

## PAI TEACHER'S STRATEGY IN DEVELOPING STUDENTS' AKHLAKUL KARIMAH THROUGH MUHADHARAH ACTIVITIES

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### Abstract

This research aims to determine the strategies used by PAI teachers and to determine the supporting and inhibiting factors in developing students' morals at Mts Daarul Ahsan Tangerang through Muhadharah activities. This research method uses qualitative methods with descriptive research type. This research found that there are three strategies for PAI teachers in developing students' morals through muhadharah activities. (1) Supervision and Monitoring (2) Habituation and Practice (3) Example. This research also found supporting and inhibiting factors in developing students' morals through muhadharah activities. Supporting factors (1) School policies and facilities that are in accordance with the development of student morals. (2) High enthusiasm from the students themselves. Inhibiting Factors (1) Obstacles arise from the students themselves. (2) Students are less orderly in carrying out muhadharah activities. The solutions taken by PAI teachers in dealing with these obstacles are (1) Giving direct warnings to students who violate (2) Holding meetings with student parents (3) Direct supervision and attendance at each muhadharah activity.

**Keywords:** Strategy; Akhlakul Karimah; Muhadharah.

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## INTRODUCTION

In this modern era, the impact of rapidly developing technology includes the use of very easy information technology, such as the sophistication of mobile phones (HP), laptops, internet sites that show various kinds of films, television, radio and so on, both positive and negative. This has an influence on social, moral and behavioral changes in society, especially among teenage children whose social interactions do not comply with religious norms, resulting in a decline in morals in children. The behavior that children learn and see on the internet and television is then practiced in their lives in society and in the school environment. In this case, education is put in the spotlight by society to produce students who have good morals and character. Therefore, education has an important role in developing the morals of students who will become the nation's next generation (Daradjat, 2011).

Life in this world cannot be separated from education, because education is a learning process that never stops. There are various ways to obtain education, where we usually know that education is synonymous with the world of school. However, we need to know that we can get educational value from everything in this world. Such as advice from family, especially parents, environmental conditions, natural responses, reading various literature, and so on. One of them is in shaping a person's behavior and morals. Morals according to Imam Al-Ghazali in Asmaran, morals are a form of expression that is embedded in the soul which gives rise to easy and effortless actions without requiring thought and consideration. (Asmaran, 1992).

Islamic Religious Education is expected to produce people who always strive to perfect their faith, have piety and noble character and are active in building civilization and harmony. Islamic Religious Education, especially through its moral material, is expected to be a separate lesson for students, so that the material provided at school is not just knowledge, but rather helps shape students' attitudes and personalities so that students choose morals that are noble and beneficial to the surrounding environment, especially in relationships with fellow humans. (Asber, 2019)

Teachers or also known as educators are adults who are responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity, able to carry out their duties as creatures of Allah, caliphs on the surface of the earth, as social creatures and as individuals who are able to stand alone. Another term commonly used for educators is teacher (Amon, 2020). A teacher is an educator who teaches various things from the basic level to the highest level, so the quality of this educator or teacher must be guaranteed. As it should be, professionalism is the main element of an educator. Therefore, improving the quality of teachers must be carried out so that teachers are able to accompany and guide their students. Not only academically and scientifically, but teachers must also provide guidance or role models in ethics and morals, to be able to socialize well. A teacher's obligations are a very big responsibility, because for parents of students, teachers are parents when they are outside the home. Teachers are seen as capable of being role models for all levels of society, because the term teacher is a person who provides knowledge (Hanafiah, 2021).

The teacher is the main role which is the main key to achieving success in realizing the goals of the school/madrasah in accordance with educational quality standards, relevance and utility of the outcome of a type and level of education in the place of assignment. (Asber, 2019). Teachers are one of the important factors in implementing education in schools. Therefore, improving the quality of education also means improving the quality of teachers. Completing the curriculum, increasing teacher competency through training, upgrading, and improvements in the field of education are an integral part of the teacher's overall responsibility in the learning process (Ridwan & Ladamay, 2020). The development of students is one part that must always receive attention from all parties.

This is really important because as we know, moral phenomena are reflected in today's reality. More and more moral decline is hitting the younger generation. Due to the negative influence of the era of globalization and advances in the fields of science and technology which have influenced the mindset, personality and behavior of students as the nation's next generation.

Therefore, moral development is an urgent matter that must be carried out by schools as an effort to minimize student delinquency considering the many problems that arise due to the low quality of morals or the deterioration of the morals of teenagers in Indonesia which is increasingly getting worse due to the factors mentioned previously. . If students have Islamic morals, then they will be able to face all changes in the world without forgetting or abandoning the teachings of Islam itself.

To produce students who are knowledgeable and have good morals is not an easy thing, but it is a tough job and requires a long and sincere struggle based on a high level of professionalism. (Akbar & Farikhin, 2020).

Morals have a very important influence on human life, both personally and in social life. If someone has good morals, the people around him will also treat him well, and vice versa. Apart from that, as Muslims we also have a role model who is known for his noble morals, namely Rasulullah SAW. Apart from that, according to Mujib, morals are one of the three basic frameworks in Islamic teachings. Aqidah, sharia and morals are interrelated things and cannot be separated (Sylvianah, 2014).

In forming students' morals, Islamic Religious Education teachers must have competence so that teaching can be successful. Teacher knowledge in reading the opportunities and challenges in successfully shaping students' morals is an important factor that teachers must have, so that with these opportunities teachers are able to form and develop students' morals easily. These opportunities include teacher professionalism and good cooperation between teachers, students and staff (Hamalik, 2003).

A teacher is a person who has the ability to convey or teach the knowledge he has (transfer of knowledge) and is also tasked with transferring values or norms (transfer of values) to his students. Teachers are substitutes for parents in educating their children, because parents have the obligation to nurture and educate their children so that they become pious children and do not fall into error. An exemplary teacher is a teacher who has noble character, personality, is physically and mentally healthy, is able and competent in carrying out his duties, participates in carrying out his duties optimally as an educator. (Aqib, 2002). Teachers in school educational institutions are managing students' learning activities in class, so the role of a teacher is apart from being a teacher in class, the teacher is also an educator and guide to his students..

Achmad Dimiyati in his research stated that the role of teachers is needed to foster and strengthen students' morals both in the school environment and outside of school. (Akbar & Farikhin, 2020).

Apart from knowing the opportunities in forming students' morals, teachers must also know the challenges in forming students' morals. As Mahjuddin said, the teacher's challenges in shaping students' morals include instinctive factors, hereditary characteristics, environmental factors and customs and religious factors. (Mahjuddin, 2000) Because of the importance of morals for students, the government requires that Islamic Religious Education is a mandatory subject that must be implemented by schools from elementary school to university.

In implementing moral development, there needs to be a special strategy so that moral development can be successful (Manan, 2017). Coaching can also be carried out internally, which means that the school must be able to build cooperation in order to be able to realize the goals of moral development. Also, the school as an educational institution can carry out its function, namely as a medium for building democratic relationships between fellow teachers, teachers and students, and students and fellow students. (Sungkowo, 2014).

The family environment is the most important and first environment in the formation of the morals taught (Judrah, 2016). Dengan pemberian kasih sayang, perhatian dan diiringi dengan pembiasaan- pembiasaan yang baik dan diajarkan sejak dini dalam menanamkan perilaku sehingga semua itu akan tertanam pada diri seorang anak. Terlepas dari hal itu, peran pendidikan di sekolah menjadi kunci kedua dalam penanaman akhlak. Sekolah sebagai wahana atau tempat penyampaian pengajaran dan pendidikan juga terus mempengaruhi pola perkembangan akhlak seorang anak dan juga diharapkan mampu mentransfer berbagai ilmu dan keahlian, serta semua itu diharapkan dapat

menciptakan manusia yang mampu menguasai ilmu pengetahuan dan teknologi sebagaimana mestinya.

By giving love, attention and accompanied by good habits and taught from an early age in instilling behavior so that all of this will be ingrained in a child. Apart from that, the role of education in schools is the second key in cultivating morals. School as a vehicle or place for delivering teaching and education also continues to influence the pattern of a child's moral development and is also expected to be able to transfer various knowledge and skills, and all of this is expected to create humans who are able to master science and technology as they should..

Thus, the task of Islamic Religious Education teachers in schools is to develop and educate their students through Islamic religious education which can develop students' morals and practice them in everyday life. (Ranah, 2021). To realize this, an Islamic religious education teacher is able to try and use several strategies in an effort to develop students' morals, whether it is a strategy in delivering Islamic religious material using methods or strategies regarding what activities must be carried out in developing students' morals, because by using strategies can produce desired goals in Education.

The strategy that must be carried out by Islamic Religious Education teachers in developing students' morals, apart from using several methods in delivering the material, must also be supported by example or habituation of good attitudes. Without habituation and providing good role models, this coaching will be difficult to achieve the goal. which is expected, and it is the duty of Islamic religious education teachers to provide a good role model or example and get them used to behaving well too. The strategy in question is carrying out muhadharah activities to achieve success in public speaking.

To achieve success in public speaking, it is necessary to continuously develop the potential of the younger generations (Fitriyani & Hasanah, 2018). And one of them is by developing the potential of students who are none other than the younger generation of Muslims from an early age. The development of students' potential can be realized through extracurricular activities, namely muhadharah extracurricular activities.

Extracurricular activities are activities held outside normal class hours in a teaching program structure, in addition to better linking the knowledge obtained in the curriculum program with environmental conditions and needs, as well as to enrich insight and as an effort to strengthen personality. (Noer dkk., 2017). Berdasarkan definisi tersebut, maka kegiatan di sekolah atau pun di luar sekolah yang terkait dengan tugas belajar suatu mata pelajaran bukanlah kegiatan ekstrakurikuler.

Religious extracurricular programs are generally divided into two types, namely mandatory activities and optional activities. Compulsory activities are all forms of activities related to problems involving potential, talent, artistic development and certain skills which must be supported by the basic abilities of students. The target of this program is all madrasah students and the school community, whose activities are mandatory for all students to participate in. Elective activities are activities determined by the school based on the interests and talents of students. Extracurricular activities are activities outside school hours, which can have a lot of influence on a child's personality development (Susanti, 2021).

Extracurricular activities are held with the aim of developing students' potential, talents, interests, abilities, personality, cooperation and independence optimally in order to support the achievement of national education goals (Yanti dkk., 2016).

One of the extracurricular activities at Mts Daarul Ahsan Tangerang is Muhadharah. Muhadharah is a lecture activity held in a room, where a lecturer delivers a description of his speech in front of the people present while others listen and listen. (Vriyatna, 2021).

Muhadharah is to educate students to be skilled and able to speak in front of an audience to convey Islamic teachings in public with confidence. Muhadharah activities can influence students' personalities. Personality itself is an adjective that shows a person's behavior in everyday life. Personality tends to be innate and can also be influenced by education in the surrounding environment, thus forming the psyche. Personality influences a person's attitude in living life both in the family, school and community environments (Fauzi & Dja'far, 2019). This is the basis for

the author to conduct research on the Islamic religious education system, especially in the development of akhlakul karimah.

## METHODOLOGY

This research was carried out at Mts Daarul Ahsan Tangerang. The method used in this research is a qualitative research method. The type of research used is the descriptive method. The descriptive method is a method for researching the status of a human group, an object, a set of conditions, a system of thought or a class of events in the present (Rukajat, 2018). The aim of descriptive research is to create systematic, factual and accurate descriptions, images or paintings regarding the facts, characteristics and relationships between the phenomena being investigated.

The data source for this research is primary data which is the result of observations made on research subjects and interviews conducted by researchers at the research location. The subjects of this research were the school principal, head of curriculum, head of student affairs, Islamic religious education teachers, as well as observations made by researchers. Other sources are secondary data which can be in the form of observations of teacher activities and documentation of research that has been carried out.

In collecting data, interview techniques were used, using several written questions that had been prepared as well as an interview guide and using observation techniques in the form of observations during research.

There are two research instruments chosen by researchers, namely observation and interviews. In this research, observation techniques were used to obtain data regarding the PAI teacher's strategy in developing morals for students at Mts Daarul Ahsan, Tangerang, and what are the supporting and inhibiting factors for teachers in developing students' morals at Mts Daarul Ahsan, Tangerang.

The researcher's efforts to ensure the validity of the data found apart from data obtained from interviews with the object directly but also looking for evidence of other answers and from other sources. In this research, the author checked the validity of the data using triangulation. Triangulation is checking the validity of data by utilizing something other than the data for checking purposes or as a comparison of the data. (Moleong, 2007). Dalam penelitian ini peneliti menggunakan triangulasi sumber data In this study, researchers used triangulation of data sources

## RESULTS AND DISCUSSION

### *PAI Teacher Strategy in Moral Development through Mubadharah Activities at Mts Daarul*

Strategies in learning are not only limited to activity procedures, but also include learning materials or packages. Learning strategies consist of all components of learning material and procedures that will be used to help students achieve certain learning goals. Learning strategies can also be interpreted as patterns of learning activities that teachers choose and use contextually, in accordance with student characteristics, school conditions, the surrounding environment and the specific learning o An Islamic Religious Education Teacher can be said to be a position or profession that has the special ability to educate professionally in the process of interaction with students in forming the main personality based on Islamic teachings. objectives formulated. (Anitah W, 2007).

An Islamic Religious Education Teacher can be said to be a position or profession that has the special ability to educate professionally in the process of interaction with students in forming the main personality based on Islamic teachings. (Hidayat dkk., 2018)

One of the strategies of Islamic religious education teachers in developing students' morals at Mts Daarul Ahsan Tangerang is implementing a supervision strategy. This strategy is a strategy to control all activities carried out by students, both in the classroom and outside the classroom. Supervision is carried out with the aim of protecting students and preventing unexpected things from happening. With this supervision, it is hoped that students will have more control over their morals. If a student is found violating the teacher will immediately follow up so that this does not become a fatal mistake and result in losses for the student or the school.



Monitoring is an activity to find out whether the program created is running well as planned, whether there are obstacles that occur and how the policy implementers overcome these obstacles. Monitoring the results of ongoing planning is a good control tool in the entire implementation process (Nasihi, 2022).

The next strategy is to get used to it. This strategy was initially carried out through coercion, namely by strictly implementing existing school rules. It is hoped that when students are used to doing good deeds, they will practice them without thinking first.

Habituation is the process of strengthening values and ethics that are developed to be applied in daily activities, so that the values and ethics taught in school are not only cognitive knowledge, but are also applied in daily activities to get used to the values and ethics that have been taught in class. or at school (Fitri, 2012).

The habits carried out at Mts Daarul Ahsan Tangerang in developing students' morals are: when they want to enter the classroom or when doing online learning, students always say hello to the teacher first, then when they want to ask a question, students always pay attention to the words they say in the same language. polite. Always say hello when you meet anyone at school, when you meet teachers, say hello and kiss their hands, take part in activities determined by the school, namely Tadarus activities which are carried out every day, get used to praying in congregation.

This strategy has an important role in developing student morals. Because the habituation carried out by the school results in students getting used to doing good things without thinking about it first, as has been exemplified by the teachers at the school. This certainly does not deviate from Islamic teachings (Kasiari dkk., 2023)

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Appreciation itself is an assessment of an effort or achievement. Appreciation does not have to be given in the form of objects, but can also be given in the form of praise, congratulations, or expressions of pride. Because giving appreciation in the form of objects too often can actually have a negative impact on a child's character (Kirana & Al Badri A.M, 2020). Therefore, giving appreciation to children in the smallest form has a very important role in the child's growth and development process, especially in the aspect of character formation.

The final strategy used is regarding student example. The example implemented by Mts Daarul Ahsan Tangerang is: Teachers, staff and school stakeholders always set an example of arriving on time both to school and when entering the classroom as well as carrying out other school activities such as muhadharah activities. Then when entering the office or when fellow teachers meet each other outside the office and outside class hours, the teachers at Mts Daarul Ahsan Tangerang set an example of commendable morals such as by greeting each other, shaking hands, returning smiles, always holding group prayers. 'ah and others. This made the students feel impressed with what the teachers at Mts Daarul Ahsan were doing.

Based on research findings, among other activities carried out in developing the morals of Mts Daarul Ahsan Tangerang students, including joint tadarus. Tadarus together is carried out in the first hour of lessons, namely 07.00-07.15. It is hoped that Muslim students will be able to read and recite the Al-Qur'an well and correctly.

Another activity is the congregational noon prayer which is held every Monday to Friday during break time. The last activity carried out was a spiritual guidance activity. This activity is provided specifically for students who are still lacking in practicing the moral values implemented by Mts Daarul Ahsan. This activity is personal in nature and is carried out by PAI teachers together with guidance and counseling teachers at Mts Daarul Ahsan.

This activity aims to guide and give special attention to Mts Daarul Ahsan students who are still lacking in practicing the commendable morals implemented by Mts Daarul Ahsan. So that in the future our students can set an example and practice good morals at school and outside of school.

*Supporting and Inhibiting Factors for Moral Development through Muhadharah Activities at Mts Daarul Ahsan*

A strategy will be able to achieve the goals determined in the learning planning if there are factors that support the strategy. If there are no supporting factors, no matter how good a strategy is, it cannot be implemented well and cannot be said to be successful. If the strategy implemented has supporting factors, it must be accompanied by inhibiting factors. Below the researcher will discuss the supporting and inhibiting factors of Islamic religious education teachers' strategies in developing morals at Mts Daarul Ahsan through muhadharah activities..

Among the supporting factors, one of them is the existence of school policies and facilities that are in accordance with the development of student morals. This makes it easier for PAI teachers to carry out moral development activities specifically in carrying out muhadharah activities and is assisted by full support from the school in arranging school rules and preparing the facilities needed for student moral development activities/programs.

In the school context, school policies are made by people who are elected and responsible for making educational policies, such as the school board and other elements who are given the authority to make policies, whether it is the principal or supervisor, or parties who have the authority to manage policies from the school board. (Taufan & Mazhud, 2016).

It goes without saying that policymakers always think critically about the domains in which they work. Because the policy maker in this study is the school principal, of course the policy is taken after paying attention to matters relating to Madrasah Tsanawiyah (Hanim dkk., 2020).

Another factor is the high enthusiasm of the students themselves. The existence of muhadharah activities makes students very motivated in watching, listening and even having the courage to practice it in front of other students during this activity.

Apart from the supporting factors above that have been discussed, in the strategy for developing morals, Mts Daarul Ahsan also has inhibiting factors. Namely, there are obstacles that arise from the students themselves. Researchers found that there are still some students who do not carry out what they have been taught and accustomed to at school. This causes less than optimal coaching carried out by teachers.

Another inhibiting factor is that students are less orderly in carrying out muhadharah activities. Researchers also found that there were still some students who caused discomfort during this muhadharah activity. This makes other students unfocused and dependent on some of these students.

Developing student morals is not an easy thing to do, it requires effort to make it happen. It is the teacher's duty to develop students' morals while they are in the school environment. Of the several inhibiting factors that researchers have previously explained, the teacher definitely has a solution to overcome this, the solution taken is: Giving direct warnings to students who violate them. This is made easier by collaborating with the school, namely the head of student affairs who can follow up on students who violate school regulations..

The next solution is for teachers to hold meetings with parents. Usually this activity is carried out at parenting events with a little discussion included regarding the students' morals. Then, if there are certain cases, we hold a meeting with the parents to sit down together and resolve the existing problems.

Cooperation between parents and the school is very necessary for the development and formation of students' religious character at school, the most important thing is cooperation between parents and their Islamic religious education teachers because this is for the formation of their religious character. Islamic religious education teachers play a very active role or are very responsible for the formation of students' religious character and of course cannot be separated from the help of parents at home. This collaboration must be carried out using good methods so that students' religious formation can be formed according to what the school wants and is approved by parent (Abdullah, 2018).

The final solution taken is that the teacher carries out direct supervision and attendance at each muhadharah activity. This aims to ensure that students can carry out these activities smoothly and orderly in accordance with existing regulations.

Control in this way is not merely intended to find and correct errors, but rather to prevent errors or deviations from occurring that could have been avoided before it was too late. (Meriza, 2018).

## CONCLUSION

Based on research conducted by researchers, it can be concluded that the strategy of Islamic religious education teachers in developing students' morals at Mts Daarul Ahsan Tangerang through muhadharah activities includes supervision and monitoring, habituation and practice, as well as using exemplary strategies. The supporting and inhibiting factors in developing students' morals at Mts Daarul Ahsan Tangerang through muhadharah activities are the existence of school policies and facilities that are in accordance with the development of students' morals and the high enthusiasm of the students themselves. The inhibiting factors are obstacles that arise from the students themselves and students' lack of order in carrying out muhadharah activities.

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