



Islamic Religious Education (PAI) Teachers' Strategies in Instituting Religious Character Values in Students at Muhammadiyah Mororiwawo Vocational School, Soppeng Regency

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ABSTRACT

This study aims to find out the strategy of Islamic Religious Education Teachers (PAI) in Instilling the Religious Character of Students at SMK Muhammadiyah Maroriwawo, Soppeng Regency. This research is used as a qualitative type with the consideration that the incident has passed and the data is more in-depth which leads to attitude aspects. There are several strategies for Islamic religious education teachers that can be applied, including exemplary strategies, instilling discipline, habituation and creating a conducive atmosphere. In this case, based on the findings of the research, Islamic Religious Education teachers at SMK Muhammadiyah Maroriwawo Soppeng Regency use habituation strategies, where Islamic Religious Education Teachers at SMK Muhammadiyah Maroriwawo Soppeng Regency more often invite students to get used to practicing something learned, besides that they always supervise students to get used to doing things that are the obligations of students. One of them is to carry out congregational prayers at the Baiturrahman Takalala Grand Mosque at the time of the Dzuhur prayer.

INTRODUCTION

Strategy in general has the meaning of an outline in carrying out actions to achieve the desired goal. If it is associated with learning or teaching and learning, then strategy can be interpreted as a general pattern of activities between teachers and students in the course of teaching and learning activities to achieve the goals that have been outlined.

Teachers are the ones who are responsible for educating students, for that a teacher tries to guide and nurture students so that in the future they will become useful people for the nation because of the great responsibility of the teacher, every day teachers take their time for the benefit of their students.

Providing knowledge to students is difficult because the students faced are living beings who have brains and potentials that need to be influenced by a number of living norms according to ideology. It is the responsibility of the teacher to provide a number of norms to students so that they know which moral and immoral acts are moral and immoral. So teachers must be responsible for all their attitudes, behaviors and deeds in order to build the soul and character of students.

Education is the main means to grow and develop human potential. Education has an important role in instilling, transforming, and developing the positive character of students and promoting the growth of good ethics, as stated in Law Number 200 of 2003 concerning the National Education System (Sisdiknas) has emphasized that national education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, with noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Character education is important to be carried out both at school and at home to be a foothold in the implementation of character strengthening, good communication between family, school and society, will make it easier to strengthen character in students, because character can be formed through habituation, direction, and a supportive environment. Character is the values related to good things, namely understanding goodness, liking goodness, and practicing goodness. Simply character, it is a quality of behavior that is

influenced by habitual patterns in thinking, heart, and action. Character is a basic value that builds a person's personality formed both by the influence of heredity and the environment that is distinguished from others, and is manifested in attitudes and behaviors in the environment in daily life. So character is something that is very important for the achievement of life goals because character is the encouragement of choice to determine the best in life.

Based on the goal of character education, which is to encourage the birth of children who breed, the growth and development of good character will have an impact on students growing with the capacity and commitment to do the best things correctly and have a purpose in life. Character education can be interpreted as education of ethical values, morals, character, and even character values that aims to develop students' ability to make good and bad decisions, maintain goodness, realize and spread goodness in daily life wholeheartedly.

The objectives of character education are in accordance with Presidential Decree No. 87 of 2017 Article 3 concerning the strengthening of character education, as follows: Strengthening Character Education (PPK) is carried out by applying values, especially religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curious, national spirit, love of the homeland, respect for achievements, communicative, love of peace, love of reading, caring for the environment, social care and responsibility.

In 2010 character education was launched as a national movement, but the echo of this character education movement was not strong enough. Therefore, character education needs to be strengthened to become a national movement for the nation's character education through the national program to strengthen character education. The movement to strengthen character education is becoming increasingly urgent to be prioritized because of various problems that threaten the integrity and future of the nation such as the rampant acts of intolerance and violence in the name of religion that threaten the diversity and integrity of the Republic of Indonesia, the emergence of separatist movements, violent behavior in the educational environment and in the community, sexual crimes, student brawls, promiscuity and the tendency of young people to drugs.

To foster religious values in the school environment requires cooperation between teachers as teachers and related parties. This religious value can be taught through various religious activities that will form habits so that students have a religious character. Efforts to instill religious character values in the school environment are by formulating programs that include the cultivation of religious character values that are directed to improve students' behavior. This program should be used as a routine and communicated with parents to apply it at home so that habituation is not limited to school but also in the household environment of students.

Religious character is one of the characters that need to be developed in students to instill students' behavior with Islamic religious teachings based on the Qur'an and hadith. There are so many students who act not in accordance with the prevailing Islamic religious values both in school and in the community, therefore, the religious character needs to be applied and realized by educational institutions. Character development of students is developed in the school environment to foster students to have character in accordance with the Qur'an and hadith through the application of habituation methods that are deliberately carried out repeatedly to make it a habit.

Some big to small problems often occur, for example fights between students, although there are some problems from technological advances, there are some positive things that can be taken advantage of. Moral decadence in the younger generation is a reflection of the nation's character crisis, so it requires a joint commitment in instilling the character of the current young generation.

Strengthening character education in the current context is very relevant to overcome the moral crisis that is happening in our country. Whether we admit it or not, there is currently a real and worrying crisis in society involving our most precious possession, namely children. The crisis includes promiscuous sex, the rampant rate of violence against children, crimes against bullying friends, the habit of cheating, and skipping school, collecting assignments on time, robbery, and destruction of other people's property have become social problems that until now have not been completely overcome, our adolescent behavior is also colored by cheating, bullying habits at school, and brawls, the consequences caused are quite serious and can no longer be considered as a simple problem because this action has led to criminal acts.

The role of schools is very important in efforts to form character. In this context, character education is a school effort that is carried out jointly by teachers, school leaders (and all school residents) through all school activities to shape the morals, character or personality of students through various virtues (vertues) contained in religious teachings. For Muslims, they always use the Qur'an and Sunnah as the basis for their way of seeing, thinking, behaving, and acting.

The formation of character with religious values and national norms is very important because in Islam, morality and character are a strong unity like a tree and become an inspiration for the example of morals and character of the Prophet Muhammad SAW.

The success or failure of the teaching and learning process is influenced by the personal educator and the students who are learning. Therefore, schools try to help develop the potential of students (children)

through the learning process. Schools can provide facilities, facilities, media, resources and education personnel to help encourage and guide students (children) in the learning process.

The learning process must also be developed in the life of the family and society. Character education is not an education based on memorization and verbalist knowledge. Character education is a behavioral education that is formed through habitual action and the embodiment of exemplary behavior of educators, parents, leaders, and society which is a broad environment for children's character development. Schools are one of the institutions that bear the heavy burden of carrying out character education.

School as a means of character education must also prioritize the example of educators. Character is a way of thinking and behavior that is characteristic of every individual to live and work together in the context of family, society, nation and state. Individuals with good character are individuals who are able to make decisions and are ready to account for every outcome of the decisions they make.

Character education is a noble moral education for children by involving aspects of knowledge (cognitive), feeling and action (action). These three aspects will strengthen the child's character. Children are directed to the development of intelligence, namely intellectual intelligence, emotional intelligence, and spiritual intelligence.

Emotional intelligence is an important provision in preparing children for the future because a person will be easier and successful in facing all kinds of life challenges, including the challenge of succeeding academically if his emotions are stable. Spiritual intelligence will form children who are obedient in worship and devoted to their parents, responsible, and sincere.

Instilling character in students is less effective and efficient when a teacher does not prepare well for the implementation strategy of these activities, there must be careful planning in order to achieve the goal of instilling students' character well.

The vocational school (SMK Muhammadiyah Maroriwawo Soppeng Regency) according to the results of temporary observation is a good school in terms of its administration, both school administration and the administration of teachers' equipment, this we can see that SMK Muhammadiyah Maroriwawo Soppeng Regency obtained B accreditation and SMK Muhammadiyah Maroriwawo Soppeng Regency is one of the schools that has provided adequate Islamic religious education for students. Learning activities that are intracurricular in Islamic religious education (PAI) have been running well.

However, in instilling character, there are many difficulties in the field, in addition to Islamic Religious Education (PAI) teachers who teach in very few face-to-face classes, at SMK Muhammadiyah Maroriwawo Soppeng Regency there are also students of various religions, not only Islam but also students who are non-Muslim. So in guiding and instilling the character of students, Islamic Religious Education (PAI) teachers mentioned that it was scheduled, it was mentioned in the guidance that Islamic Religious Education (PAI) teachers used students to enter the classroom to say greetings and shake hands with teachers, encouraging them to come to school not too late.

In addition, in instilling the character of Islamic Religious Education (PAI) teachers, many obstacles or obstacles are faced, it is stated that students in the learning process of Islamic Religious Education (PAI) there are students who enter the room without saying greetings, not shaking hands, and are slow to come to congregational prayers held in the school hall.

The results of the presurvey in October 2024 by interviewing the Principal, Islamic Religious Education (PAI) teachers and three students, there is an interesting problem to be researched, namely how the strategy of Islamic Religious Education (PAI) teachers in the implementation of religious character education for students at SMK Muhammadiyah Maroriwawo.

This discussion is interesting to study because the problem is that there is a decrease in religious character education that occurs at SMK Muhammadiyah Maroriwawo includes a lack of religious character where there is a tendency to disobey the teacher, they are lazy to say greetings and shake hands to the teacher, they are lazy to perform lohor prayers in congregation at the Baiturrahman Taklala mosque, and lack of interest in participating in Tadarus which is carried out every Friday morning, They are lazy to learn in class, especially in taking notes and students prefer to chat alone with their classmates, or sometimes students are engrossed in playing gadgets in class instead of listening to the teacher who is explaining the material, the sad thing is that there are some students who sleep in the classroom when the learning process takes place. There are eighty-three (83) students in class X of SMK Muhammadiyah Maroriwawo, which is divided into three majors, namely, Computer and Network Engineering (TKJ), Motorcycle Engineering (TSM) and Accounting,

RESEARCH METHODS

This research is used as a qualitative type with the consideration that the incident has passed and the data is more in-depth which leads to attitude aspects. This study examines in depth the efforts of Islamic Religious Education teachers in improving the religious character of students through the strategies of Islamic religious education teachers to instill religious character values through various programs related to religious values guided by the Qur'an and Hadith at SMK Muhammadiyah Maroriwawo, Soppeng Regency.

This research will be carried out from November 6, 2024 until the completion of this thesis. The researcher conducted research at SMK Muhammadiyah Maroriwawo Soppeng Regency which is located in Takalala, Maroriwo District, Soppeng Regency, South Sulawesi. The researcher chose SMK Muhammadiyah maroriwawo Soppeng Regency as the place for the research because the researcher saw that the character of the students in the school was quite good, so the researcher wanted to research more deeply the character of the students, then it was linked to the PAI Teacher's Strategy in Instilling the Character Values of Students at SMK Muhammadiyah maroriwawo Soppeng Regency. Data collection techniques are a step and technique in research that has the goal of obtaining data. The data collection techniques used were interviews, observations, and documentation. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing it into units, synthesizing, organizing it into patterns, choosing which ones are important and what to study, and making conclusions so that they are easy to understand by themselves and others. In data analysis, the activities are data reduction, data presentation, conclusion drawing and verification.

RESULTS AND DISCUSSION

From the results of observation, there was information that in conducting learning, Islamic Religious Education Teachers at SMK Muhammadiyah Maroriwawo Soppeng Regency in carrying out the usual learning process using the lecture method, to support students' understanding, Islamic Religious Education Teachers facilitate students to practice from the theories that have been learned. To improve the religious character of students, Islamic Religious Education Teachers supervise students' activities, especially those that are the obligations of students so that they can be carried out properly.

From the results of the research that has been carried out, here the researcher will conduct an analysis or discussion of the Strategy of Islamic Religious Education Teachers in the Implementation of Religious Character Education for Students at SMK Muhammadiyah Maroriwawo, Soppeng Regency. Based on the results of the research, it can be said that Islamic Religious Education Teachers at SMK Muhammadiyah Maroriwawo Soppeng Regency have implemented religious character education for their students.

Islamic Religious Education teachers use habituation strategies that are applied in carrying out the learning process, which is carried out. In accordance with the theory of learning strategies of Islamic Religious Education Teachers, there are three strategies that can be applied in teaching, including example, instilling discipline, habituation strategies and creating a codified atmosphere. In this case, the Islamic Religious Education Teacher at SMK Muhammadiyah Maroriwawo, Soppeng Regency chose the habituation strategy. Where the habituation strategy is a strategy that is carried out by accustoming students to do certain activities until it becomes a structured and organized activity.

In theory, religious teachers also have several model strategies that can be used in the learning period, among which are the first expository model, the inquiry model, and the demonstration strategy model. Islamic Religious Education Teachers at SMK Muhammadiyah Maroriwawo Soppeng Regency usually use an explanatory model with the lecture method in the classroom and invite their students to practice what has been learned. This is in accordance with the theory of the expository model, which is a model of verbal delivery of material in the classroom and in accordance with the theory of the demonstration model, which is to provide direct examples both in the classroom and outside the classroom.

The mechanism for implementing religious character education by Islamic Religious Education Teachers at SMK Muhammadiyah Maroriwawo is by means of religious teachers supervising the way students perform the obligations that have been given, both academic obligations such as subject duties and obligations that are of a religious nature, such as prayer and the ability to read the Qur'an. Religious teachers always emphasize to students to carry out congregational prayers at the Baiturrahman Takalala Grand Mosque, especially when they are still in school hours. From the findings of the research here, students are said to be well carried out and do what is required of them. In accordance with the theory, character education indicators include doing assignments responsibly and on time, attending school on time and several other indicators.

Regarding the obstacles experienced when carrying out character education, based on the results of interviews with the Principal of SMK Muhammadiyah Maroriwawo Soppeng Regency and the Teacher of Islamic Religious Education at SMK Muhammadiyah Maroriwawo Soppeng Regency, it is related to time. Where schools cannot fully supervise the association of students. In accordance with the theory of character education inhibitors, there are several obstacles, one of which is the influence of the gang that is followed which inadvertently damages the behavior and character of its members. This is because the school cannot supervise the students of SMK Muhammadiyah Maroriwawo full-time in Soppeng Regency. In addition, the influence of the environment where students live or associate greatly affects the religious character of students.

CONCLUSION

Strategy in the world of education is a method used by educators in delivering learning (material) to students with the intention of achieving predetermined learning goals. Meanwhile, an Islamic religious education teacher is someone who teaches and educates the Islamic religion by guiding, guiding, setting an

example and helping to lead his students towards physical and spiritual maturity. So, the strategy of Islamic religious education teachers means a strategy used by Islamic Religious Education Teachers in educational institutions that include aspects of religious science education and also carry out character education. There are several strategies for Islamic religious education teachers that can be applied, including exemplary strategies, instilling discipline, habituation and creating a conducive atmosphere. In this case, based on the findings of the research, Islamic Religious Education teachers at SMK Muhammadiyah Marioriwawo Soppeng Regency use habituation strategies, where Islamic Religious Education Teachers at SMK Muhammadiyah Marioriwawo Soppeng Regency more often invite students to get used to practicing something learned, besides that they always supervise students to get used to doing things that are the obligations of students. One of them is to carry out congregational prayers at the Baiturrahman Takalala Grand Mosque at the time of the Dzuhur prayer.

SUGGESTIONS

From the results of the research, the researcher can provide suggestions to related parties with the aim that this research can have a positive effect on related parties in the future. The first suggestion is a suggestion for the principal of SMK Muhammadiyah Marioriwawo Soppeng Regency to be more intense in supervising and ensuring that religious teachers always guide students in religious character education, which is important to improve the discipline of students. The second suggestion for Islamic Religious Education Teachers, in order to further improve the strategy in carrying out the teaching process and be more intense in supervising students related to the development of students' religious character, religious teachers must ensure that students carry out their obligations properly and regularly. Third, suggestions for students to be more serious in participating in Islamic religious learning, especially more intense in carrying out all the obligations that have been given, because this is an indicator of the success of religious character education of students at SMK Muhammadiyah Marioriwawo, Soppeng Regency.

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