

PAI Teachers' Efforts in Developing/Improving Qarimah Morals at MTS Nurul Iman School, Beringin Jaya Village

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ARTICLE INFO

Keywords: Islamic Religious Education, Akhlakul Karimah, Interactive Learning, Teacher's Role, Student Character

Received : 5 January

Revised : 23 February

Accepted: 23 Maret

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ABSTRACT

This study examines the role of Islamic Religious Education (PAI) teachers in enhancing students' akhlakul karimah at MTs Nurul Iman, Beringin Jaya Village. The background of this research is the low application of moral values among students, which is influenced by a lack of interest in moral education, environmental factors, and minimal parental support. This study employs action research with a qualitative descriptive approach, involving observations, interviews, and surveys with teachers, students, and parents. PAI teachers implement various teaching strategies, such as interactive discussions, case studies, and social practices, to improve students' understanding and application of moral values. The findings indicate a positive change in students' attitudes and behavior, particularly in honesty, discipline, and respect. However, challenges remain in maintaining the consistency of moral habituation outside the school environment. Therefore, collaboration between schools, families, and the community is essential to strengthening students' character development sustainably

INTRODUCTION

Islamic religious education is able to shape the personality of students, especially in terms of forming good morals. Akhlakul karimah, which includes moral values such as honesty, politeness, responsibility, and respect for others, is an important part of social life. However, the reality in the field shows that not all students have a high awareness in applying these values in everyday life (Azzahra, 2019). Madrasah Tsanawiyah (MTs) Nurul Iman in Beringin Jaya Village is one of the Islamic educational institutions that strives to instill these values through teaching Islamic Religious Education (PAI). Although various learning methods have been implemented, the challenge in improving the quality of students' morals is still an issue that needs further attention. Parents are the most responsible for educating children starting from when they are in the womb (Lamadang, 2019) Based on initial observations, there are several factors that cause the low application of moral values among students.

One of the main obstacles is their lack of interest in learning morals. Some students consider this material uninteresting because it is delivered using methods that are less interactive and more theoretical. In addition, environmental influences are also factors that cannot be ignored. According to (Ramadhan et al., 2023) life outside of school often brings negative influences that have the potential to weaken the understanding and application of moral values taught in schools. Another contributing factor is the lack of support from parents. Moral education should start at home, but in many cases, parents' busyness or lack of understanding of the importance of forming good morals means that children do not get enough guidance (Nofhendri, 2024). Based on these problems, concrete efforts are needed to improve the quality of students' morals at MTs Nurul Iman. Islamic Religious Education teachers as educators have a strategic role in shaping students' character through an approach that is more effective and relevant to their conditions. Therefore, this study aims to explore the various methods used by Islamic Religious Education teachers in improving morals in the school environment, while at the same time analyzing the effectiveness of the strategies that have been implemented. By understanding the problem more deeply, it is hoped that more innovative and applicable solutions can be found in instilling moral values in students (Abdullah et al., 2019).

This study also aims to describe the social, economic, and environmental conditions in Beringin Jaya Village that also influence the formation of students' character. This village is an area that has a diversity of community backgrounds, both in terms of social and economic. Most of the students' parents work in the agricultural and small trade sectors, which in many cases makes them have limited time to accompany their children in learning, including in terms of moral development. Environmental factors are also one aspect that contributes to students' mindsets and behavior. Uncontrolled access to social media and digital information is often a challenge in maintaining the morality of the younger generation. Moral education must start early and start from home (Lamadang, 2024).

In an effort to improve this situation, it is important to review the various learning methods that have been implemented at MTs Nurul Iman, as well as to see the potential that can be further developed. One strategy that can be applied is a practice-based learning approach, where students are not only given theories about good morals, but are also invited to apply them in their daily lives. Islamic Religious Education teachers can integrate active learning methods, such as group discussions, case studies, and simulations, to improve students' understanding of the importance of moral values. In addition, collaboration with parents and the community is also needed so that the process of forming morals does not only take place at school, but also in the home and community environment. As part of this research, literature review is an important aspect in strengthening the concept used in this service. Several previous studies have shown that more interactive and real-life experience-based teaching methods are more effective in improving students' understanding and application of moral values.

Research conducted by (HUDA, 2022) revealed that the use of discussion and case study methods in Islamic Religious Education learning can significantly increase students' moral awareness. Meanwhile, another study by (Alrasydin, 2023) highlighted the importance of parental involvement in shaping children's character, where children who receive moral guidance from their families tend to have a better understanding of moral values. In addition, an approach based on local cultural values can also be an effective solution. The Beringin Jaya Village community has a tradition of mutual cooperation and togetherness that is still quite strong. These values can be utilized as part of a learning strategy to build students' moral awareness. Islamic Religious Education teachers can link the material on morality with existing social practices in the surrounding environment, so that students can more easily understand and internalize these values in their lives.

LITERATURE REVIEW

Learning will be more interesting if the method is interesting (Budu et al., 2023) In this study, it will be discussed in more detail how these various strategies are implemented by Islamic Religious Education teachers at MTs Nurul Iman. Through a more structured approach and based on empirical evidence, it is hoped that the results of this study can make a real contribution to improving the quality of students' morals. The results of this study are expected to not only be beneficial for the school environment, but can also be a reference for other schools facing similar problems. Efforts to improve morals among students cannot only depend on teaching in the classroom, but must involve various aspects, ranging from more effective teaching methods, conducive environmental support, to parental involvement in the formation of children's character. Through this study, it is hoped that more applicable solutions can be found in instilling moral values in students, so that they not only understand the concept of morals theoretically, but are also able to apply it in everyday life.

METHODOLOGY

This study uses an action research method with a qualitative descriptive approach to analyze the efforts of Islamic Religious Education teachers in improving students' morals at MTs Nurul Iman, Beringin Jaya Village. The target audience is students as the main object, Islamic Religious Education teachers as facilitators, and parents and the community as supporting factors. The study was conducted at MTs Nurul Iman, which was chosen because of the relevance of social conditions and moral challenges faced by students. The methods used include planning, implementation, observation, and evaluation. Islamic Religious Education teachers apply interactive methods such as discussions, case studies, and social practices to strengthen students' understanding. Classroom observations and interviews with students and teachers are used to assess the effectiveness of this method. Evaluation is carried out by providing materials before and after activities to measure students' understanding to see changes in attitudes. Success is measured by increasing students' awareness of moral values, changes in their social interactions, and their influence on discipline and responsibility in everyday life.

RESULTS AND DISCUSSION

To better understand the efforts of Islamic Religious Education teachers in improving students' morals, we conducted direct observations at MTs Nurul Iman, Beringin Jaya Village. This observation aims to identify student behavior patterns in everyday life and analyze the effectiveness of the methods applied by teachers in shaping their character. The first step in this activity is to observe student interactions inside and outside the classroom to determine the extent to which they apply moral values such as honesty, discipline, and respect. This observation was carried out for several weeks to see changes in attitudes that occurred after various learning methods were applied. Through this observation, we recorded how students responded to the material taught, whether they were able to understand the values of morals and apply them in their daily lives, or still had difficulty in forming good habits. This community service activity was carried out by a team responsible for planning and delivering learning materials. The implementation of this program consists of several stages, namely:

1. Survey and Observation

The first survey was conducted on February 11, 2025 to collect data on factors that influence students' morals at MTs Nurul Iman. Meetings and coordination were conducted with the Principal and Islamic Religious Education teachers to understand the challenges faced in shaping students' characters. Direct observations in the classroom were conducted to identify factors that could hinder the development of morals, such as the influence of the social environment, lack of role models, and minimal positive interaction between teachers and students. The data obtained from this survey and observation were used as a basis for designing more effective strategies to improve students' morals.



Figure 1. Initial Survey Documentation and Observation

As part of the effort to improve students' morality at MTs Nurul Iman, Beringin Jaya Village, Islamic Religious Education teachers play an active role in compiling materials that are in accordance with students' needs and characters. Learning materials are designed to be more interactive and applicable, so that they can help students understand and apply moral values in everyday life. In compiling materials, Islamic Religious Education teachers integrate learning methods that are not only theoretical, but also practical and contextual. One of the materials used is a printed book that contains information about fostering an attitude of honesty, discipline, responsibility, and concern for others. In addition, teachers also prepare teaching materials in the form of inspirational stories, case studies, and role simulations that invite students to reflect on the values of morality in their lives.

As a learning medium, Islamic Religious Education teachers also develop various creative strategies, such as group discussions, educational games, and social projects that directly involve students. These activities aim to make learning more interesting, and encourage students not only to understand the concept of morality, but also to apply it in their daily lives. With this approach, teachers can more easily observe the development of students' character and provide more effective guidance in forming personalities based on Islamic values.



Figure 2. Documentation of PPL Students Designing Learning Materials

2. *Delivery of Learning Materials*

The teaching process was carried out in stages from 12 to 26 February 2025. The material delivered focused on the Efforts of Islamic Religious Education Teachers in Developing/Improving Morals at MTs Nurul Iman School, Beringin Jaya Village. In this activity, interns work together with teachers and students to provide an understanding of the importance of character formation based on moral values. The methods used include discussion, guidance, and direct practice in the classroom to instill polite, honest, disciplined, and responsible attitudes in everyday life. In addition, Islamic Religious Education teachers play an active role in providing real examples to students, both through learning activities and daily interactions in the school environment. The learning process is designed to be interactive and applicable, with the hope of creating a conducive environment for the development of students' morals and ethics.



Figure 3. Documentation of Material Delivery

Based on observations made, differences in student attitudes and behavior in daily life were found at MTs Nurul Iman, Beringin Jaya Village. Some students show good character, such as respecting teachers, being honest, and being responsible, while others still have habits that are not in accordance with Islamic values, such as speaking rudely, being undisciplined, and not respecting friends. Islamic Religious Education (PAI) teachers have an important role in shaping students' morals through various teaching methods and habits applied in schools.

PAI teachers at MTs Nurul Iman use various approaches to shape students' character. One of the main methods is to provide direct understanding through teaching in the classroom. Explanations regarding moral values in Islam are carried out in a way that is easy for students to understand. In addition, group discussions are also often used so that students can express their opinions and understand the importance of morals in daily life. Another method applied is to provide direct examples of attitudes and actions. Teachers try to be role models for students by demonstrating behavior that reflects Islamic values, such as being honest, disciplined, and compassionate. In addition, good habits are also built through routine exercises, such as getting students used to greeting, speaking politely, and maintaining the cleanliness of the school environment. Moral

education in schools does not only take place in the classroom, but is also applied in students' daily activities. Every morning, students are accustomed to reading prayers together before starting lessons. While in class, they are taught to respect teachers and friends, and to behave politely in communicating. In addition, teachers also remind students of the importance of honesty in doing assignments and exams. Outside the classroom, moral habits are also applied through various school activities. For example, mutual cooperation activities are carried out to build a sense of responsibility and concern for the environment. Programs such as visits to orphanages or social services are also held so that students can learn directly about empathy and sharing with others.

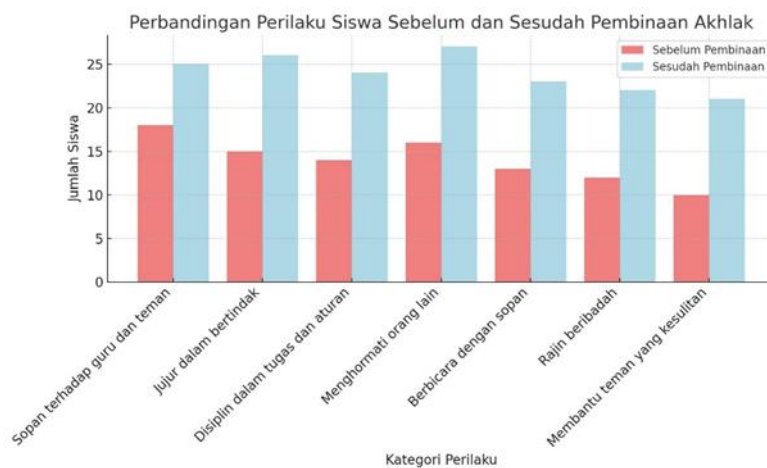


Figure 4. Comparison of Student Behavior Before and After Moral Guidance

The results of the implementation of this moral education showed quite significant developments in student behavior. Of the total 37 students observed, around 25 students showed positive changes, such as becoming more polite to teachers and friends, more disciplined in carrying out schoolwork, and more honest in acting. Meanwhile, 12 other students still had difficulty in applying the moral values taught, although some of them began to show improvements in their daily behavior. Students who previously often spoke rudely began to reduce this habit, while those who were less disciplined began to show improvements in terms of responsibility for school tasks and rules. This shows that the moral development carried out by Islamic Religious Education teachers has a positive impact, although there are still some challenges in the process. One of the main challenges in shaping students' morals is the lack of interest of some students in moral material. Many consider this lesson boring and less relevant to their lives. To overcome this, Islamic Religious Education teachers try to present more interesting learning methods, such as using inspirational stories and interactive discussions so that students are more interested. In addition, the social environment also influences the formation of students' morals. The negative influence of peers often makes it more difficult for students to apply the values that have been taught. Islamic Religious Education teachers try to overcome this

by providing individual guidance to students who are having difficulties, and encouraging them to socialize with friends who have a positive influence.

Lack of support from parents is also a factor that makes moral education in schools not run optimally. Some students do not get enough guidance from their families, so the values taught in schools are not always applied at home. For this reason, the school holds meetings with parents to discuss the importance of moral education and how they can support their children in applying it in their daily lives. Observations of student behavior show that most have begun to apply the moral values that are taught. They respect teachers and friends more, and show politeness in speaking and interacting with others. In addition, the habit of worship has also increased, where more students are diligent in performing prayers and participating in religious activities organized by the school. In addition, students are also more concerned about the surrounding environment and more often help friends who have difficulty learning. This shows that the moral education provided is not only influential at school, but also in their daily lives at home and in other social environments. In addition to Islamic Religious Education teachers, the principal and the school as a whole also play a role in supporting moral education.

A comfortable and conducive school environment is very important so that students can learn and develop well. Therefore, schools implement policies that support character building, such as regulations on discipline and politeness. Additional programs are also often held to strengthen moral learning. One of them is the short-term Islamic boarding school activity held during the month of Ramadan, where students receive intensive guidance on religion and morals. In addition, social activities such as community service and orphanages are also part of the school's efforts to instill values of care and empathy in students. Student religious study groups are also routinely held as a forum for them to learn and discuss various problems related to morals. With these programs, it is hoped that students can increasingly understand and apply Islamic values in their lives.

In addition to learning at school, there are several external factors that influence the formation of students' morals. One of them is the family environment. Children who grow up in families that instill good Islamic values tend to have better morals than those who receive less guidance from their parents. Peers also play a big role in shaping students' character. If they hang out with friends who have positive attitudes, they are likely to follow those good habits. However, if they interact more often with friends who have bad habits, they can be influenced and find it difficult to apply good morals. In addition, social media is also a factor that influences students' mindsets and behavior. The content they consume on the internet can have positive or negative impacts on their morals. Therefore, teachers and parents need to provide direction and limit access to content that is not in accordance with Islamic values. To find out the extent of students' moral development, Islamic Religious Education teachers conduct regular evaluations. The methods used include observing student behavior, assessing attitudes based on their daily interactions, and discussing with students to find out their understanding of morals.

In order for moral education to be more effective, innovation in teaching methods is needed. A more interesting and interactive approach will make students more enthusiastic in learning. In addition, the involvement of parents and the surrounding environment is also very important to support the formation of better character. With various efforts made by Islamic Religious Education teachers and schools, it is hoped that students can grow into individuals who have good morals and are able to apply them in their daily lives.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study shows that the efforts of Islamic Religious Education (PAI) teachers in improving the morals of students at MTs Nurul Iman, Beringin Jaya Village have a positive impact even though they still face several challenges. Through interactive learning methods such as discussions, case studies, and social practices, students begin to show better behavioral changes, such as increased politeness, discipline, and honesty. However, the lack of student interest, environmental influences, and minimal parental support are still obstacles in the application of moral values. Therefore, more innovative learning strategies and the involvement of parents and the community are needed so that the formation of student character can run more optimally and sustainably.

FURTHER STUDY

This study still has limitations, so further research is needed related to the topic of PAI Teachers' Efforts in Developing/Improving Qarimah Morals at MTS Nurul Iman School, Beringin Jaya Village in order to perfect this study and increase insight for readers.

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