

Character education in Indonesia carries a new spirit with full optimism to build a dignified national character. Therefore, the concept of character education must take a clear position that one's characteristics can be formed through character education (Suyadi, 2013). Good character will make

good role models; humans can learn good habits and noble morals. Conversely, if the role model is bad, humans will fall into bad habits and despicable morals. If he is accustomed to goodness and is taught, he will grow up with good morals.

However, the problem of the moral crisis that occurs among adolescents is increasingly apprehensive. The rise of delinquency committed by teenagers who are still in schools, such as lack of respect for other people, cheating, truancy, brawls, promiscuity, and various other deviant behaviors, is proof that the morale of this nation's next generation is very damaged. Factors that cause moral damage to the younger generation at this time are technological advances, fading quality of faith, environmental influences, loss of honesty, loss of sense of responsibility, not thinking far ahead, and low discipline (Jannah, 2020).

One of the efforts that can be made by teachers in schools is the development of Islamic Religious Education (PAI) knowledge by instilling an understanding of moral values in children related to learning themes, especially the introduction of values cognitively and in depth to appreciate values effectively. Because schools are considered to have an important role in instilling and developing good values and helping students build character and manners to become superior human beings, according to Buchori, character development should bring students to cognitive value recognition, affective appreciation, and finally, real value experiences (Rohman, 2019).

Islamic religious education (PAI), in its implementation, requires appropriate strategies and methods to deliver educational activities toward the desired goals (Nofitayanti et al., 2022). No matter how good and perfect an Islamic education curriculum is, it will mean nothing if it does not have the right strategy and method or way of transforming it for students (Tang, 2018). Inaccuracies in the practical application of methods will hamper the teaching and learning process, which will result in wasting time and energy in vain (Wiranto, 2012). Therefore, strategies and methods are a requirement for the efficiency of PAI learning activities. This means that strategies and methods are essential issues because the goals of Islamic education will be achieved effectively when the path taken toward these goals is correct and appropriate (Tang, 2018).

Instilling moral values can be in the form of speech, attitude, and behavior. With the foundation of these moral values, life will be peaceful and peaceful, caring for and respecting each other and helping and helping each other. So that it aims to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Khunnisaq, 2020).

Instilling moral values in order to form good behavior in the future so as to form a young generation with good character. Formation of behavior based on moral values requires attention and understanding of the basics and various conditions that influence and determine character behavior. This can be caused by the teacher's skills in teaching or direct practice in familiarizing moral values is still lacking. Some teachers ignore the implementation of good habituation methods.

Referring to the conditions stated above, the authors feel interested in studying more deeply the cultivation of moral values through the learning of Islamic Religious Education. So, this study aims to determine the strategy of Islamic Religious Education in instilling the character of moral values.

## **METHODS**

The type of research used is phenomenology with a qualitative approach. Phenomenology aims to obtain an explanation of the human understanding (subject) of visible and invisible phenomena in human consciousness. The qualitative approach is contextual research that seeks to emphasize the meaning of a phenomenon of the interaction of human behavior in certain situations. There are two

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types of data used, namely primary data and secondary data. Primary data can be obtained directly from the respondent concerned, and secondary data sources can be obtained from the documentation. Sources of primary data information were obtained through interviews and observations of students and teachers of secondary schools in Cirebon. Meanwhile, secondary information sources were obtained through library research methods from books, journals, and related articles. The analytical method used is qualitative analysis, which is an analytical method that uses logical thinking, analysis with logic, with induction, analogy/interpretation, comparison, and the like. The thinking method used is the inductive method, namely, from data/facts to a higher level of abstraction. From this analysis, conclusions will be drawn in response to the existing problems.

## RESULTS AND DISCUSSION

Character development will form a good generation in building the Indonesian nation. A good character marks someone who has good moral values as well. According to Hurlock (Zulkifli, 2018), moral development includes the development of thoughts, feelings and behavior according to rules or habits regarding things that a person should do when interacting with other people.

Islamic Religious Education (PAI) is closely related to instilling an understanding of moral values in children related to learning themes, especially the introduction of values cognitively and deeply to appreciate values effectively. The development of learning strategies in conveying moral values can be applied to Islamic religious education learning activities.

Learning strategies are the selected ways to convey subject matter in a general teaching environment which includes the nature, scope and sequence of activities that can provide learning experiences to students. Copper said the learning strategy is the selection of certain types of exercises that match the goals to be achieved. In other words, he said a learning strategy is a plan to achieve learning goals (Utomo, 2018). The PAI teacher's strategy in implementing efforts to instill moral values makes the teacher must be able to develop the ability to manage the learning material.

There are three strategies for developing moral values, namely training and habituation strategies, activity and play strategies, and learning strategies (Moral, 2021). According to (Purba et al., 2013), the techniques referred to in moral values are; 1. letting, 2. ignoring, 3. giving examples (*modeling*), 4. controlling direction (*redirecting*), 5. praising, 6. inviting, and 7. challenging (*challenging*).

Teachers can develop learning theme material and convey it through demonstration methods. The learning process is presented by demonstrating or demonstrating learning material related to moral values to children as a process that is being studied so that children can behave in accordance with the behavior of the value. Moral expectations shape character behavior. The experience and impressions of the demonstration method are expected to increase moral values because learning is more embedded in students.

In addition, teachers can use strategies to invite students to do according to Islamic teachings. Teachers can invite students to practice discipline, such as praying five times a day. Teachers can provide students with knowledge about fiqh learning taught by Islamic religious education teachers and are able to provide encouragement in carrying out worship, especially the five daily prayers; this is also supported by various strategies or methods used by Islamic Religious Education teachers. However, this requires guidance and motivation as well as direction from Islamic religious education teachers in instilling the discipline of five daily prayers in students so that students are able to practice the obligations of prayer in everyday life without feeling lazy (Yasyakur, 2017).

Furthermore, the results of research (Sobri, 2021) related to the strategy of Islamic religious education teachers in internalizing moral values are 1) exemplary strategy (*modeling*) by a) internal

exemplary (internal modeling). b) external modeling (external modeling), 2) Strategies for inculcating Educative Values that are contextual in the internalization of moral values, 3) Strategies for strengthening existing values in the internalization of moral values are carried out by advocating for the internalization of religious, moral values through the ability and experience of teachers in giving advice and encouraging students to always be responsible.

Therefore, the strategy of Islamic religious education to instill the character of moral values can be through guidance, teaching, training and the use of experience (Sumarno, 2017). Learning by using appropriate learning strategies can improve the quality of learning well so that it can adapt to differences in students, the ability to achieve trends and the interests and intelligence of students well.

## **CONCLUSION**

Islamic religious education (PAI), in its implementation, requires appropriate strategies and methods to deliver educational activities toward the desired goals. Inaccuracy in the practical application of the method will hamper the teaching and learning process, which will result in a waste of time and energy. Therefore, strategies and methods are a requirement for the efficiency of PAI learning activities. Instilling moral values can be in the form of speech, attitude and behavior. With the foundation of these moral values, life will be peaceful and peaceful, caring for and respecting each other and helping and helping each other. So that it aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Providing opportunities for character development for students in Islamic religious education subjects will automatically affect the pattern of PAI learning strategies in schools/madrasas so that the process of managing learning in PAI subject matter must get an in-depth and comprehensive study both in terms of material content, to the learning model used, including strengthening appropriate and effective strategies so that they can be harmonious in responding to student character development.

Learning by using appropriate learning strategies can improve the quality of learning well so that it can adapt to differences in students, the ability to achieve trends and the interests and intelligence of students well. Teachers can develop learning theme material and convey it through demonstration methods, inviting methods, modeling, and ignoring students if they do things that deviate beyond moral values in the learning process, also presented by demonstrating or demonstrating learning material.

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