

STRATEGY FOR INTERNALIZATION OF KARIMAH VALUES IN LEARNING ISLAM IN AL-HALIM GARUT VOCATIONAL SCHOOL

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ABSTRACT

Background: In this modern era, how important it is to maintain harmony, harmonize development and progress, and must preserve and instill in all humans, especially students, so that education is designed as well as possible so that all students can understand and live the best. It is important to implement the moral values that are taught.

Aim: The purpose of this study is to describe the religious development of students who seek the development of religious culture at SMP Negeri 10 Bandung.

Method: This research is a type of qualitative research. The research approach used is a phenomenological approach (the meaning of existence) which is an approach to gaining knowledge about something (object) as it appears and becomes our conscious experience.

Findings: shows that the implementation of student religious development through the development of religious culture at SMP Negeri 10 Bandung has been going well and programmed, both carried out by the school as a complete educational institution with wisdom related to the development of religious culture in schools and community activities carried out by Rohit (Spiritual Islam) as a kind of extracurricular activities for special schools in the shade. other religious activities. This success can be achieved because of the efforts of the principal and the support of the entire school community by showing commitment that each goes together and supports the other.

KEYWORDS

The Development of Religion, Religious Culture.

INTRODUCTION

In this modern era, values are very important to maintain harmony, harmonize development and progress, and moral values must still be preserved and instilled in all humans (Ilyasin & Tohet, 2020), especially students so that education is designed as well as possible so that all students can understand and live the best. It is important to implement the moral values that are taught (Chowdhury, 2018).

Therefore, Islamic religious education (PAI) must be able to build the character of students for the better (Susilawati, Aprilianti, & Asbari, 2022), especially reflecting the character of Islam, namely "Rahmatan Lil Alamin" which of course upholds moral values, tolerance, social and responsibility. we need to know and understand that many of the problems that occur in our country are caused by the depletion of moral values, so that it becomes a necessity for the community to stick to these values even though it is not an easy matter, but it must be done. , and one thing that must be remembered is that without understanding these values it is impossible for a person to able to practice them in life and all of that will be obtained through education.

In Law Number 20 of 2003 concerning the National Education System, the Government seeks and organizes a National Education system that can increase faith and devotion to God Almighty and noble character in the intellectual life of the nation. In Chapter II article 3 it is stated that "National Education aims to educate the nation's life and develop Indonesian people as a whole, namely humans who believe and are devoted to God Almighty and have a noble character (Kurniawan, 2018), have knowledge and skills, physical and spiritual health, a strong personality." and independent and socially and nationally responsible. Every implementation of education in various paths, types, levels, and units of education must refer to the goals of National Education above (Blossfeld, Schneider, & Doll, 2009).

Based on the educational objectives above, it is full of values and the formation of students must be prioritized, not only the fulfillment of information but there is a balance between cognitive, psychomotor, and affective (Dharmaningsih, Tanu, & Sutriyanti, 2018). Seeing the phenomenon that has occurred, education seems to only produce products whose beneficial value is only a means of self-gratification, while the values of benefit by religious values are ruled out. Achieving these educational goals cannot be separated from the three most decisive elements, namely teachers, students, and the curriculum, especially in the learning process (Gunawan, 2017). The teacher according to his function is in charge of optimizing students' abilities in learning by what we call teaching. Students with all their characteristics in the learning process are expected to maximally achieve learning objectives (Wuryandani, 2021). The curriculum can be viewed as a guide to achieving the desired results. However, the biggest problem for educational institutions in Indonesia in improving the quality of Indonesian human resources is the extent to which educational institutions play an active role in translating national education goals as expectations and at the same time as an indicator of the success of the implementation of education in Indonesia (Tanjung, 2020).

One of the problems facing our world of education is the problem of the weakness of the learning process (Agbele & Oyelade, 2020). In the learning process, students are less encouraged to develop thinking skills. The learning process in the classroom is directed at the ability to memorize information (Breunig, 2017), the child's brain is forced to remember and hoard various information without being required to understand the information it remembers to relate it to everyday life. When our students graduate, they are theoretically smart, otherwise, they are poor in the application.

The poverty of religious values in the education of a nation's generation can gradually become a disaster for the nation itself. Quite a tragic incident has been experienced by several countries that separate aspects of religious moral and ethical values from education (Friedman, 2017). For example, the collapse of the Soviet Union which later became the Federal state of Russia was rooted in the "void" of education in the development of ethical and moral values of religion, in addition to the weakness of the Marxist foundations themselves. The communist state, which was built on the Marxist ideology, has neglected the importance of religious and moral values in part from the educational aspect. Even religion is considered the opium of society which is dangerous.

The loss of one characteristic pillar for the nation through education in the Soviet Union caused these countries to be unable to compete with America, which developed education in a similar context, namely educational secularism. But because the United States provides broad opportunities for people to cultivate religion through religious institutions outside of

school (Mason, 2018), the weaknesses of Values Education in formal educational institutions can be overcome.

METHOD

This research is a type of qualitative research. The research approach used is a phenomenological approach (the meaning of existence) which is an approach to gaining knowledge about something (object) as it is displayed and becomes our conscious experience. The use of this approach is adapted to the main objective of the study, which is to describe the Internalization Strategy of Karimah Moral Values in Religious Learning at SMK Al-Halim Garut.

The informants of this research consisted of principals, teachers, and students who were determined later according to the needs and objectives of the research. Informants were selected based on and related to the research theme, using the “snowball” principle, which ensures that a small number of research informants will eventually become large. To collect all research data needed in this research comprehensively, researchers used three kinds of data collection techniques, namely: interviews, observation, and documentation. Furthermore, the data that has been collected is analyzed qualitatively by following the data analysis technique proposed through three flow of activities carried out sequentially, namely; (1) data reduction, (2) data presentation, and (3) conclusion drawing/verification is carried out continuously throughout the research process.

RESULTS AND DISCUSSION

1. The planning strategy for implementing the internalization of good morals in learning Islamic religion at SMK Al-Halim Garut

Planning is always related to hopes and desires for the future, many factors influence it. Without an educational plan, you will lose opportunities and will not be able to answer about what will be achieved and how to achieve the goals of educational institutions. Therefore, plans must be made and programmed so that actions can be directed and focused on the goals to be achieved.

Planning is always made by anyone, be it individuals, governments, business institutions, or educational institutions.

The most important thing in a plan in achieving the goals desired by SMK AL-HALIM GARUT is the existence of standards that will spur the teacher's role to improve and develop insight, creativity, and teacher competence in designing and implementing intelligent learning, religious attitudes, and morals. karimah, so that educational institutions can be achieved.

According to Stoner, quoted by Agus Sabardi planning is an activity that is divided into 4 stages and applies to all planning activities at the organizational level, namely:

- a. Set goals. Planning begins with decisions about what the organization or workgroup needs.
- b. Formulate the current state. How far is the organization's position from the goal? What resources are available for the purpose? Only by analyzing the current state of the organization, a plan can be formulated to describe the next activity plan.

- c. Identify all facilities and obstacles. What internal and external factors can help the organization achieve its goals? What factors can cause problems?
- d. The magnitude of the activity for the purpose. This final stage involves developing various alternative activities to achieve goals, evaluating these alternatives, and selecting the best alternative among existing alternatives to achieve the goal (Sabardi, 2001: 55).

In the context of learning, (Mujib, 2008) suggests that: "Planning can be defined as the process of compiling subject matter, use of teaching media, use of teaching approaches and methods, as well as assessment in a time allocation that will be carried out at a certain period to achieve the desired goals. has been determined.

The vision or goal of SMK AL-HALIM "The Realization of Students Who Have Faith, Knowledge, and Morals" with a mission no 2, namely Pioneering and implementing education quality management to develop vocational education based on pesantren in the NU studies is expected to be internalized by students holistically. maximally through religious activities that are a program at SMK AL-HALIM GARUT.

When referring to the main goal in the learning process, refers to the purpose of the school or the school visit itself. The school's vision is based on input from various school residents and interested parties, in line with the vision of the institution above it and the vision of national education. It is decided by the board of educators led by the principal by taking into account the input of the school committee, then socializing with school residents and interested parties and reviewed periodically developments and challenges in the community.

The strategy process for implementing the internalization of good morals for students can be carried out well if there is cooperation and harmony from various parties in educational institutions. One of the things that play an important role in the implementation of the strategy for implementing the internalization of good morals in Islamic religious learning is the strategy that is applied and applies within the institution.

Based on the findings that have been discussed in the previous discussion, Islamic education teachers, SMK AL-HALIM GARUT always prepare a planning concept which includes the RPP (Learning Implementation Plan) and the Islamic Boarding School Takhosus Program. The Design of Learning Implementation discusses the components of learning, media, methods, approaches, and techniques as well as time allocation and evaluation so that by organizing learning components that can be involved, the direction and objectives of learning are carried out optimally.

SMK AL-HALIM GARUT prepares a lesson plan as contained in the results of the interview, that in responding to learning ethically, the Islamic Islamic Education teacher makes a learning plan so that in the process of implementing the internalization implementation strategy, the karma can run optimally. starting from the curriculum, syllabus, lesson plans, learning objectives and so on.

Planning is making decisions about what to do to achieve goals (Wina, 2007). Planning is one of the initial functions of management activities in achieving goals effectively and efficiently. Planning is also referred to as foresight and creates a framework to direct one's actions in the future. Thus, the process of planning must start with setting goals to

be achieved through needs analysis and complete documents, then determining the steps that must be taken to achieve these goals.

Planning is a process of systematically preparing activities to be carried out to achieve certain goals. Planning is a way to achieve goals as well as possible with existing resources to be more effective and efficient. Wina Sanjaya stated that the planning of the learning process includes time allocation programs, annual programs, semester programs, syllabus and learning implementation plans. This is as contained in the Permendiknas Number 41 of 2007 that the planning of the learning process includes the syllabus and learning implementation plans, but in the Permendiknas planning is more emphasized on the syllabus and lesson plans.

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2. The Strategy Process for Implementing the Internalization of Karma Moral Values in Islamic Religious Learning at SMK Al-Halim Garut.

The implementation of strategy of implementing the internalization of good morals in Islamic religious learning for students at SMK AL-HALIM GARUT, of course, pays attention to the important parts or components that are included in the learning process. Its components include instructional objectives to be achieved, subject matter, methods, teaching aids, and evaluation as a measuring tool for achieving or not achieving goals.

Based on the research findings in the implementation of the strategy of implementing the internalization of good morals in Islamic religious learning, these students have been quite well implemented because they pay attention to the structure and components in planning. The implementation of strategy for implementing the internalization of good morals in Islamic religious learning for students at SMK AL-HALIM GARUT includes several things, namely:

- a. Objectives: The purpose of the strategy for implementing the internalization of good morals in Islamic religious learning is of course what is contained in the vision, mission, and goals of the school, namely to create students who are faithful, pious, and have character by practicing religious values.
- b. Material: The material in the strategy for implementing the internalization of karimah morality in Islamic religious learning, the most basic of which refers to the package book and module of Islamic Religious Education and takes most of the material in the Qur'an and Al Hadith which talks about the strategy of implementing the internalization of karimah in learning. Islam and other supporting references.
- c. Methods: Islamic religious education teachers in implementing strategies for implementing the internalization of good morals in Islamic religious learning through appropriate methods so that students can understand what the teacher is doing.
- d. Media: The media used in the strategy of implementing the internalization of karimah morality in Islamic religious learning, of course, which is easily accessible and

affordable for students, students can be encouraged and enjoy participating in each series of activities for the application of morality.

- e. In the application of morals, the teacher also uses various methods that are selected according to the character, situation, and condition. The method is one of the strategies or methods used by teachers in the learning process to be achieved. The more precise the method used by a teacher, the better the learning will be.

In addition to using the application method, PAI teachers also use the media as access to facilitate the implementation of the strategy for implementing the internalization of good morals in students' Islamic religious learning. Teaching media according to Ibrahim and Syaodih is defined as anything that can be used to transmit messages or lesson content, thoughts, feelings, concerns, and abilities of students, to encourage the teaching and learning process.

3. Evaluation Of The Strategy For Implementing The Internalization Of Good Morals In Islamic Religious Education At SMK Al-Halim Garut.

means an evaluation of the level of success in achieving the goals that have been set in a program. Based on the findings in the field, evaluation is one of the important indicators to determine the value and information in a moral process. The evaluation process is important in the implementation of morals at SMK AL-HALIM GARUT because with evaluation, the program that is being run can be known about how the results of implementing the program and how to improve it.

One of the functions of educational evaluation is as a tool to find out the knowledge, values, and skills that have been given by a teacher. Including the evaluation of the strategy for implementing the internalization of good morals for the students of SMK AL-HALIM GARUT, it is not only the cognitive aspects that are considered but the skills and behavior of students are also an assessment.

Evaluation measuring tools are broadly divided into two ways, namely test, and non-test. The tests include a written test, an oral test, and an action test. While the non-test is divided into six, namely: multilevel scale, questionnaire, match list, interviews, observations, and curriculum vitae.

CONCLUSION

Based on the research findings contained in chapter IV, in general, it can be said that the strategy of internalizing good morals in Islamic religious learning in class XII SMK AL-Halim Garut is by the planning, implementation, evaluation, and all components involved in it which include the foundation, basis, guidelines, and rules contained in the Law on the National Education System, Vision, Mission, and School Goals.

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