

The Analysis of Islamic Moral and Faith (Aqidah Akhlak) Learning Methods in Improving Understanding of Character Education of Students at SMP Yaspand An-Naas Binjai

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Abstract

This paper is entitled Analysis of Islamic Moral and Faith Learning Methods in Improving Students' Understanding at SMP YASPEND AN-NAAS BINJAI. This paper used a qualitative approach and literature study methods. Based on the results of the discussion, in the process of implementing learning, a teacher has a very important role in helping students to try to develop their potential and moral development, and it is done continuously. In internalizing the learning method, various methods are carried out so that students become individuals who have good character, and become a generation that has faith and piety. To achieve this goal, the development of faith and piety can be done through several methods, such as the Imitation method, the Amtsal method, and the Observation method as an increase in students' understanding of the character education that will be formed. This paper was made with the aim that there was a sense of mutual knowledge and understanding of these basic concepts. The foundation used in explaining the method of learning Islamic moral and faith in increasing understanding of character education is guided by Islamic teachings so that the references used are the Al-Quran and Sunnah and the opinions of scholars who concentrate on Islamic education. Thus, Islamic Religious Education educators must evaluate students' development, including aspects of aqliyah, qolbiyah, and amāliyah.

Keywords: Islamic Moral and Faith Learning Methods, Character Education

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1. INTRODUCTION

According to the Great Dictionary of the Indonesian Language (KBBI), education is the process of changing the attitudes and behaviour of a person or group to mature humans through teaching and training. This is following the contents of Law No. 20 of 2003 where it is stated that:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. In the educational process, students are one of the human components that occupy a central position. Learners become the subject matter and focus of attention in all transformation processes called education. Character education suddenly became a hot discourse in the world of Indonesian education. Although the issue of character

is an old idea, as old as the history of education, the emergence of the idea of “character education” remains in the spotlight. So far, Indonesia has lost its character.

Discussing the problem of character, it can be interpreted that character in everyday life is a hallmark of a Muslim's overall mental and physical behaviour. Character is also a characteristic that makes a person different from someone else. We can see it from people who have strong character and both individually and socially are those who have good morals and attitudes, considering that it is a crucial point in life. By so, the educational institution is responsible for instilling good character during the learning process.

According to Law on the National Education System 2003 Chapter 2 Article 3, National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, capable, creative, independent, and become a democratic and responsible citizen of Indonesia.

In the teachings of Islam, it is obligatory for all Muslims to carry out their obligations, especially in education, such as carrying out the learning process. According to Islam, studying is important as explained in Surah Al-Alaq verses 1-5 for learning. Education is an absolute obligation of human life that must be fulfilled to achieve prosperity and happiness in the world and the hereafter. With education, humans will get various kinds of knowledge that will be useful as provisions for their lives. Therefore, the school must instil the understanding that every behaviour will have responsibilities whether in this world or the hereafter. Based on the explanation above, it is very clear that the lessons of Islamic moral and faith are very capable if done by consistently paying attention to the behaviour of each child or to the behaviour that appears. It is because many students are having negative behaviour and are often done in school. By so, in this research, the researcher would examine how the method of learning Islamic moral and faith was used at SMP Yaspeng An-Naas Binjai. SMP Yaspeng An-Naas Binjai is one of the Islamic education institutions that is based on Islamic values and has Islamic moral and faith learning subjects in it, which religious education and character education should supposed to be different from other schools.

One of the signs of an immoral teenager is the case of brawls between students that are currently found. The Indonesian Commission for the Protection of Children (KPAI) noted an increasing trend in the number of brawl cases among students from 2017 to 2018. They noted that there were 202 children in conflict with the law for being involved in brawls, while violence in schools with children as perpetrators was recorded in 3 cases throughout 2019.

If we let those happen without considering the effect, it will destroy the character and affect the young generation. So, we need to develop a good character by instilling good values and reinforcing them through education

2. METHODOLOGY

The model used was a qualitative model with library research, interviews, observations, and documentation. The source of the data was taken from interviews with students, Islamic moral and faith teachers, and principles. The indirect data was taken from documentation such as journals and other archives. The researcher also conducted a field observation and attempted to find information about how the Islamic moral and faith learning method was during the learning process. After that, the researcher analysed and then concluded what characters were found and must be exemplified by the students this day.

3. RESULT

A. Implementation of Islamic Moral and Faith Learning as an Improvement of Students' Understanding of Character Education at SMP Yaspenn An-Naas Binjai

Based on the field observation, the researcher found the method used in the learning process to improve character education as follows:

The learning process is the core of the education process in schools including interactions between teachers and students to deliver learning materials and achieve learning objectives. In the context of implementing a school-based curriculum, teachers are required to be creative in learning, and teachers at SMP YASPEN An-Naas are given the freedom to develop the learning process according to the abilities and conditions of students. Since the creativity of each is different, the learning outcomes may also vary. However, the teacher is allowed to explore their creativity. In carrying out learning, the teacher presents material systemically according to the syllabus and lesson plans that have been prepared. The implementation of Islamic moral and faith learning consists of the introduction, core activities, and closing activities.

a. Introduction

In the beginning, the teacher gave orders to students to pray and read Asmaul Husna together. The teacher prepared students to take part in the learning process that would be carried out by motivating students. Then the teacher also prepared an apperception of the material that has been delivered previously to remind students. After that, the teacher gave an introduction to today's topic and related it to the implementation of the material in life. This was following the theory that researchers used in preliminary activities. According to Abhimanyu, opening lessons is an activity carried out by the teacher to create a mentally ready condition or atmosphere and cause students' attention to focus on the things to be learned. According to Regulation of the Minister of National Education Republic of Indonesia Number 41 the Year 2007 Concerning Process Standards for Basic and Secondary Education Units explains that what teachers do in preliminary activities are as follows:

- 1) Preparing students physically and mentally to follow the learning process
- 2) Conducting an apperception to reinforce the previous knowledge and relating it to the material that will be learned
- 3) Explaining the learning objectives or standard competencies to be achieved
- 4) Delivering the material concern and explaining the activity sequences following the syllabus and lesson plan

b. Core Activity

In core activities, teachers also managed the classroom atmosphere well. They monitored students when the learning process took place. Islamic moral and faith (Aqidah Akhlak) as one of the values contained in Islamic Studies Education is an obedient attitude and behaviour to implement worship to Allah. This faith is very important for the life of a Muslim, especially for students and becomes an attitude of life that refers to the order and prohibition of attitudes that have been regulated or determined by the Almighty Allah SWT. Therefore, instilling a good habit can change a bad habit. It also makes them regularly read al-Quran and improves their worship quality. There were several methods used for the material delivered to students in the classroom such as follows:

1) Lecture method

Lectures were used by teachers of Islamic moral and faith in explaining the subject matter. The teacher delivered it orally as the students listened and took a note of the important points. This method was used by all the Islamic moral and faith teachers because they needed to

deliver the material so that the students could understand it. Based on the observation in the class, teachers used the lecture method on the material of good creed to people and implemented it in daily life, such as having a good expectation towards people, being down to earth, and helping each other. For the closing, teachers could give a conclusion of the learning.

2) Question and Answers Method

The question and answer method was used by the Islamic moral and faith teacher at SMP Yaspind An-Naas Binjai after the lecture method. The question and answer method could arise the thoughts and opinions of students. This method was used to make students actively involved in the learning process due to avoid passive learning and earned feedback from students. Based on observations in class on the material of implementing commendable morals to fellow students, this question and answer method was carried out before the end of the lesson. Students were allowed to ask questions about the material explained and something prohibited or allowed.

3) Assignment Method

In this method, the teacher had the role of giving certain tasks to students so that students carried out learning activities. The teachers found out and gave assignments about various kinds of commendable morals to others, explained, and then written in portfolio papers. The task would be collected next week. With this task, students would study hard and be more active in finding out and staying at home with positive activities. With this method, the teacher would also see the results of students about the benefits that can be taken and applied in their daily environment. It would also be their provision in the future in doing and having good character.

4) Discussion Method

The discussion method was one of the methods used by teachers to solve the problems faced by creating a group of two or more people to put forward their arguments and strengthen their opinions. To get a deal, each group eliminated their subjective emotions to make it fair. The teacher divided the students into 4 groups and each group consisted of 8 students (1 student as a leader and 7 students as members). The teacher gave the topic to discuss in each group then they would check which one was correct and which one was wrong. After that, the teacher would reward the group that had correct answers. By so, it would motivate them to discover their thought in learning, and be more active to answer and think positively.

5) Exemplary Method

The exemplary method was a method that makes all teachers, school officers, and principals at SMP YASPIND AN-NAAS BINJAI good figures to imitate. With a good example, a teacher would be able to raise the spirit and motivation of each student to imitate and see what the teacher has done in terms of attitude and behaviour and good deeds from the teacher. The teacher's efforts in providing an example were reflected in the attitudes, words, and actions of the teacher in creating a peaceful and conducive atmosphere for the implementation of efficient and effective learning. In learning Islamic moral and faith, all elements of the school must give a good example and be cooperative to develop good deeds for students.

c. Closing Activities

The closing activity in the Islamic moral and faith learning process was essentially evaluating the learning process that has just been implemented. There were 2 kinds of activities carried out by the teacher at SMP Yaspind An-Naas Binjai which were ordering students to conclude or record the conclusions of the material being taught and giving certain

questions or tasks to determine the evaluation of students in understanding the material that has just been taught.

B. Obstacles faced by teachers in applying the Islamic moral and faith learning method as an increase in understanding of character education of students at SMP Yaspend An-Naas Binjai

In teaching and learning activities, especially in the school environment, a teacher of Islamic moral and faith had a very large role in shaping the character and improving the morals of students. One of them provided an example of a good role model. A person does not have to use measuring tools to compare and know the morals of others. We need to recognize our behaviour to decide whether it is good or not. By so, we can understand what character we should possess.

- a. The Obstacles Related to Materials and Learning Media of Islamic Moral and Faith for grade 1 middle school at Yaspend An-Naas Binjai.

Learning activities are carried out to change from the unusual to the ordinary, and from the impossible to be able. Therefore learning and change is the main goal of learning. In learning, the teacher is in charge of conveying these goals to students, in an appropriate way and strategy. Learning material is very important in the learning process. Appropriate material will achieve learning objectives, if the material presented is not appropriate then it does not meet the desired learning objectives. The material must be presented clearly and precisely so that students can understand it. However, in first-grade Islamic moral and faith learning, the material of prevents despicable morals experienced several problems so that teachers have difficulty in achieving learning objectives. The main problem was the difficulties faced by the teacher to implement the lesson plan in the learning process. The next problem was that the teacher has difficulty in conveying the material to avoid despicable morals and lacks understanding in using LCD in learning so there was a lack of time in conveying. This is the result of the observations that the author did when the Islamic moral and faith learning activities took place in first grade. The teacher had difficulty conveying learning because students were noisy in the classroom and difficult to coordinate. So, during lesson hours, the teacher did a lot of activities to quiet students rather than delivering material. They also needed to repeat the explanation to make the students understand the material. Meanwhile, in the use of learning media, teachers rarely used appropriate learning media. When teaching, the teacher only focused on the teaching materials. The learning media used were usually in the form of audio-visual, such as videos and so on. This certainly made it difficult for students to accept the material presented by the teacher. Based on the results of interviews and observations, several problems were found including:

- 1) The first-grade of Islamic moral and faith teacher had difficulty conveying the material because students were difficult to be arranged.
- 2) The first-grade of Islamic moral and faith teacher had difficulty in using learning media during the learning process due to the absence of appropriate media provided by the school, so the teacher only focused on teaching materials and tries to use makeshift media.
- 3) The first-grade of Islamic moral and faith teacher did not apply the appropriate method as stated in the lesson plan. The teacher used the method of following the condition of the students in the classroom to create conducive learning.

C. The Solutions Created by the Teacher in Revising the Learning Method

The implementation of Islamic moral and faith learning must be by the 2013 curriculum. As should be applied in Class I at SMP Yaspeng An-Naas Binjai, the implementation of the 2013 curriculum in Islamic moral and faith learning in class I has been going well, but there are still some obstacles as described in further discussion. For that, the school needs a solution. As the result of the interview, the solution for implementing the 2013 curriculum in the subjects of Islamic moral and faith is as follows:

- a. The teacher should design the learning before entering the class
- b. Teachers need to increase students' learning motivation by being more creative in providing media, and teaching materials and bringing an interesting and appropriate learning environment. In addition, teachers should also be an example in doing good deeds in the school or house environment.
- c. The school should provide training to teachers on how to apply Islamic moral and faith learning using the 2013 curriculum so that learning takes place well.

4. DISCUSSION

In the process of learning, a teacher has a very important role in helping students to try to develop their potential and moral development, and it is conducted continuously.

Learning is an important part of the educational process. A good quality education process will also produce great resources for students. In the learning process, the teacher has an important role, especially in managing the class, such as choosing or implementing an appropriate learning method for the learning material to be delivered.

Dunkin and Biddle stated that the learning process will take place well if educators have 2 main competencies, such as substance competence of subject matter or mastery of subject matter and competency of learning methodology. It indicates that if the teacher masters the subject matter, it is required to refer to pedagogic principles, such as understanding the characteristics of students. If the method of learning is not mastered, then the process of delivering the material will not be properly conducted.

From the results of observations and interviews, various methods are carried out so that students become individuals who have good character, and become a faithful generation. There are several methods to develop the faith of students, such as:

1) The imitation method

It is a conscious activity carried out by individuals to imitate other people. From the results of observations and interviews, this method is widely used as proven by many students imitating their teachers' good behaviour such as greeting each other, imitating the reading of al-Quran, following the habits of Rasulullah SAW of table manner, and being responsible for the task they are carried out, especially for the positive one.

2) The Proverbs method is a way of teaching to convey learning material by making examples or parables so that the teaching material is well understood and easily understood by individuals.

This method is applied when holding activities both inside and outside the school environment. They maintain politeness both in ethics and actions such as providing material on how to be kind to parents, and how to be kind to others and this method is used in Islamic study activities where students are required to be cooperative in conducting studies so that these activities run well.

3) Observation method is a method that is used to see, record, think and examine while analyzing all events, both in the past and in the present. In the Qur'an, Allah SWT

explains this observation method for the teaching and learning process. It is stated in Q.S Fatir: 44 as follows:

"Indeed, He is ever Knowing and Competent. Do they not travel through the earth, and see what was the End of those before them,- though they were superior to them in strength? Nor is Allah to be frustrated by anything whatever in the heavens or on earth: for He is All-Knowing. All-Powerful."

The observation method refers to how participants maintain their minds and activate their minds to explore in depth the knowledge they have learned. For example, in the problem of a good child's relationship with parents, where a reasonable person will use it to think and observe what he should be like with parents and other people. Observing what is allowed to do and what is not.

5. CONCLUSION

Based on the descriptions in the previous chapters and the observations made by the author, some conclusions can be drawn as follows:

- a. In learning the Islamic moral and faith consisted of preliminary, core, and closing activities. The teacher also uses the lecture method, question and answer, assignments, and discussions. The lecture method makes students understand the material that has been given by the teacher during class hours so that students understand the material presented by the teacher in learning morals, and then it will be applied in everyday life, especially those related to commendable morals and related to improving the character education of students every day in the classroom and school environment.
- b. Moreover, with the question and answer method, students will be allowed to ask questions about the previously studied material, making students finally active in asking questions in the classroom atmosphere about things they do not know. After that, students will try to distinguish which ones are good to apply and other things that should be avoided. With the assignment method, students will be more active, more diligent in learning, and more active in finding out about the lessons of Islamic moral and faith.
- c. In addition, in forming a commendable personality, teachers also apply good examples and habits to students by the temperament of the Prophet Muhammad as a good role model in behaviour, starting from ethics, and actions that reflect good morals. Teachers of Islamic moral and faith subjects also practice and teach their students good examples, especially in showing examples of good relationships with Allah SWT and practising them in the social environment.

6. REFERENCES

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