



Aqidah akhlak learning method in the formation of student character at Mts Al-Jihad Boleng, Ile Boleng District, East Flores Regency

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ARTICLE INFO

ABSTRACT

This article has undergone peer review and was presented at the Islam in World Perspectives Symposium 2024 on August 14, 2024

Keywords

Learning, moral beliefs, character

Learning moral beliefs is a process of change in behavior and knowledge through interactions between teachers and students in the classroom. This process involves moral aqidah material that teaches about faith, Islamic issues, as well as obedience and obedience in carrying out Islamic law. The aim is to form a person with noble character, by emphasizing not only the intellectual aspect, but also the moral aspect, thereby forming an individual with character. This research aims to determine the moral aqidah learning methods used by moral aqidah teachers in forming student character at Al-Jihad Boleng Private MTs, Ile Boleng District, East Flores Regency. This research is descriptive qualitative research, the data sources used are primary data and secondary data with data collection techniques through observation, interviews and documentation. Data analysis in this research was done by data reduction, data presentation and conclusions. Based on the results of this research, it is clear that: 1) The implementation of moral aqidah learning at Al-Jihad Boleng Private MTs consists of three implementation activities, namely initial activities, core activities and final activities. 2) The learning method applied to learning moral aqidah at Al-Jihad Boleng Private MTs uses four methods, namely the lecture method, discussion method, assignment method and question and answer method. 3) Supporting factors in implementing learning consist of educator factors, facilities and infrastructure factors, while inhibiting factors in implementing learning are method factors, student factors, parent factors, environmental factors and student interactions.

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Introduction

Education plays an important role in developing students' potential spiritually, intellectually and morally. One of the main aspects is moral aqidah education, which is taught to shape students' behavior and character in accordance with Islamic values. This education includes an introduction to the principles of faith, sharia, and morals, which are interrelated in guiding students to become individuals who believe, have noble character, and are devout in worship (Abd. Gani Isa., 2012).

Al-Jihad Boleng Private MTs in Ile Boleng District, East Flores Regency, seeks to implement moral aqidah education to shape students' character. Even though active learning methods have been implemented, many students are less responsive and experience boredom in the teaching and learning process. This shows that the approach used is still not optimal in increasing student participation and developing their character.

Challenges in forming student morals at MTs Al-Jihad Boleng can be seen from behavior that lacks discipline, such as being lazy about praying in congregation and not respecting friends. Therefore, it is necessary to conduct a more in-depth study regarding effective moral aqidah learning methods, so that they can help students develop akhlakul karimah character in accordance with Islamic principles.

Method

This research uses a qualitative descriptive approach with the type of field research. The aim is to explore the character learning system in Aqidah Akhlak learning at MTs Al-Jihad Boleng, East Flores. Data was collected through participant observation, interviews with teachers, students and school officials, as well as related documentation.

Primary data was obtained directly from respondents through interviews and observations. Meanwhile, secondary data is collected from relevant documents. The data analysis technique is carried out descriptively, describing the phenomena observed in depth. The validity of the data is tested through diligent observation and triangulation by comparing various sources and methods.

The research was carried out at MTs Al-Jihad Boleng with the main subjects being Aqidah Akhlak teachers, students and the school principal. The location was chosen because it is close to the researcher's residence and is the only madrasa in Ile Boleng District which is the focus of this research.

Result and Discussion

Learning Aqidah Morals in the Formation of Student Character

Implementation of Moral Aqidah Learning in Shaping Student Character

At Al-Jihad Boleng Private MTs, learning aqidah akhlak aims to shape students' character by applying methods that involve initial, core and closing activities. The learning process begins with initial activities, including group prayer, repetition of previous material, and giving homework to prepare students for new material. This activity aims to ensure students' readiness and explore their initial knowledge. Ustazah Muja, a teacher of aqidah akhlak, explained that he starts the class by greeting students, reading prayers, and taking attendance, as well as ensuring understanding of the previous material with a quiz.

In core activities, class management is the main focus. Teachers like Ustazah Muja apply seating

arrangement strategies to manage the classroom atmosphere. If there is a disturbance, such as a student not paying attention or making noise, the teacher gives a warning and asks for a repeat explanation from the student concerned. Class management is important to maintain focus and create a conducive learning environment. According to Uzer Usman, classroom management includes arranging space and creating a focused learning atmosphere.

Closing activities involve learning evaluations, where students are asked to record conclusions about the material and are given the opportunity to ask questions before the lesson ends. Ustazah Muja regularly reflects and gives quizzes to measure students' understanding. The head of the madrasah added that although there were no major problems, there were complaints regarding the speed of delivery of material and the workload of teachers who had to pay attention to many students.

Aqidah Akhlak Learning Method in Forming Student Character

Lecture Method

The lecture method is the main strategy used by moral aqidah teachers at Al-Jihad Boleng Private MTs to deliver learning material. In this method, the teacher explains the material orally while students listen and make notes as material for re-studying at home. This process aims to ensure that students gain a deep understanding of the concepts being taught. For example, material about commendable morals, such as Husnudz dzon, Tawadhu', Tasamuh, and Ta'awun, is delivered through lectures to make it easier for students to understand and apply these values in everyday life.

According to experts, lectures are an effective teaching method for conveying information in a clear and structured manner. Suryono stated that lectures allow teachers to use tools to clarify explanations, while Rosetiyah N.K added that lectures function as a medium for communicating information verbally. This opinion is reinforced by teachers' experience in the field, which shows that lectures can help students understand the material in more depth.

However, the lecture method also has disadvantages, such as limited opportunities for discussion and lack of space for students to develop creativity. This can cause the learning process to become monotonous and make it difficult for teachers to assess the extent of students' understanding. Nevertheless, lectures remain a useful method for conveying material in a broad and structured manner, as well as providing a strong basis for students to understand and apply moral teachings in their lives.

Discussion Method

The discussion method is applied by the moral aqidah teacher at Al-Jihad Boleng Private MTs to increase student involvement in learning. In this method, students are divided into small groups, with the aim of facilitating interaction and collaboration in solving problems. The teacher selects

active and passive students simultaneously for each group, with the hope that less active students will be motivated by their group friends. The discussion begins with a specific task, such as looking for examples of Husnudzon's behavior, and the results of the discussion are presented by the group leader in front of the class.

During the discussion, the teacher acts as a supervisor and guide, ensuring the discussion stays on the right track and providing constructive feedback. This method is designed to encourage active student participation and facilitate a more interactive learning process. The teacher provides initial directions and monitors each group, as well as providing assessments and awards based on the results of the discussion.

Implementation of the discussion method involves several important steps, such as clear delivery of the problem by the teacher, group formation and appointment of a discussion leader, as well as active monitoring by the teacher during the discussion. With this approach, students not only develop critical thinking and communication skills, but also feel more motivated and involved in the learning process.

Assignment Method

The assignment method is an important strategy in teaching moral aqidah at Al-Jihad Boleng Private MTs. Teachers use this method to motivate students to study both at school and at home. By giving assignments, such as finding information about good morals and compiling written reports, teachers aim to make students more involved in the subject matter and take responsibility for their learning. This assignment must be submitted in neat written form at the next meeting, so that students are expected to have the opportunity to study the material in more depth.

The assignment method also functions to ensure that students remain active and do not only depend on activities in class. Teachers realize that without assignments, students may not understand the material well. Assignments help remind students of their responsibilities as students and get them used to learning independently. This method is in line with the views of Syaiful Sangala and Rosetiyah N.K., who stated that assignments improve student learning outcomes by providing integrated training.

However, the challenge with the assignment method is that there are students who do not complete the assignment well, for example by forgetting or cheating, which shows a lack of honesty. However, assignments are still important to train students to think critically, be responsible, and maintain the value of honesty. With this method, students learn to appreciate commendable morals and apply them in everyday life, which is part of a broader moral education.

Question and Answer Method

The question and answer method is a communication technique applied in teaching moral aqidah at Al-Jihad Boleng Private MTs. This method involves direct dialogue between teachers and

students, where the teacher asks questions and students provide answers, or vice versa. Ustazah Muja explained that this method is usually used at the end of the learning session. By asking questions that are relevant and based on the material that has been taught, students are expected to be able to focus more and understand the material well. As a form of appreciation, students who can answer questions or quickly raise their hands will get additional points for their class activity.

The application of this question and answer method aims to evaluate students' understanding after the material has been taught. This method helps students be more active in learning, because they have to pay close attention to the material to be able to answer the questions given. In addition, by asking questions about previous material, this method also serves to improve students' memory and ensure that they not only understand the material at that time, but can also remember and apply it at a later date.

Through the question and answer method, learning activities become more dynamic and interactive. This method not only helps evaluate students' understanding but also motivates them to be more actively involved in learning. Even though there are some students who are still less active in asking questions, it is hoped that implementing this method can reduce boredom in class and improve the overall quality of learning.

Supporting and Inhibiting Factors in the Implementation of Aqidah Akhlak Learning in the Formation of Student Character

Supporting Factors

Supporting factors in the formation of student character at Al-Jihad Boleng Private MTs involve various interconnected elements. One of the main factors is religious activities such as congregational midday and noon prayers, as well as extracurricular activities such as scouting. These activities help students apply faith lessons in everyday life, making it an integral part of their character formation. Ustazah Muja stated that students' involvement in this activity strengthens their understanding of faith and morals, making it more than just an external assessment but part of internal formation.

Other supporting factors include the role of teachers, who are role models for students. Observations show that the teachers at this school always dress neatly and politely and say hello, which teaches students the importance of dressing politely and maintaining etiquette in interactions. Ustadz Rahkimin Bata emphasized that the teacher's attitude in providing examples of good behavior is crucial in shaping students' character, so that they are motivated to follow the example given.

Apart from that, facilities and infrastructure also play an important role in supporting the learning process. Prayer rooms in schools, for example, are used for various religious activities that support the learning of moral beliefs. Improved facilities such as water tanks in prayer rooms

ensure that students can perform congregational prayers comfortably. School libraries also provide access to books that explore the prophet's creed and examples, which gives students the opportunity to study outside of class hours. With this facility, students can be more involved in learning activities and use their break time productively.

Inhibiting Factors

In forming the character of students at the Al-Jihad Boleng Private MTs, there are several inhibiting factors that influence the effectiveness of the moral aqidah learning method. One of the main factors is the learning method itself. Ustazah Muja revealed that if the method used does not suit students' preferences, such as too many lectures for students who prefer active interaction, then students can feel bored and unfocused. This can hinder understanding of the material and make it difficult for teachers to shape students' characters effectively. Therefore, choosing the right method is very important to ensure the material is well received by students.

Another factor is the students themselves. Ustazah Muja emphasized that learning moral aqidah requires the will and active participation of students. Without students' desire to learn and interact, any learning method will not be effective. As mentioned in the Al-Qur'an Surah Ar-Ra'd verse 11, changes in character require changes from within the student himself. This shows that students' personal awareness and motivation are the keys to effective character formation.

The third factor is the role of parents. Even though schools provide good methods and facilities, the role of parents at home is very important in supporting learning. Ustazah Muja highlighted that parents who do not set a good example or supervise their children can hinder the learning process that occurs at school. The character students form at home will influence how they behave at school. Without consistent support and example from parents, efforts at school become less effective.

The final factor is the environment and student relationships. A supportive environment and positive relationships are very important for the success of learning moral beliefs. If students are in an unsupportive environment or have bad company, then the character formation sought by the teacher will be difficult to achieve. Ustazah Muja emphasized that the environment around students must support the values taught at school so that character formation can be carried out better. Harmony between the environment, learning methods, and support from parents is very necessary to achieve the expected learning goals.

Conclusion

Based on the findings and discussions previously presented, the researchers drew the following conclusions: 1) Learning Implementation: Learning of moral aqidah at Al-Jihad Boleng Private MTs is carried out well through dividing activities into three stages: initial activities, core activities, and final activities. This division helps the learning structure to be more focused and effective in forming student character; 2) Learning Method: The aqidah akhlak teacher applies four methods in learning,

namely lecture, discussion, assignment and question and answer methods. Each method has advantages and disadvantages. The lecture method is relevant but can be monotonous if it is not balanced with techniques to attract students' attention. The discussion method is effective in training communication skills and appreciation for differences, but some students are still passive. The assignment method not only assesses student work but also instills responsibility and honesty, even though some students are less responsible. The question-and-answer method helps strengthen student memory and involvement, but there are still many students who do not dare to express their opinions; 3) Supporting and Inhibiting Factors: Supporting factors in learning include educational factors and facilities and infrastructure. Educative factors, such as role models and positive interactions, as well as facilities such as prayer rooms and libraries, really support character formation. However, there are several inhibiting factors, including: learning methods that are not in accordance with students' needs, lack of willingness and awareness of the students themselves, the role of parents who are lacking in providing examples and support, as well as the environment and relationships that can influence students' attitudes and character. A balance between supporting and inhibiting factors is very important for the success of the learning process and the formation of student character.

Acknowledgements

With great gratitude, I would like to express my thanks to my supervisor who has provided invaluable guidance, support and knowledge in completing this thesis. I also express my deep gratitude to my family, who have always provided endless moral support and encouragement throughout this process. Without guidance and support from lecturers and family, this thesis would not have been completed properly.

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