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## **Implementation Of Religious Values Through Islamic Education Learning At State Middle School 1 Surakarta**

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### **Abstract**

The aim of religious values education is so that the younger generation has a noble personality and sufficient knowledge to live life. Character education is capital in responding to problems in the surrounding environment. To achieve this goal, it is necessary to have efficient methods and extraordinary processes. The data collected in this research was collected through observation, interviews, and documentary studies. The methodology used to analyze the data is the Maile Huberman method, which includes collecting, reducing, conveying, and drawing conclusions from the data. The results of the research show that students at SMP Negeri 1 Surakarta apply religious values in religious learning, namely, planning in the form of a syllabus and lesson plans which contain learning plans such as methods, approaches, media and sources used for learning religious values at SMP Negeri 1 Surakarta. There are also several challenges in the world of education, the problem is that the education system is still weak, its objectives are still unclear, the curriculum is not yet aligned, or relevant, the atmosphere is not yet attractive, and so on. Therefore, the figure of a PAI teacher is important in shaping students to change attitudes or habits that are considered inappropriate. The instillation of students' religious values at SMP Negeri 1 Surakarta states that the implementation of students' religious values is in the form of habituation to worship through congregational midday prayers, character education, reading the Koran before learning, especially during character education and PAI learning, other habits are about morals. There are obstacles to implementing religious values in an educational institution. The obstacle is from the students themselves, the lack of educators who can direct their students. The obstacle for teachers in introducing religious values is students whose character is difficult to change before school.

**Keywords:** Religious Values, PAI Learning.

### **Abstrak**

Tujuan pendidikan nilai religius adalah agar generasi muda memiliki kepribadian yang mulia dan pengetahuan yang cukup untuk menjalani kehidupan. Pendidikan karakter merupakan modal

dalam mensikapi problematika yang terjadi di lingkungan sekitar. Agar tercapainya tujuan tersebut, maka perlu adanya metode-metode yang efisien dan proses yang luar biasa. Data yang dikumpulkan dalam penelitian ini dikumpulkan melalui observasi, wawancara, dan studi dokumenter. Metodologi yang digunakan dalam menganalisis data adalah metode Maile Huberman, yang mencakup pengumpulan, pengurangan, penyampaian, dan penarikan kesimpulan dari data. Hasil penelitian menunjukkan bahwa siswa di SMP Negeri 1 Surakarta menerapkan nilai-nilai religius dalam pembelajaran agama yaitu, perencanaan berupa silabus dan RPP yang berisi perencanaan pembelajaran seperti, metode, pendekatan, media, dan sumber yang digunakan untuk pembelajaran nilai religius di SMP Negeri 1 Surakarta. Tantangan dalam dunia pendidikan juga terdapat beberapa, permasalahannya adalah masih lemahnya sistem pendidikan yang masih belum jelas tujuannya, kurikulumnya belum selaras, relevan, suasananya belum menarik dan lain sebagainya. Oleh karena itu sosok guru PAI penting untuk membentuk siswa agar mampu mengubah sikap atau kebiasaan yang dianggap kurang tepat. Penanaman nilai religius siswa di SMP Negeri 1 Surakarta ini menyatakan bahwa implementasi dari nilai religius siswa yaitu berupa pembiasaan ibadah melalui solat jamaah duhur, pendidikan karakter, membaca al quran sebelum pembelajaran khususnya saat pendidikan karakter dan pembelajaran PAI, pembiasaan lain yaitu tentang akhlak. Terdapat kendala dalam penerapan nilai-nilai agama di suatu lembaga pendidikan. Kendalanya adalah dari pihak siswa itu sendiri, kurangnya pendidik yang mampu mengarahkan siswanya sendiri. kendala guru dalam mengenalkan nilai agama adalah siswa yang karakternya sulit diubah sebelum sekolah.

**Kata Kunci:** Nilai Religius, Pembelajaran PAI.

## Introduction

The world of education is currently in a serious disaster. The cause of this disaster is not only the low state budget to finance basic educational needs, but also poor staff, vision and mission, and uncertain national education policies.<sup>1</sup> Efforts to improve and improve the quality of education never seem to stop. Many innovative programs have contributed to the rise of educational reform. Educational reform is the reorganization of education, namely improving the relationship between schools and their environment. Empowering teachers and developing learning models<sup>2</sup>

Education is a deliberate and planned process. To make the nation's life more intelligent, national education aims to build the capabilities, character, and civilization of a dignified nation. The aim of national education is for students to become people who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Three educational centers are the main institutions that have a significant influence on children's character development: family, school, and social environment. Childcare is a shared responsibility and the form of education is character education.

One way to emphasize character education for children is to provide formal education at school. Schools must implement character education programs both inside and outside the classroom. So it is necessary to hold a program to support character cultivation, for example with habituation activities carried out every morning. Because what is instilled every day will most likely be implanted well. Habituation at school is one of the school cultures, where school culture is one of the keys to the success of character education. School culture by way of habituation can also be said to be an effort that can be taken to improve the school, and strive to provide good service to students.

Thomas Licona believes that character education is ethical education that develops character through good behavior, honesty, responsibility, respect for the rights of others, and hard work.<sup>3</sup> Religious values are values that talk about how religious life organizes humans together with God. These values are also related to world life and cannot be separated from other values, namely cultural and social values. This religious value is also related to life after death and this is what distinguishes religious values from other values.<sup>4</sup> Religious values education aims to instill noble character in the younger generation and provide them with adequate means of life. Character

education is an asset in responding to problems in the surrounding environment. For example, in cases of uncontrolled violations that occur, such as the tendency of cheating students during exams, inter-school brawls, disrespectful actions, and cheating, this seems to have become a craze and is commonplace in the school climate and is one of the decline in the personality of society. This unfortunate pattern of behavior is certainly not something to be grateful for, therefore religious education is expected to reduce or even eliminate tendencies that should not be resolved. The development of religious values in students at school cannot be separated from the role of teachers. Teachers can guide students and provide examples of how to be a noble person, as well as be role models for students through the habits that teachers carry out. This is because teachers are parents at school as well as role models for their students. Teachers become role models for their students because when teachers do good things, students will imitate them.

One of the three subjects required in all formal educational institutions in Indonesia is religious education. A country based on Pancasila prioritizes religious education.<sup>5</sup> This is because religious life is one of the aspects that everyone has. must be realized in an integrated manner with other dimensions of life. The ideal life

desired by Indonesian society can be achieved only by integrating various aspects of life. Religious education is expected to increase optimism towards one's own life and life in this world. Students must have a transcendent experience because humans are social and personal beings. while still resting on religious values.<sup>6</sup>

The development of religious values is also supported by other lessons that aim to optimize students' values. In addition, Religious Education is considered very important because it can be used as a bridge for students' character development.<sup>7</sup> This means that religious knowledge and understanding should be instilled from an early age to prepare children to live a life filled with faith and belief. so that eventually, they will know how to behave with God and others. When children plunge into society, they will behave by the rules of Islam.<sup>8</sup>

Islamic religious education is a conscious effort to prepare students to believe, understand, appreciate, and practice Islam through education, training, and teaching activities by paying attention to demands to respect other religions about inter-religious harmony in society to realize national unity.<sup>9</sup> There are also several challenges in the world of education, the problem is that the education system is still weak, the objectives are still unclear, the curriculum is not aligned, or relevant, the

atmosphere is not interesting, and so on..<sup>10</sup> As a result, the role of PAI teachers is very important in building students' desire to change their attitudes and habits that may be unacceptable. It is also one of the processes to approach student behavior and needs to be developed in the teaching process as well as outside of teaching, because, teaching itself is a work, in educating. As an art, teaching should bring joy and satisfaction to students and become a habit. Joy and satisfaction are one of the factors that make students excited and enthusiastic. Teaching is a complex internal process.

Because the lack of contribution of Islamic religious education is considered to be the cause of social, legal, class, and religious crises, the task of PAI teachers is to foster student ethics from childhood. so it is necessary to build good Islamic values and strengthen the values of Islam itself. Seeing the importance of instilling Islamic values in students, each school has its way of dealing with problems to shape children's personalities. In instilling religious values at SMP Negeri 1 Surakarta, worship habituation is carried out through dzuhur congregational prayers, character education, and reading the Koran before learning, especially during character education and PAI learning, other habituation is about morals. Which is clearly about faith, worship, and morals. Based on the

background of the problems discussed, the author wants to investigate how religious values are instilled in PAI learning at SMP Negeri 1 Surakarta. The purpose of this study is to find out how religious values are used in PAI learning at SMP Negeri 1 Surakarta.

## **Method**

Qualitative methods were used in this study. In this approach, researchers create complex pictures, conduct surveys, report participants' views in detail, and conduct research in a natural context. This research uses descriptive research to describe the implementation of Islamic values through PAI learning at SMP Negeri 1 Surakarta. Researchers collect descriptive data that can be used to improve research findings and focus on data with social implications to describe phenomena in society.

Researchers in this study will conduct thorough research and observations. and directed regarding the general description of the Implementation of religious values through PAI learning. The research was conducted at SMP Negeri 1 Surakarta, the place and time of the research. The study lasted for 4 weeks, from June 24 to August 21, 2023. This study aims to introduce religious values into PAI learning at SMP Negeri 1 Surakarta. This

study targeted PAI teachers at SMP Negeri 1 Surakarta. Interviews were used to collect data. documentation and direct observation in the school environment. In this study, the researcher tried to present the whole with everything that requires thoroughness in observation so that it is easy to digest the overall results of the research In the study, scientists went directly to the field to get the data they needed. Starting with observing facilities and infrastructure, then PAI learning, interviews with PAI teachers were conducted to obtain data about PAI teachers' efforts in implementing religious values through PAI learning. Miles and Huberman's theory was used to analyze the data in this study. It starts with collecting data, reducing it, presenting it, and drawing conclusions. Data triangulation, extended observation, and persistence were used to ensure data validity.

## **Results and Discussion**

### **Implementation Of Religious Values Through Islamic Education Learning At State Middle School 1 Surakarta**

The introduction of PAI learning to instill religious values at SMP Negeri 1 Surakarta is an important goal in shaping humans who are devout, tolerant, well-behaved, and helpful. The development of religious values in the students of SMP Negeri 1 Surakarta does not happen

suddenly but through the value of life and the encouragement of all teachers and all parties involved in education at school. But of course, PAI teachers have a big responsibility. The students of SMP Negeri 1 Surakarta need to instill the values of faith, worship, and good morals in themselves so that they become habits and practices in daily life, not just teaching and explaining PAI lessons in class.

Implementing the PAI training program and the development of religious values at SMP Negeri 1 Surakarta is not an easy thing and certainly requires effort and careful planning as well as support from other stakeholders. This program is not only the responsibility of PAI teachers, but also the principal and the principal's support who set the rules for all teachers and staff and ensure that this program can be implemented well. The lesson plan of PAI Religious Values Development at SMP Negeri 1/Surakarta includes the preparation of the curriculum and lesson plan. The learning plan of SMP Negeri 1/Surakarta for the development of religious values includes the preparation of a curriculum and lesson plan. then in the preparation of the syllabus and teaching plan, the model, approach, and teaching method are adjusted to the subjects studied.

Based on the findings from interviews and observations, for learning to run

properly by learning objectives, teachers prepare syllabi and lesson plans before starting learning to support the teaching and learning process. Planning for the application of religious values in Islamic religious education takes place in the preparation of lesson plans. Learning planning is in the form of curriculum preparation and lesson plans (RPP).

#### a. Syllabus Preparation

The curriculum is prepared based on Permendikbud No. 64 of 2013, which serves as a reference for the development of the education system, and programs are prepared based on the qualification standards of graduates and the content standards of primary and secondary education for each subject at grade level. The syllabus is used as a reference material in the preparation of learning implementation plans (RPP). This is by the findings of an interview conducted with Mrs. Ulfa, a PAI teacher at SMP Negeri 1 Surakarta: The lesson plans are by the curriculum. This is because the curriculum does have a syllabus set by the central government.

#### b. Preparation And Lesson Plans (RPP)

Lesson planning is carried out by the curriculum provided by the central government, which is the same as that applied in the SMP Negeri 1 Surakarta

school. that lesson planning can be done by reviewing the existing Islamic religious education curriculum and preparing lesson plans according to the curriculum. To develop lesson plans, Islamic education teachers need to review the references in the curriculum and select teaching materials that are by the existing curriculum. Teachers can then add references from various PAI modules and other complementary books that are by the teaching material.

The implementation of Islamic religious education in fostering the religious values of students at SMP Negeri 1 Surakarta certainly requires coordination and cooperation from various parties, both from the principal, PAI teachers in particular, and all teachers in general at SMP Negeri 1 Surakarta. The implementation of Islamic religious education in fostering religious values requires cooperation and coordination from various parties, especially the principal and PAI teachers and all teachers in general.

The implementation strategy of PAI education in instilling religious values is combined with an overview of the education program, observations of researchers in the field, and the results of interviews with PAI teachers. strongly participate in instilling this religious

value in students, for example, guiding character education every morning on Tuesdays and Thursdays, inviting and accompanying compulsory dzuhur prayers, participating in determining and implementing reading the Quran before entering learning, and participating in holding diversity events on Islamic.

c. Cultivation of Students' Religious Values  
At SMP Negeri 1 Surakarta

Religious values are attitudes and behaviors that a person has, such as obedience to the teachings of the religion he adheres to, tolerance of other religious worship, and living in harmony with people of other religions. This religious character is needed by students when they face shifting times and moral decline, as is happening in the world today. Therefore, students are expected to model what is good and act according to religious rules.<sup>11</sup>

One of the schools that has a religious education program is SMP Negeri 1 Surakarta. According to Herman Kertajaya, character is a trait possessed by a person and it is rooted in one's personality and influences one's behavior, attitudes, statements, and attitudes toward situations. According to Winnie, the character has two meanings, first Winnie shows how dishonesty,

cruelty, or greed causes bad behavior. Conversely, if a person behaves honestly and is willing to help, it shows noble character. This meaning shows that character is an action that is carried out consciously and is a human habit..<sup>12</sup> Based on this understanding, a person's morality, ethics, and practices form a special identity that drives them and distinguishes them from others. If a child can adopt the principles and beliefs that society wants, the child can be considered to have character, which in the context of education means the school's role in determining whether he or she is good or bad..

Character cultivation at SMP Negeri 1 Surakarta is done in various ways. Some things are routinely done every day, such as getting used to praying dzuhur in the congregation, reading the Qur'an before studying, and other moral habituation. Every Tuesday and Thursday there is also a special discussion about character education. There is also something that is done during the month of Ramadan, especially the first 3 days of Ramadan. This activity takes place at the Pesma UMS Islamic Boarding School. Students are asked to take part in learning in the form of studies every day and there is an Al-Qur'an reading program at special

times. Student personality is formed in various ways, one of which is habituation, because many people behave based on their habits, and SMP Negeri 1 Surakarta emphasizes that way to instill character education in its students Mulyasa argues that addictive behavior accelerates behavior and without addictive behavior, life becomes slow..<sup>13</sup> It is also mentioned that teachers should apply habits in character building to introduce praiseworthy and good traits to students so that students' actions are directed to positive things. The cultivation of religious values at SMP Negeri 1 Surakarta refers to the field of worship. Worship in the religious sense is a concept full of love, submission, and care. In other words, worship involves feelings of love and full submission to the Creator and care that His servants do not reject Him..<sup>14</sup>

The Qur'an and Sunnah are the basis of Islamic worship. Every topic of worship in the Qur'ān is global which receives a detailed explanation in the Sunnah. All the words, actions, and approvals of the Prophet Muhammad are included in the Sunnah. Worship is fixed and can change according to the needs of the times. Worship that evolves according to the needs of the times must still be based on the Qur'an, Sunnah,

and the ijtihad of the scholars.<sup>15</sup>

This is also in line with the statement of Mrs. Ulfa, the Islamic Religious Education teacher. stated that the source is clearly from the Qur'an and hadith. So when they are going to do something general or specific they know the source. of course, we are oriented towards the apostleullah and we are an example for the students here. Yanng initiated activities such as character education and so on since Mrs. Ulfa entered this school. In the past, these activities already existed, but they were only scheduled with certainty in 2018, namely Tuesdays and Thursdays. Wednesday there is a literacy activity. Character education cannot be printed once and must continue to remind students to always be istiqomah. this activity program was co-designed by the teacher.

The cultivation of students' religious values at SMP Negeri 1 Surakarta states that the implementation of students' religious values is in the form of habituation of worship through congregational dzuhur prayer, character education, reading the Qur'an before learning, especially during character education and PAI learning, other habituation is about morals.

Not only in the cultivation of religious values at SMP Negeri 1 Surakarta, but it also holds several religious agendas on

holidays, such as PHBI (commemoration of Islamic holidays). commemoration of Islamic holidays, the school holds activities such as studies and so on. Like on 1 Muharram yesterday, the school held a study for those who are Muslim. Last year we programmed grade 7, grade 8, and grade 9 itself. Last year's Ramadhan we also organized a kind of flash message which took place at the UMS student center.

### **Constraints Experienced When Implementing Religious Values On Students At SMP Negeri 1 Surakarta**

The implementation of religious values in an educational institution certainly has certain obstacles, as well as SMP Negeri 1 Surakarta which has various obstacles in implementing religious values. Mrs. Ulfa an Islamic Religious Education teacher who also supervises religious activities said that there are many obstacles when instilling religious values, especially during religious activities.

Of course, there are obstacles to implementing religious values in an educational institution, such as SMP Negeri 1 Surakarta, which has various obstacles in implementing religious values. Mrs. Ulfa, an Islamic religious education teacher who is also in charge of religious activities, said that there are many obstacles in introducing religious values, especially during religious

activities. The first obstacle is from the students themselves, for example, if the dhuhur prayer is held in the mosque, there are still people who buy food in the canteen. Some go to the toilet and do not perform the Dhuhur prayer. Another obstacle is the lack of educators who can direct their students. Another obstacle is the less conducive atmosphere because not all students at SMP Negeri 1 Surakarta are Muslim, so when the dzuhur prayer arrives, teachers have difficulty distinguishing between Muslim and non-Muslim students. Another obstacle is the lack of cooperation between parents and schools. Parents adhere to the principle that the school is fully responsible for the child if the child first attends school at home. Parents use this principle because they cannot control when they are at home and lack attention and motivation.

## **Conclusion**

At SMP Negeri 1 Surakarta, the implementation of religious values has a significant goal, which is to train a person who is obedient in terms of worship, tolerant, good behavior, and has a spirit of helping. To achieve these goals, it is necessary to have efficient methods and extraordinary processes. Islamic religious education at SMP Negeri 1 Surakarta uses students' religious values.

Islamic religious education is applied to instill religious values at SMP Negeri 1 Surakarta, namely planning in the form of syllabus and lesson plans that contain learning plans such as methods, approaches, media, and sources used for learning. Implementation of religious values of students at SMP Negeri 1 Surakarta, such as character education on Tuesday and Thursday mornings, tolerance with other religions, reciting the Koran before carrying out learning, compulsory dzuhur prayers, learning to read the Qur'an and iqro, flash pesantren during Ramadan and carrying out religious activities on holidays.

Teachers' obstacles in introducing religious values are students whose characters are difficult to change before school because they are used to it. Lack of parental guidance at home because parents are busy working and parents often take it for granted when their children's behavior is not good. From the previous statement, it can be concluded that the teacher's obstacles in introducing religious values are students whose characters are difficult to change before school because they are used to it. The lack of parental guidance at home is because parents are busy working and parents think they can tolerate their children's behavior if it is not good.

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