

Implementation of Islamic Morning Stories in Implementing Student's Religious Character in SD Alam Ar-Rohmah

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ABSTRACT

This study aims to describe the implementation of Islamic morning stories at SD Alam Ar-Rohmah Malang. This research is a type of research that is used a qualitative approach with case study design, in this case by observing the implementation of Islamic morning stories on students, as well as to find out directly the morals of students. This study uses data collection techniques using interviews, observation, and documentation. The data were obtained directly from respondents regarding the implementation of Islamic morning stories. All of these data are materials to describe the implementation of the morning story at SD Alam Ar-Rohmah Malang. The results showed that the Islamic morning story by a teacher besides having the obligation to teach also has an obligation to carry out his role as an educator who prioritizes the formation and development of the affective field or attitudes and behavior of students, especially the homeroom teacher who is the spearhead in fostering the morals of students in the classroom in elementary school. This is because at this age is a fundamental period that must be given a foundation of moral values. In the moral development of students, it is not uncommon for obstacles related to moral problems to occur in students. Therefore, the role of a teacher becomes the main solution in fostering the morals of students. The purpose of this study is to investigate the implementation of Islamic morning stories on students in fostering children's morals.

Keywords – Implementation; Islamic Stories; Fostering Morals

INTRODUCTION

As we know, the purpose of education is a conscious and planned effort to create a learning atmosphere and learning process so that students can develop themselves to actively have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, in society, nation and state. The fragile character of the nation is indeed very worrying, especially when facing the climate of globalization and the advancement of communication and information technology today which brings openness to information that comes from outside. Only with a strong

personality and character possessed by this nation will be able to filter the influence of information that contains bad values that come from outside. It is appropriate that the development of the nation's character gets serious attention.

Good or bad behavior really needs to be taught from an early age to children, this means that children can get used to being a good person for themselves, their religion and their environment. These three aspects will make children have a personality that is easy to adapt, can be accepted and treated fairly in the environment. The basic learning to instill moral behavior in children is to provide an understanding of how to distinguish good and bad. Moral behavior is a behavior that must be owned by everyone and early childhood is no exception.

In language, the word morality comes from Arabic, namely khuluq, the plural is akhlaq. This word literally means temperament, character, and religion. Meanwhile, according to Imam Al-Ghazali, morality is a power (nature) embedded in the soul that encourages spontaneous action without the need for thought considerations. spontaneously manifested in behavior and actions. Morals include the psychological aspects of a person's outward and inner behavior (1).

Imam Al-Ghazali wrote in the book Ihya 'Ulumid-Din that what is meant by appearance (khalqu) is external appearance, while morality (khuluq) is inner appearance. That's because a human being made up of a body can be seen by the senses of sight, and from the spirit and soul that is known by the mind's eye. Moral is the definition of the dynamics in the soul, which is the source of various actions so that they are carried out easily and smoothly without the need to think and weigh again (2).

The school is an institution that focuses primarily on intellectual and moral development for its students. The learning process carried out in every educational institution certainly has a goal, namely to improve religious character, scientific character and independence character for students. Efforts made to give birth to a generation that are intellectually, spiritually and mentally intelligent are certainly not short, not easy and not careless, but certainly not impossible to achieve.

There is one program of activities that is routinely carried out at SD Alam Ar-Rohmah Malang, namely class building, in which there are morning activities in the form of dhuha prayers, morning dhikr and Islamic morning stories which are carried out every day before entering the learning process. The morning stories delivered by educators are like stories of Islamic figures, Islamic history, Islamic role models that are arranged in an interesting and interactive way.

The morning story material delivered by educators to students every day has a different theme, so that students will get a variety of story material to increase their knowledge regarding Islamic examples. With this, it is hoped that students will get inspiration or desire to develop their potential. Storytelling is one of the easy activities for educators to do in order to provide material to their students. Researchers are interested in examining the ways in which teachers tell stories so as to make students interested and apply them in their lives, then the things that make the story enjoyable and the difficulties experienced by teachers during delivery.

METHOD

This study uses a qualitative approach. This research is a form of descriptive qualitative research. This study aims to describe the results of data processing in the form of words, general descriptions that occur in the field. Qualitative research is used to understand social reality, namely seeing the world from what it is, not the world it should be. Qualitative research was carried out under natural conditions and was inventive in nature. The next type of research is a case study. This type of case study approach is a type of approach used to investigate and understand an event or problem that has occurred by collecting various kinds of information which is then processed to obtain a solution so that the problems revealed can be resolved (3).

Sources of data are informants, namely homeroom teachers and homeroom assistants. This research is located in SD Alam Ar-Rohmah. Data collection techniques with interviews, documentation, and observation. Interview is a method of collecting data by asking directly to the respondent. An interview is a meeting of two people to exchange information and ideas through question and answer (4).

The data analysis process begins by examining all available data from various sources, namely, from interviews, observations that have been written down in field notes, personal documents, official documents, pictures, photos, and so on. After the required data is collected, it is followed by a qualitative descriptive analysis. Qualitative descriptive analysis is a technique that describes, describes, interprets the meaning of the data collected by paying attention and recording as many aspects of the observed situation as possible, so as to obtain a general and comprehensive picture of the actual situation. This analysis consists of three streams of activities that occur simultaneously, namely:

Data Reduction

Data reduction means conducting the selection and simplification process and converting rough data into field notes. Reducing data that has the meaning of summarizing, choosing the main things, focusing on only the important things, looking for pattern themes. The data used in this study are the results of observations and interviews as well as collection of documentation.

Data Presentation

Presentation of data is a form of way of assembling data in an organization with the aim of making it easier for researchers to make conclusions or suggestions that become proposals. The presentation of qualitative data is by using narrative text, containing information on data from observations, interviews and documentation about the implementation of the Islamic Personal Development Program.

Verification (Withdrawal)

The final step in the qualitative data analysis activity is to conclude from the existing data with valid and consistent evidence so that the conclusions obtained from the results of observations, interviews and documentation are then analyzed to describe the

implementation of the Islamic Personal Development program and its relation to moral development. Questionnaire.

RESULTS

SD Alam Ar-Rohmah Malang, is a school that prioritizes religious and moral education for students. Regarding this, every morning at school a program is held to foster student morals, in which there are Islamic morning stories. Where this program is one of the school programs that plays an important role in SD Alam Ar Rohmah Malang in fostering the morals and morals of students.

Based on the results of an interview with one of the homeroom teachers at SD Alam Ar-Rohmah Malang, Ustadzah Nina said that at this school teachers are asked to be creative and have a variety of material themes to make children interested in listening to the stories that will be delivered, and interactive storytelling. In implementing the story method in fostering religious morals to students at SD Alam Ar-Rohmah Malang, the following were prepared by the teacher in carrying it out, Ustadzah Nina said the teacher chose and sorted story material before starting the story. The teacher chooses in advance what story will relate to a learning material or situation that is currently happening, so that the story conveyed can make students understand and understand. The teacher chooses stories related to everyday life. For example, there are children who like to lie, then the teacher will find stories about how bad a lie is. The teacher tells stories about prophets or characters that can be interpreted/inspired from what is told. Stories related to lessons such as the story of Tsalabah Bin Hathib (When Poor Is Diligent in Prayer, After Rich Reluctant to Pray), which can be connected to fiqh lessons.

Classroom management and a place to tell stories Not only choosing an interesting story to listen to but also making the class atmosphere comfortable and peaceful so that what is conveyed through stories makes students easy to understand. The teacher provides practice through stories such as what good attitudes are imitated and must be possessed, such as being honest, diligent in helping others, being devoted to parents and teachers and other noble attitudes. The teacher's delivery strategy is by using various tone notations so that students are happy, scared, laughing, crying and even touched by listening to the story. The teacher also uses demonstration strategies that are practiced by students so that they can easily understand what is being conveyed, and can apply it to everyday life well. The steps for applying Islamic morning stories at SD Alam Ar-Rohmah are as follows: 1) Children are prepared in advance before entering class, 2) Followed by praying dhuha in congregation before starting the lesson, 3) Give a little ice breaking so that the children are excited to listen to the story, 4) The teacher tells stories about prophets or figures that can be taken from the meaning/inspiration from what is told.

Based on an interview by the homeroom teacher regarding the use of the implementation of Islamic morning stories in the learning process. According to the answers from several teachers regarding this, it can be concluded that when telling stories in the learning process is not as easy as it seems, you must have good storytelling techniques and have a large variety of stories, so that the stories are conveyed according to

ongoing learning which makes students easy to understand the message. morals conveyed in the story.

Based on the observations of researchers, the drawback of the story method itself is boredom or boredom, but on the other hand the story method has advantages including making students happy from the story, being able to control emotions, and even being able to attract a comfortable atmosphere from the story, as for the explanation it looks like. below this:

Difficulty in applying the story

1) For students in small classes, the class is not conducive if the teacher explains too long, the teacher has difficulty in conditioning the class, 2) Students start to get bored, if the story is not interesting and monotonous. 3) Sometimes there is a misalignment between the content of the story and the intended context so that the achievement of goals is difficult for students to realize, 4) Teachers who are less interactive in telling stories. 5) The absorption or grasping power of students is different and still weak so it is difficult to understand the main purpose of the story, 6) If there is no reciprocity in this story process, students will become passive, because they listen more and receive messages

Output applies story

1) Stories told to students in class can raise students' enthusiasm before starting learning. 2) Students can understand the meaning of the story told by the teacher. 3) Students are motivated by the characters and topics in the story. 4) Students are able to develop imagination and fantasy related to the story told. 5) The stories told are in accordance with the circumstances of the students in the class, so that students are able to reflect on the meaning of each story, 6) It seems to affect students' emotions, such as fear, feelings of being watched, willing, happy, reluctant, or hate so that it flares up in the folds of the story. 7) The influence is quite a lot, one of which is that after they listen to the teacher's story at school, they tell it back to their parents, and sometimes take part in advising their parents at home.

DISCUSSION

(Dhieni, 2008) Storytelling is a way of delivering or presenting learning material orally in the form of stories from teachers to students. Storytelling is one way to attract children's attention. Usually the stories that children like are stories related to the animal world, such as the story of the deer or the like. The storytelling method is a way of conveying learning material through stories or stories that can attract the attention of students (5).

SD Alam Ar-Rohmah uses stories as a way to attract students' attention before starting learning. Based on the observations of researchers at SD Alam Ar-Rohmah Malang, Regarding how a teacher advises and motivates students to have noble character by giving advice that is done every day, usually advice is done while in class together with For other

students, the contents of the advice usually convey words of motivation to provide support, and tell Islamic stories and stories of friends who are role models and give students the willingness to like to read the Koran regularly.

The world of children is very closely related to storytelling or storytelling activities. However, some parents have started to abandon the habit of telling stories to their children. In fact, storytelling has many benefits not only for the listener, but also for the storyteller himself.

This study also reveals that the Islamic morning story is a forum for fostering students' morals at school. Because the material presented is in accordance with the circumstances of the students. All indicators are designed to improve and foster students' morals with Islamic character, therefore the results of the implementation of Islamic morning stories that have been carried out and obtained by students can be done well in relation to improving the students' morals themselves. And the output results for students are also very good, as for obstacles related to student morals, not all students can also implement the results of all objectives and story material well, but there are still obstacles to student morals, because every student also has the potential to be a good child, but this is also not necessarily the implementation of the students themselves. Because morality is also a pattern of parenting, as well as handling at home, the environment, a place to play and family. It is also the most important factor in the development and improvement of children's morals.

(Mustakim, 2005) The benefits of the storytelling method are as follows: (a) Train children's absorption or capture power, (b) Train children's thinking power, (c) Train children's concentration power, (d) develop children's imagination power, (e) Develop moral behavior and character. children, (f) Giving children a fondness for storytelling, (g) Obtaining various kinds of information about knowledge, (h) Instilling positive attitudes in life, (i) Creating encouraging situations and developing an atmosphere of intimate relationships in accordance with the stage of development, (j) Helping children's language development in communicating (6).

In fostering the moral improvement of students, it is also not only focused on one party, but with the cooperation of several parties such as school institutions which are the second education after the family as well as coordination between parents, the living environment is also very influential in improving students' morals. Because it is nothing more than supervision from several parties who will make the child controlled in terms of his morals, with this collaboration so as to create a child with Islamic character.

CONCLUSION

Religious moral education is very important given in schools to students, one of the interesting things is by telling stories, from the results of the implementation of stories in this study, stories can activate and excite students in learning, stories always attract those

who listen to them, because they invite listeners to follow the events and reflect on the meaning of the story conveyed, and can affect students' emotions, such as fear, feelings of being watched, willing to be happy, reluctant, or hate so that it flares up in the folds of the story. However, with the advantages of implementing this story method in the form of students being motivated by the characters and topics in the story, students are able to develop imagination and fantasy related to the story told. Of course it also has drawbacks, namely for students in small classes, the class is not conducive if the teacher explains too long, the teacher has difficulty in conditioning the class and the students get bored, if the story told is not interesting and monotonous, this is the author's suggestion in this study, so that the schools, both the principal and the curriculum section, the student body can actively return to providing education, training for teachers in schools, related to what stories will be conveyed to students, one of which is the application of stories that are more creative, innovative again, so that they become more attractive, innovative and able to provide better results for the cultivation of students' morals.

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