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IMPLEMENTATION OF AQIDAH AHKLAK LEARNING IN SHAPING THE CHARACTER OF STUDENTS IN MADRASAH

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Abstract :

This study describes the application of aqidah and akhlak learning in shaping students' characters in the MTs Azzainiyah II Paiton Probolinggo environment. The importance of akhlak education is very crucial in dealing with various problems of moral decline that occur among Indonesian students. Therefore, the role of schools is required to make maximum efforts in creating and improving the quality of education, both in general and religiously. The function of national education itself is to develop students' abilities and shape the character and civilization of a dignified nation, in order to educate the nation's life and create a society that has a noble attitude, is knowledgeable, creative, independent, and has broad insight. This study uses a qualitative approach with data collection techniques through observation triangulation, interviews, and documentation studies. The results of the study indicate that the planning process for the implementation of aqidah and akhlak values in shaping students' characters has a very good basis and purpose. It is hoped that by implementing the values of aqidah and akhlak, students can understand and practice them gradually, so that they can become better individuals. The development of aqidah and akhlak education among students aims to foster a new character that is full of responsibility. In addition, the implementation of character education integration through the subjects of faith and morals has been carried out in accordance with the applicable curriculum, referring to the learning process plan implemented in schools.

Keywords: implementation of learning, shaping student character

Abstrak :

Penelitian ini menggambarkan penerapan pembelajaran akidah akhlak dalam membentuk karakter siswa di lingkungan MTs Azzainiyah II Paiton Probolinggo. Pentingnya pendidikan akhlak menjadi sangat krusial dalam menghadapi berbagai permasalahan kemerosotan moral yang terjadi di kalangan pelajar Indonesia. Oleh karena itu, peran sekolah dituntut untuk berupaya semaksimal mungkin dalam menciptakan dan meningkatkan mutu pendidikan, baik secara umum maupun keagamaan. Fungsi pendidikan nasional sendiri adalah untuk mengembangkan kemampuan peserta didik serta membentuk watak dan peradaban bangsa yang bermartabat, demi mencerdaskan kehidupan bangsa dan menciptakan masyarakat yang memiliki sikap mulia, berilmu, kreatif, mandiri, dan berwawasan luas. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui triangulasi observasi, wawancara, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa proses perencanaan implementasi nilai-nilai akidah akhlak dalam membentuk karakter siswa memiliki dasar dan tujuan yang sangat baik. Diharapkan, dengan diterapkannya nilai-nilai akidah akhlak, peserta didik dapat memahami dan mengamalkannya secara bertahap, sehingga mampu menjadi individu yang lebih baik. Pengembangan pendidikan akidah akhlak di kalangan peserta didik bertujuan untuk menumbuhkan karakter baru yang penuh rasa tanggung jawab. Selain itu, pelaksanaan integrasi pendidikan karakter melalui mata pelajaran akidah akhlak telah dilaksanakan

sesuai dengan kurikulum yang berlaku, mengacu pada rencana proses pembelajaran yang diterapkan di sekolah.

Kata kunci: implementasi pembelajaran, membentuk karakter siswa.

INTRODUCTION

The progression of time is an inevitable aspect of everyday life. Globalization plays a crucial role in driving a nation's advancement. However, along with globalization and the ongoing developments, society particularly in the realm of moral and faith-based education faces increasingly severe challenges. The government strives to improve the quality of education, both general and religious. The primary role of education is to develop students' skills while also shaping a high-quality national character and civilization. Its objective is to enlighten society and to cultivate individuals who are noble in character, aware, creative, independent, and open-minded. Indonesia's first president, Ir. Soekarno, once stated, "This nation must be built by prioritizing character development, because it is this very foundation that will make Indonesia a great, advanced, glorious, and dignified nation." Currently, Indonesia is experiencing a character crisis due to the lack of character education (Zamsiswaya et al., 2024).

One potential solution is the implementation of *ethno-edutainment* in the learning process. The term *ethno* is derived from "ethnic," referring to local cultures that are still general in nature. According to (Akhmad & Maryani, 2020), enjoyable learning can be carried out through demonstrations, games, role-playing, and humor. Thus, *ethno-edutainment* is a teaching method that incorporates local culture and is presented in the form of engaging and fun activities. Character building is a fundamental process that shapes one's attitudes, values, and maturity, all of which are influenced by the social environment from birth – including peers, educators, and local authorities. In the effort to shape students with strong character, noble morals, piety, and broad knowledge to develop their potential and strengthen social relationships for emotional intelligence, education must focus not only on academic knowledge but also on personal attitudes and behavior.

Character is an essential component in forming the identity of a nation. The absence of character can have fatal consequences, threatening the sustainability of future generations. Character functions as a driving force and a stabilizing element that can help safeguard the country against various challenges (Akhmad & Maryani, 2020). There are two main factors that influence character development. First, for decades, Indonesia's education system has tended to overlook character values, placing greater emphasis on cognitive development. Second, unsupportive environmental conditions have also contributed to this issue. To instill good character in children, it is necessary to establish routines, provide positive behavioral models, and introduce moral values from an early age. Character education should aim to foster good behavior in students by developing three essential competencies: knowledge, attitude, and skills. Teachers are also expected to possess these competencies to support this process (Mubarak et al., 2022); (Ashmawi, 2024).

RESEARCH METHOD

In accordance with the issues observed by the researcher in the study titled *“The Implementation of Aqidah Akhlak Learning in Character Building of Students at MTs Azzainiyah II, Paiton, Probolinggo,”* this research employs a qualitative approach using a phenomenological method. The researcher’s presence in the field is essential, as qualitative research requires diverse data related to various situational contexts (El Hasbi, A. Z., et al, 2023). Data collection was conducted through interviews, observations, and documentation. The researcher interviewed multiple parties, including the principal, Aqidah Akhlak teachers, and students, to obtain answers to the research questions. This study was carried out at MTs Azzainiyah II, located in Paiton, Probolinggo, to gather relevant data.

The data sources in this research consist of both primary and secondary data. Primary data were obtained through direct interactions, while secondary data were collected through communication methods such as WhatsApp chats with relevant individuals. The research involved various stakeholders, including teachers, school staff, and students of MTs Azzainiyah II. Data analysis was conducted both before and after the researcher entered the field. It is expected that this qualitative study will yield new and previously undiscovered findings. These findings may include detailed descriptions, deeper understanding of specific phenomena, causal relationships or interactions, hypotheses, or theories (Rahayu et al., 2024).

To ensure data validity, triangulation was used this involves comparing field observations with actual facts and cross-checking interview results from different sources. The stages of this research include the pre-field stage, field data collection, data analysis, and report writing. The planning and implementation process of Aqidah Akhlak learning is built on a solid foundation with the aim of forming students’ character. With the proper application of Aqidah Akhlak education, it is hoped that students will gradually understand and practice its teachings. The main goal of Aqidah Akhlak education is to shape individuals into better persons, enabling them to develop responsible and strong character (Sari, M., et al, 2023).

FINDINGS AND DISCUSSION

Planning the Implementation of Aqidah Akhlak Learning in Character Building of Students at MTs Azzainiyah II Paiton, Probolinggo.

Basically, the concept of character education or moral education aims to shape children into good human beings true humans who not only possess intellectual intelligence but also high emotional and spiritual intelligence, both in the school environment, the community, and in their role as citizens (Amilda et al., 2023).

Aqidah Akhlak education is one of the subjects in the School-Based Curriculum (KTSP). The scope of this education aims to shape students into individuals who have faith and devotion to Allah the Almighty and possess noble character. Noble character includes ethics, manners, and morals as manifestations of religious education. However, the challenge faced in delivering aqidah akhlak learning is how this process can be implemented comprehensively. It should not be limited to teaching religious knowledge, but

also guiding students to develop faith, devotion, and noble behavior (Mulianti, W. O., & Sulisworo, 2023); (Widat et al., 2022).

Thus, moral education not only teaches religious concepts but also nurtures student character to have strong faith and piety, and to practice these in various situations and conditions. Unfortunately, in reality, at MTs Azzainiyah II Paiton, Probolinggo, there are still student behaviors that contradict Islamic teachings. These include the use of harsh language, some students not regularly performing the five daily prayers in congregation, the habit of smoking in class, and many female students not properly covering their aurat. Therefore, the school must take appropriate steps to address these issues, as such behaviors do not reflect the moral foundations advocated in Islamic teachings. The goal of implementing Aqidah Akhlak education is to produce individuals with high moral standards and good behavior (Mulianti, W. O., & Sulisworo, 2023); (Suhermanto, 2023).

Character building from an early age is very important to instill commendable behavior in students so that it can be implemented in various activities. In addition, the methods used for character building must also be adapted to the needs of students and the policies set by MTs Azzainiyah II Paiton, Probolinggo, in order to achieve the agreed goals and expectations.

Based on the findings at MTs Azzainiyah II Paiton, Probolinggo, the curriculum coordinator stated that the initial planning process in determining the goals or targets to be achieved in the integration of the Aqidah Akhlak subject and character education must be aligned with expectations and refer to the school's vision, mission, and goals (Razum & Barudžija, 2023). Activity programs at MTs Azzainiyah II Paiton are developed and agreed upon in teachers' work meetings and are then included in the annual program. All work programs must be systematically arranged and approved by the implementation coordinator and the local school leadership.

Therefore, based on the findings, it can be concluded that the planning and design of Aqidah Akhlak learning implementation activities for character building at MTs Azzainiyah II Paiton begin with the establishment of a committed institution to ensure success in various aspects, including student character development. For this reason, management involving planning, implementation, and evaluation of the predetermined programs is necessary so that their execution is effective and efficient (Meek et al., 2024).

Materials and Methods Used in the Aqidah Akhlak Subject at MTs Azzainiyah II Paiton, Probolinggo

The character education materials developed through the Aqidah Akhlak subject at MTs Azzainiyah II Paiton, Probolinggo, are delivered using teaching and exemplary methods in morals. This aims to teach and model good behavior that needs to be practiced in daily life, such as table manners, clean living, discipline, and noble character. All of these must be obeyed and carried out with full responsibility. Character education development is carried out through teaching methods, role modeling, and reflection, manifested in the creation of an Islamic school climate (Munawir et al., 2023). Role models within the school, including teachers and administrative staff, are expected to instill good values in students so that they apply them in their daily lives. The creation of this school

climate aims to foster a participatory learning environment, encourage students to be more active in the learning process, and prioritize student interaction.

To support the learning atmosphere for character education through the Aqidah Akhlak subject at MTs Azzainiyah II Paiton, teachers focus on character aspects. They identify parts of the lesson material that can highlight character values related to Aqidah Akhlak. For example, in the topic of *istiqamah*, students are invited to explain the concept and explore character values such as resilience, hard work, perseverance, broad-mindedness, and self-confidence that can be integrated into the learning. The realization of character within students at MTs Azzainiyah II, both at school and outside, is carried out through various effective and efficient learning activities. This learning connects the theme or material being studied with the students' daily life context. This way, students can directly experience what they learn, which motivates them to understand and practice it. The use of appropriate learning models proves to be easy for teachers and can motivate students to behave according to the expected character values (Hastasari et al., 2022).

The principles of character education in schools can run well if teachers pay attention to several fundamental principles. According to the Ministry of National Education, there are several key principles that can be implemented in the school environment to develop effective character education. These include:

1. Promoting core ethical values as the foundation for character building.
2. Comprehensively defining character, encompassing thoughts, feelings, and behavior.
3. Using a sharp, proactive, and effective approach to character building.
4. Creating a caring school community.
5. Providing students with opportunities to demonstrate positive behavior.
6. Developing a meaningful and challenging curriculum that respects all students, builds their character, and helps them achieve success.
7. Encouraging students' self-motivation.
8. Ensuring that the entire school staff functions as a moral community sharing responsibility in character education, committed to the same core values, and regularly evaluates the school's character, the staff's role in guiding character, and the manifestation of positive character in students' lives (Sukiman et al., 2022).

From the above explanation, it can be understood that to achieve effective and ideal character education among students, a teacher must pay attention to these points as the foundation and guiding tools for creating students with strong character and noble morals.

To evaluate the extent of success in implementing Aqidah Akhlak values in building student character, a gradual evaluation is needed. At MTs Azzainiyah II, this evaluation consists of two types: learning outcome evaluation and learning process evaluation. Based on data and facts obtained regarding the integration process of character education in Aqidah Akhlak learning at MTs Azzainiyah II Paiton, Probolinggo, three important aspects were identified. First, this integration process is reflected in the core competencies, especially in the teaching and learning activities. Second, it is evident in the teaching methods and

objectives. Third, this implementation has been included and integrated into the national curriculum as directed by the Ministry of National Education (Mukhibat et al., 2024). Therefore, the process of integrating character education in Aqidah Akhlak learning by teachers can serve as a significant research finding. This is because the core competencies in the national education curriculum are the operationalization of the qualities each student must possess, which include several important aspects that must be implemented properly and immediately.

CONCLUSION

Based on the results of the research, discussion, and analysis of the integration process of character education in Aqidah Akhlak learning at MTs Azzainiyah II Paiton, Probolinggo, it can be concluded that the implementation of character education integration through the Aqidah Akhlak subject has been carried out effectively in accordance with the existing curriculum. This learning process follows a structured plan set by the school, which includes opening activities, core learning activities, and closing activities. In developing core competencies, teachers select appropriate teaching methods to support the comprehensive internalization of character values among students. Therefore, the integration of character education in Aqidah Akhlak learning is essential for teachers. This aligns with the goals of national education as stated in the 1945 Constitution, which aim to dignify individuals by shaping them into faithful, devout, and morally upright persons. Accordingly, teachers should formulate learning objectives that are integrated with character education. Moreover, Aqidah Akhlak learning is designed to guide students toward religious behavior. The ultimate goal of Islamic education is to achieve human perfection in life and living, in order to attain the pleasure of Allah through knowledge and righteous deeds.

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