

Developing Morals in Class VIII Students Through Creed Learning Morals at MTS Aisyiyah Medan

Muhammad Irham^a, Muhammad Yamin^b, Aminuddin^c

STAI AL-Hikmah Medan, Indonesia^{a, b, c}

Corresponding E-mail: irhammuhammad.ihya@gmail.com

Abstract - This article is intended to examine the learning of Akidah Akhlak in the Moral Development of Class VIII Students at MTs Aisyiyah Medan. The method for writing this article uses a qualitative approach. The implementation of Aqidah Akhlak learning consists of initial activities, core activities and closing activities. Teachers use lecture, question and answer, assignment and discussion methods. With the lecture method, students understand the material presented by the teacher so that they will remember it and then apply it in everyday life, especially those related to commendable behavior. With the question and answer method, students are given the opportunity to ask questions about material they have not yet understood. With the assignment method, students become diligent in studying and more active so they are motivated to find out about Aqidah Akhlak material. Apart from that, in forming a commendable personality, teachers also provide good examples and habits to students. With a good example from a teacher, he will be able to arouse motivation from his students to imitate what they have seen both in terms of speech and attitude. This example must be used to carry out in daily activities.

Keywords: faith, morals, exemplary.

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I. INTRODUCTION

Education theoretically means "giving meaning" to the souls of students so that they get spiritual satisfaction. It is also often interpreted as "growing" basic human abilities. If it is directed towards growth in accordance with Islamic teachings, it must proceed through the Islamic education system, both institutionally and through the curricular system. If education is linked to Islamic teachings then it is directed towards Islamic education. H.M. Arifin explained that "Islamic education is the business of devout Muslim adults who do it consciously, directing and guiding the growth and development of their students' fitrah (basic abilities) through Islamic teachings towards the maximum point of growth and development."

Learning is the process of interaction of students with educators and learning resources in a learning environment in the context of providing assistance by educators so that the process of acquiring knowledge, knowledge, mastery of skills, changes in behavior, as well as the formation of attitudes and self-confidence in students can occur.

Coaching is a process, action, way of developing, renewing, perfecting, efforts, actions and activities that are carried out efficiently and successfully to obtain better results. The formation of children's personalities is in line with the goals of National Education as stated in Law no. 20 of 2003 concerning the national education system, namely "National Education aims to develop the potential of students so that they become human beings who have

faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible".

Morals are character, mannerisms, behavior, manners, manners, etiquette and actions. Morals are like a strong state of mind from which various actions arise easily without using thought and planning. If the actions that arise from the soul are good, then the condition is called "good morals". If what is caused is more than that, then the situation is called "bad morals".

The role of morals in human life occupies an important place both individually and as members of society. Because Rasulullah saw. making a person's good and bad morals a quality of his faith. Rasulullah saw. said.

It means:

"A believer whose faith is perfect is the one with the best morals." (HR. Tirmidhi).

To develop good morals and noble character, according to Prof. Dr. H. Abuddin Nata, MA, there are several ways to provide religious knowledge in developing children's morals, namely: 1) Through habituation; 2) Through coercion; and 3) Through Example.

So it is understood that students at school will have good morals if the religious teacher who educates them can first provide a good example, because the teacher is the first person after the parents who can influence the personality of the students. So it is clear, if the teacher's behavior or personality is not good then the students will also not be good because a child's personality is easily influenced by people they admire. To develop students to

become human beings who have morals as Muslims, Aqidah Akhlak learning carries out various learning systems in a systemic, continuous and ongoing manner such as:

1. Instill religious values from an early age, so that they will shape the attitudes and personalities of students from an early age.
2. Provide role models/examples of good actions in everyday life.
3. Holding religious activities such as celebrating Islamic holidays.
4. Carry out religious guidance such as prayer procedures, ablution, tayamum, prayer, dhikr, congregational prayers and so on.
5. Providing direction and motivation about the importance of carrying out various obligations of a servant to Allah such as fasting, zakat, prayer, prayers in daily life.

Based on the results of interviews during the pre-survey of Akidah Akhlak teachers at MTs Aisyiyah Medan, a picture was obtained about learning Aqidah Akhlak in developing students' morals, as stated below: "As a teacher of Akidah Akhlak, I have carried out various lessons in developing children's morals, including those I What to do is to instill religious values, provide examples of good deeds, hold religious activities, guide the procedures for worship, reprimand and give sanctions for bad morals and motivate to worship Allah".

Based on the information above, it is clear that the Aqidah Akhlak teacher at MTs Aisyiyah Medan has carried out various lessons in developing morals for students. So it can be seen that learning the Aqidah Akhlak instills various kinds of commendable morals, both morals towards Allah and also morals towards fellow human beings in order to create good morals in students that are far from bad. However, in its implementation, violations were still found against students regarding their morals. The following is the explanation in the table.

Table 1.1 Data on Disgraceful Moral Violations of MTs Aisyiyah Medan Students

No	Disgraceful Moral	Conditions of Offenders	Number of Class VIII Students
1.	Noisy in class	2	32
2.	Stealing a friend's stationery	1	
3.	Leaving class without permission	2	
4.	Eating in class	3	
5.	Annoying friends	1	
Jumlah		9	

Source: MTs Aisyiyah Medan documentation

Based on the description above, it can be seen that there are still students who practice despicable morals

and in this case various forms of guidance must be carried out in the teaching of Aqidah Akhlak at MTs Aisyiyah Medan in order to create good morals for students that are far from bad.

II. RESEARCH METHODOLOGY

This research was carried out by taking the research object at MTs Aisyiyah Medan which is located at Jl. Demak No. 3 Sei Rengas Permata Village, Medan District, Medan City Area, North Sumatra Province. Meanwhile, the time for carrying out the research is in the odd semester of the 2023/2024 academic year, namely November – December 2023.

This research is research that uses a qualitative type, namely systematic research that is used to study or research an object in a natural setting without any manipulation in it and without testing hypotheses, with natural methods when the expected research results are not generalizations based on measurements. a measure of quantity, but the meaning (in terms of quality) of the phenomena observed. It is called qualitative because the nature of the data collected is in the form of narrative data and does not use quantitative data measuring tools. Qualitative research is used to obtain in-depth data, data that contains actual data, definite data which is a value behind the visible data.

The subjects in this research were 32 class VIII students and Akidah Akhlak teachers who were interviewed at MTs Aisyiyah Medan. In its implementation, the author interviewed the school principal and teachers to obtain data regarding the moral development of class VIII students through learning Akidah Akhlak at MTs Aisyiyah Medan and observation.

III. Results and Discussion

Based on the results of interviews, observations and documentation, data obtained regarding the moral condition of students is as follows:

a. Morals towards Allah SWT.

Students' morals towards Allah SWT. What is meant is the way students relate to Allah SWT. by carrying out all His commands and avoiding all His prohibitions. Based on the results of observations during congregational prayer activities, most of the students performed midday and Asr prayers in congregation without having to be told or scolded by their teachers.

When it was break time for noon and Asr prayers, they immediately took ablution water and immediately set up their positions in the school mosque. only a small number of students look lazy and have to be scolded first by their teachers so they want to pray in congregation.

Based on the results of an interview with the Akidah Akhlak teacher at MTs Aisyiyah Medan, Mrs. Arika Angin Angin S.Ag said that:

"The implementation of student worship is quite good. This can be seen when the midday prayer is held in congregation, students do it in an orderly manner. They carry it out without having to be ordered or reminded first.

While waiting for other pilgrims, students pray and read the Koran.

Furthermore, the Aqidah Akhlak teacher at MTs Aisyiyah Medan stated that:

"Before and after carrying out learning activities, students read the Koran first for 5 minutes, after that they read a prayer as a sign of gratitude and asking Allah SWT for help. students do it solemnly, it is rare to see students praying playfully or while joking.

Based on the description above, it is clear that in general the majority of students at MTs Aisyiyah Medan, their morals are towards Allah SWT. categorized as quite good.

b. Morals towards parents

Based on the results of an interview with one of the MTs Aisyiyah Medan students, information was obtained that they really respect their parents. They try to ensure that their actions do not hurt their parents. At that time the author happened to meet one of the parents of the students who was going to meet their child's homeroom teacher.

When interviewed about their child's behavior, the parent stated that their child had quite good morals towards their parents. Even though you sometimes deny words or advice, you don't do things that are hurtful or go too far. Such as, speaking harshly, shouting, cursing, belittling, and so on.

c. Morals towards teachers

Based on the results of observations regarding students' morals towards teachers, the majority of students at MTs Aisyiyah Medan have quite good morals towards their teachers.

For example, when they meet, greet and greet, chat in polite language, obey the teacher's words or rarely argue, when they are scolded or punished, they don't show resistance or resistance and so on.

The Aqidah Akhlak teacher at MTs Aisyiyah Medan also stated that only a few students showed bad morals towards their teachers, such as being argumentative, resisting when advised, saying impolite words and so on.

Based on the results of these observations and interviews, it can be concluded that the majority of students at MTs Aisyiyah Medan have quite good morals with their teachers at school. Only a few students showed poor morals towards their teachers.

d. Morals towards friends

Regarding the morals of students at MTs Aisyiyah Medan towards their friends, whether they are classmates or those above or below them, there are still many who show bad morals.

Based on observations, there are still many students who insult each other and make fun of their friends or tell bad things about their own friends, fight, say harsh words, are indifferent to other people and so on. 17

Based on the results of an interview with one of the class VIII students at MTs Aisyiyah Medan, information was obtained that sometimes one student and another student said harsh words to each other, asked for money from students who were timid or defeated, and so on.

Aisyiyah Medan who shows a lack of morals towards herself, such as lying, smoking, taking things that don't belong to her, not doing her homework, being lazy about studying, skipping school and so on.

However, based on observation results, the number of students who show poor morals towards themselves is not too large. Only a few of the students committed the violation and it was the same person who committed it.19

Thus, based on the results of interviews and observations, it can be understood that the morals of MTs Aisyiyah Medan students towards themselves are mostly quite good. Based on the description of the moral condition of class VIII students at MTs Aisyiyah Medan, it can be seen in the table below:

Table 4.2 The Moral Condition of Students at MTs Aisyiyah Medan

No	Morals	Frequency	
		Good	Not Good
1	Morals towards Allah SWT.	☒	
2	Morals towards Parents	☒	
3	Morals towards Teachers	☒	
4	Morals towards Friends		☒
5	Morals towards Yourself		☒

Moral Development for Class VIII Students through Learning Moral Creeds at MTs Aisyiyah Medan

In order to implement the current curriculum, teachers are required to be creative in learning. The teachers at MTs Aisyiyah Medan are given the freedom to develop the learning process according to the students' abilities and conditions. Class VIII Aqidah Akhlak learning at MTs Aisyiyah Medan is carried out twice a week, namely on Tuesday 28 November the third hour starts at 08.20 to 09.00 and on Thursday 30 November the first hour is 07.00 to 07.40 with a time allocation of 40 hours. minutes for one meeting.

In carrying out learning, the teacher presents material systematically in accordance with the syllabus and Learning Implementation Plan that has been prepared. The implementation of Aqidah Akhlak learning consists of initial activities, core activities and closing activities.

Initial activity

By starting the learning process, the teacher instructs students to pray and read Asma'ul Husna together. The teacher prepares students to take part in the learning process that will be carried out then continues by motivating the students. Then the teacher

holds an apperception about the material that was presented previously.

The purpose of this activity is to warm up and to remind you of previous lessons and explore the knowledge that students and teachers already have. Initial activity

By starting the learning process, the teacher instructs students to pray and read Asma'ul Husna together. The teacher prepares students to take part in the learning process that will be carried out then continues by motivating the students. Then the teacher holds an apperception about the material that was presented previously.

The purpose of this activity is to warm up and to remind you of previous lessons and explore the knowledge that students already have so that the teacher can know where to start learning. Apart from that, in delivering teaching material teachers are guided by the Syllabus and RPP.²¹

This is the same as what was conveyed by Mrs. Arika Wargan-Angin S.Ag as the class VIII Aqidah Akhlak teacher in an interview conducted by researchers to obtain information regarding the moral development of class VIII students through learning the Aqidah Akhlak at MTs Aisyiyah Medan.

"To start learning in class, I usually start by saying hello, then continue by praying together with the hope that today's material and learning can run smoothly and can be absorbed by the students well, after praying attendance one by one, after that it's finished. Before going into the material, I do an apperception, we discuss the material given previously, whether they have really understood it and studied it at home. In delivering learning material I am guided by the Syllabus and RPP. And we also have reference books for teachers and students, which usually use worksheets or daily tests as evaluation."

b. Core activities

From the results of interviews conducted by researchers with Mrs. Arika as a Aqidah Akhlak teacher, in order to find out the classroom management carried out in the teaching and learning process at MTs Aisyiyah Medan. To create a conducive atmosphere when learning takes place, the Akidah Akhlak teacher at MTs Aisyiyah Medan always monitors his students.

The exemplary method is to make all teachers, school officers and principals at MTs Aisyiyah Medan good figures to emulate. With a good example, a teacher will be able to arouse motivation from his students to imitate what they have seen from their teacher, both in terms of speech and attitude. Teachers give students examples of good morals in their relationship with Allah SWT, with the universe and with the social environment. A teacher's efforts to provide an example are reflected in a teacher's attitudes, words and actions.

The teacher enters the classroom saying hello and putting his right foot first, speaking politely to students, to fellow teachers, as well as to leaders or people with higher knowledge. ²³ The behavior presented by the teacher as

a model reflects an attitude and it is this attitude that is ultimately imitated. by students.

Providing opportunities for students to get used to attitudes and behavior that are in accordance with Islamic teachings and national culture in everyday life. This habituation is very important because habituation makes an activity the child's in the future. Good habits will form a human figure with a good personality. Vice versa.

c. Final Activities

The closing activity in the Aqidah Akhlak learning process is essentially evaluating the learning process that has just been carried out.

Researchers conducted interviews with madrasahs regarding the implementation of Aqidah Akhlak learning in the classroom.

"So far, what I know about learning Aqidah Akhlak is that there are not many complaints and it goes smoothly. "In contrast to other subjects such as general subjects, many teachers and students complain because they have difficulty understanding the material presented."

From the explanation above, it can be concluded that the moral development of class VIII students through learning Akidah Akhlak at MTs Aisyiyah Medan is running smoothly.

Supporting and Inhibiting Factors in the Moral Development of Class VIII Students through Learning Moral Creeds at MTs Aisyiyah Medan

Based on the data that the researcher obtained from data sources through interviews and the results of observations that the author obtained while going into the field, the results of the analysis of the factors that support and inhibit the implementation of Aqidah Akhlak learning in developing the morals of students at MTs Aisyiyah Medan, the author can identify the factors Supporters and inhibitors are as follows:

a. Supporting Factors

1. Commitment of the Madrasah Head, Teachers and Parents

Based on the results of interviews with the head of the madrasah, information was obtained that the factors that support the development of morals for class VIII students through learning Aqidah Akhlak at MTs Aisyiyah Medan is the strong commitment of the head of the madrasah to improve the school, improve teacher discipline and performance, improve student discipline and improve their morals. .

2. Facilities and Infrastructure

Based on the results of the documentation, MTs Aisyiyah Medan has adequate building facilities, thus supporting the implementation of moral development for students.

3. Parental participation

Parents' active participation in supporting every student moral development program at MTs Aisyiyah Medan, parents' awareness motivates their children.

b. Inhibiting Factors

In general, the learning of Aqidah Akhlak at MTs Aisyiyah Medan has not completely run smoothly according to the expectations of teachers and madrasa heads. Aqidah Akhlak teachers feel problems, including

the student's background, facilities and factors from the teacher himself.

Discussion of Research Results

Implementation of learning is the implementation of the plans that have been made. Moral development for class VIII students through learning Akidah Akhlak at MTs Aisyiyah Medan consists of preliminary activities, core activities and closing activities.

Preliminary Activities

The implementation of learning at MTs Aisyiyah Medan in preliminary activities was good, the teacher started the learning process activities by instructing students to pray and read Asma'ul Husna together. Then the teacher conducts apperception by reminding students about the material that has been taught and continues with an introduction to the material to be studied.

This is in accordance with the theory that the researcher used in the introduction. According to Abimanyu, quoted by Rusman, opening a lesson is an activity carried out by the teacher to create a condition or atmosphere of mental readiness and cause students' attention to focus on the things to be learned.

Opening a lesson is a preliminary activity carried out by teachers in teaching and learning activities to condition students so that their attention and motivation grows so that both physically and psychologically they are ready to carry out learning activities so that students' attention will be focused on what they are learning.

According to Minister of National Education Regulation Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, it is explained that what teachers do in preliminary activities is:

- a. Prepare students psychologically and physically to participate in the learning process.
- b. Carrying out apperception, namely relating previous knowledge to the material to be studied.
- c. Explain the learning objectives or basic competencies to be achieved.
- d. Deliver material coverage and explanation of activity descriptions in accordance with the Syllabus and RPP.

The objectives of this lesson opening activity include:

- a. The emergence of students' attention and motivation to face tasks
- b. learning to be carried out.
- c. Students know the limits of the tasks to be carried out.
- d. Students have a clear idea of the possible approaches to studying parts of the subject.
- e. Students know the relationship between the experiences they have mastered and the new things they will learn.
- f. Students can connect facts, skills or concepts contained in an event.
- g. Students know their success in learning the lesson.

Core activities

In the core activity, the Akidah Akhlak teacher at MTs Aisyiyah Medan arranged the seats in a row or row format. In setting a good learning atmosphere, the Aqidah Akhlak teacher always monitors students when the learning process is taking place.

If there are students who are not paying attention or talking to their classmates alone, the Aqidah Akhlak teacher will immediately reprimand them. This is done to serve as a warning to the students not to repeat themselves and a warning to other students not to imitate.

According to Uzer Usman, classroom management is a teacher's skill in creating and maintaining optimal learning conditions so that learning activities can be carried out as expected. Managing classes according to Suryosubroto includes two activities, namely: 27

- a. Arranging the layout of the classroom, for example arranging tables and seats, placing the blackboard and so on.
- b. Creating a harmonious teaching and learning climate, in the sense that teachers must be able to handle and direct student behavior so as not to damage the class atmosphere. Such as: showing a responsive attitude, giving attention, focusing the group's attention, giving clear instructions, reprimanding students if they commit deviant actions, stopping student behavior that diverts class attention, providing reinforcement, giving prizes to students who are on time in completing assignments.

In implementing learning at MTs Aisyiyah Medan, learning methods vary. The Aqidah Akhlak teacher uses lecture, question and answer, assignment and discussion methods. Apart from the methods above, Aqidah Akhlak teachers in forming commendable personalities in students use various other methods such as example and habituation.

As a role model, the Aqidah Akhlak teacher always speaks and behaves politely to students, fellow teachers and the head of the madrasah. Exemplary can be done at any time and at any time. Exemplary prioritizes aspects of behavior in the form of real action rather than just talking without action, so words and actions must be the same.

Noble morals will also be formed through good habits. Teachers provide opportunities for students to continue practicing their religious teachings. With daily habits, students will develop noble morals.

The learning media used by Akidah Akhlak teachers at MTs Aisyiyah Medan is less varied. The media used are only white boards, markers, pictures and pieces of paper. The more and more sophisticated the media used, the easier it will be for teachers to convey the material. The use of media in implementing learning can be varied into the use of visual media, audio media and audio-visual media.

In the closing activity, the teacher evaluates the learning process that has just been implemented. The Aqidah Akhlak teacher instructs students to record conclusions about the material being taught and provides certain questions or assignments to find out the extent of students' absorption of what has just been taught.

However, in the closing activity, the Aqidah Akhlak teacher should also present the material that will be studied at the next meeting.

Closing learning activities are activities carried out by the teacher to end learning activities. This activity is intended to provide a comprehensive overview of what students have learned, determine the level of student achievement and the teacher's level of success in the learning process.

According to Minister of National Education Regulation Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, it is explained that what teachers do in closing activities is:

- a. Together with the students, make a summary/conclusion of the lesson.
- b. Carry out assessments and reflections on activities that have been carried out consistently and programmed.
- c. Provide feedback on the learning process and results.
- d. Planning follow-up activities in the form of remedial lessons, enrichment programs, giving assignments both individual and group assignments.
- e. Present the learning plan at the next meeting.

IV. Conclusion

Based on the description of the research results regarding the moral development of class VIII students through learning Akidah Akhlak at MTs Aisyiyah Medan, the following conclusions can be drawn:

In implementing Aqidah Akhlak learning, it consists of initial activities, core activities and closing activities. Teachers use lecture, question and answer, assignment and discussion methods. Using the lecture method makes students understand the material presented by the teacher so that they will remember it and then apply it in everyday life, especially those related to commendable behavior.

With the question and answer method, students are given the opportunity to ask questions about material they have not yet understood. With the assignment method, students become studious and more active so they are motivated to find out about Aqidah Akhlak material. Apart from that, in forming a commendable personality, teachers also provide examples and good habits for students.

With a good example from a teacher, he will be able to arouse motivation from his students to imitate what they have seen, both in terms of speech and attitude. This example must be used to carry out in daily activities.

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