



## Islamic Religious Education Learning Model in Shaping the Character of SDN 9 Meurah Mulia Students, North Aceh Regency

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### Abstract

*This study aims to determine the PAI Learning Model in Shaping the Character of SD 9 Meurah Mulia Students. The method used is a qualitative method with a descriptive approach. The study subjects included the principal, PAI teachers, and several students. The results of this study describe. Islamic Religious Education Learning Model in Shaping student character using tazkirah, encouragement, repetition, and reminding models. Make a match, a learning model such as discovery (Inquiry) in knowing the evidence of the power of Allah SWT as the teaching material is understanding the meaning in Asmaul husna, presenting angels in his daily life. For moral learning, a role-playing learning model can be used. A learning model (NHT) can be used to learn the history of Islamic culture. Then the Islamic values taught to students in forming a noble character are Islamic values combined with morals, which is essential because it is one of the school's goals. Applying Islamic values in shaping students' personalities, reading and eating asmaul husna is carried out every morning before entering class, which is accompanied by all students and educators. The obstacles faced in implementing Islamic values in shaping student character are the involvement of student guardians who do not pay attention, family, social environment, economic conditions, and exit environment.*

**Keywords:** Islamic religious education, learning models, character.

### Introduction

Education is a valuable investment in building the nation's civilization [1]. In this case, character education or *ahklak* must be an essential foundation for all educators in organizing teaching and learning activities [2], especially for teachers who hold and teach the field of Islamic religious education whose learning content is learning.

Building character or *ahklak* is not only the task of religious teachers but the duty of everyone close to students, including policymakers, so that education goals in the national education system are achieved as they are [3].

Islamic Religious Education is one of the steps taken to encourage and shape the personality or character of students for the better [4]. Because in essence, the purpose of Islamic religious education is to shape the character of students to become students who are noble, polite, weak, and gentle to become critical, creative, and civilized children. It cannot be separated from Islamic religious education's strategy and learning model [5].

A learning model is a conceptual framework that describes the procedure for systematically coordinating learning experiences to achieve specific learning

objectives and serves as a guide for learning designers and teachers in planning and implementing learning activities. [6]

When educators adjust the learning model according to the material, students will be more enthusiastic about learning and productive [7]. Educators in teaching must be active, effective, and fertile both for themselves and for students. To implement an effective learning model, conditions are needed, including using learning models, approaches, strategies, learning methods, and techniques to achieve its learning objectives [8].

The method for implementing character teaching differs from that in other lessons, which are usually instructional, explained, and discussed. Character is taught through internalization in every learning. The implementation technique is carried out by example, creating and encouraging habituation and enforcing rules and teacher motivation. In its implementation, explaining or discussing it is enough to do little, if needed, according to needs [9].

When teachers teach in classrooms, the most important thing is the teacher's ability in the school. How can a teacher understand the classroom situation and know the characteristics of students so that a pleasant and calming learning atmosphere can be created [10]? For this reason, a teacher must apply learning methods by his students' learning profiles and characteristics. Teachers can choose many learning method solutions according to their needs.

After the teacher chooses a suitable learning method, the next is to determine how PAI teachers' competence in teaching media causes a good connection between the technique and learning media [11]. The media that exist in the surrounding environment to be used are objects or events that we can use as learning resources. In addition, there are also particular objects

that we must make before we can use them in learning. [12]

### **Method**

This type of research is qualitative, a procedure that produces descriptive data in the form of words written and spoken by the people observed [13]. Qualitative research aims to illustrate the actual situation related to the Islamic religious education learning model in shaping students' character of SD Negeri 9 Meurah Mulia, North Aceh Regency.

### **Results and Discussion**

Researchers interviewed teachers and principals in the school to find out the PAI learning model at SD Negeri 9 Meurah Mulia, North Aceh Regency. This is measured by nine question indicators, namely: (a) PAI material learning model, (b) suitability of learning model, (c) feedback on PAI material learning model, (d) PAI material learning model design framework, (e) teacher participation in PAI material learning model design framework, (f) implementation plan for learning material, (g) learning strategy innovation to meet student needs.

#### **PAI learning model at SD Negeri 9 Meurah Mulia, North Aceh Regency**

Related to indicators about the learning model of PAI material at SD Negeri 9 Meurah Mulia, North Aceh Regency, it can be seen from the results of an interview conducted with Syukri as the principal, stating that "During the mandate to be the principal, teachers who carry out learning in the field of PAI studies have implemented learning by the applicable curriculum provisions, namely K-13, of course by using methods and models Effective, fun and exciting learning. Because the learning model directly influences the motivation and success of learning students."

While the results of the researcher's interview with Cut Safitri, a teacher who teaches PAI, stated, "At this time, the model

I use in PAI learning implementation is different from the existing topic. Because PAI lessons consist of several subjects, namely: When learning the Qur'an, I use the make-a-match model. I use examples and nonexample models in fiqh lessons, and SKI lessons use role-playing models and group investigation. At the time of creed, the model used is numbered heads together, SKI lessons use role-playing and group investigation models."

Then this is also in line with the researcher's interview with Darmiati, as a PAI teacher at SD Negeri 9 Meurah Mulia, North Aceh Regency, stating that "When the use and selection of the PAI learning model are slightly different in its implementation and presentation, for example when learning the Qur'an, it is more motivated to use the jigsaw model because it is easy to understand by students, while in the implementation of Fiqh material, prefer the demonstrator model. The SKI material is similar to the fiqh material, which applies more to the jigsaw model. "

Based on the results of the interview above about the learning model of PAI material at SD Negeri 9 Meurah Mulia, North Aceh Regency, in general, it can be concluded that the learning models applied by the k-13 curriculum, namely effective and fun learning models, by the characteristics and learning profiles of students. The models that have been implemented are: in learning fiqh subject matter, using examples-non examples and demonstration models, the model creed material used is numbered heads together, while the learning process in SKI lessons uses role-playing models, group investigation and Jigsawal-Qur'an using make a matching model and jigsaw. However, each teacher's model has different applications in their learning materials according to the needs of teachers in schools.

### **Suitability of the PAI learning model to the circumstances of students**

About indicators on the usefulness of the PAI learning model with the condition of students at SD Negeri 9 Meurah Mulia, North Aceh Regency, it is known from the results of an interview with Mariana, stated that "it has been perfect because in the learning process, most students look active and also a small number are less active."

While the results of the researcher's interview with Sarah stated that "the learning model implemented is very suitable because the learning model encourages students to be more motivated in learning, and the results look very satisfying. The learning model encourages students to grow according to their nature".

Likewise, the results of the researcher's interview with Mariana stated that "The learning model is by the conditions of students, it seems that almost all students are thrilled with the practice of the learning model that has been applied, students interact with each other in the learning process freely, and of course add to the spirit of collaboration between others. "

Based on the results of the interview above about the suitability of the PAI learning model with the situation of students at SD Negeri 9 Meurah Mulia, North Aceh Regency, it can be understood that most of the explanations are very suitable for the learning model because students look active, collaborative and innovative. In addition, students are also motivated to learn with various varied models applied by teachers.

### **Student feedback on the PAI learning model**

Regarding indicators of student feedback on the PAI material learning model, it is known from the results of the researcher's interview with Cut Safitri, stating that "The results of my observations on student feedback are excellent by practicing the learning model, students look active and happy in the learning process, and

the material provided by the teacher feels light, easy to understand by participants So that the results are by what has been planned. "

On the other hand, not much different from the results of the interview with Darmiati, who stated that "student feedback on the learning model is excellent because students look happy and happy in the learning process. Students also feel thrilled with the learning model."

The overall results of interviews about feedback on the PAI learning model applied, most stated that student feedback was excellent. The learning model was pleasing for students, and the learning carried out by the teacher was also effortless to understand so that the results were what was planned.

#### **PAI learning model design framework**

Regarding indicators about the PAI learning model design framework, it is known from the results of the researcher's interview with Syukri, stating that "Before entering the classroom, teachers must be ready with teaching tools and learning media, for example, a teacher must have modules and approach strategies that must be used for didi participants. A teacher must prepare it before attending class, and I always emphasize and nurture it for the teachers in this school. "

Not much different from the results of the researcher's interview with Cut Safitri, stated that "The design framework with stages of designing semester programs, choosing core materials, describing core materials, compiling learning models, using existing media, compiling detailed learning designs for each teaching according to the learning schedule provided at school and making learning references. "

While the results of the researcher's interview with Darmiati stated that: "the design framework is to determine the direction of learning, provide teaching

materials, determine the way of learning activities, provide learning tools and references and evaluation."

Based on the results of the interview above about the PAI learning model design framework, most stated that in the process of compiling semester programs to determine the allocation of learning time by the provisions of the syllabus and academic calendar, then selecting the following core material with identity and time allocation, formulating learning objectives, writing and explaining essential competencies and learning achievement indicators, describing in detail the learning material, Choose the suitable learning model, provide media and teaching tools, and write learning references, make strategies for learning implementation activities, provide the necessary tools, and evaluate students.

#### **Teachers' participation in the PAI learning model design framework**

Regarding indicators of teacher participation in the PAI learning model design framework, it is known from the results of the researcher's interview with Mariana, stating that "Educators are very instrumental, and their participation is also very active starting from the stage of good planning, organizing, implementing and evaluating the development of its application, whether as expected or not."

While the results of the interview with Sarah stated that "participation as educators in the conceptual framework includes designing/conceptualizing, implementing, and assessing the success of the learning concept framework that has been compiled."

According to Mariana, the interview results stated that she was "actively involved in the PAI learning design framework, starting with its preparation, implementation, application to the evaluation of compliance with its performance."

Based on the interview results above, teacher involvement in the PAI learning model design framework mostly mentions participation starting from planning, preparation, implementation, assessment, and evaluation.

#### **PAI learning model implementation plan**

Regarding the indicators of the PAI learning model implementation plan, it is known from the results of the researcher's interview with Cut Safitri, stating that "I arrange to learn very well so that learning is centered on problems that are suitable for research by students, presenting learning materials needed as a foundation for students to *solve problems*, Noting the compelling, iconic, and symbolic presentation strategies, if these learners solve issues in the laboratory or theoretically, then I share the role of a tutor whose job is to direct and facilitate, I do not inform in advance the critical things or rules to be dissected, but by reducing by giving suggestions if needed. As a facilitator, I provide input when needed, and assessment of learning outcomes is essential in learning discovery. The purpose of discovery learning is to study generalizations by finding them."

While the results of the researcher's interview with Darmiati stated that "the method used is different according to the needs and characteristics of students, such as traditional way, freeway, reflective way, and internal trasinternal way."

The results of the interview above about the strategies used for PAI learning, in general, stated that different designs are implemented it depends on the conditions, learning profiles, and characteristics of students, as for traditional methods, freeways, thoughtful ways, and internal methods. Still, on the other hand, one respondent said not to use any strategy.

#### **Implementation strategies for change in learners**

Regarding indicators about implementation strategies for student changes, it is known that the results of an interview with Syukri stated, "I am grateful that there are perfect changes in students. It can be seen from the results of the ability of student's assessment results are very good. On the other hand, from the behavior, there is also a change for the better".

While Cut Safitri, the results of the interview with him stated that "the strategy applied has formed changes in the competence of students and student behavior. According to him, the strategy implemented produces good results, and it must maintain its sustainability".

From the results of the interview above about strategies that are strategic implementation in students, it is understandable that, almost as a whole, there are significant changes both in terms of student competence and from the aspects of ethics and morals of students very well, namely in the form of politeness and courtesy.

#### **Activities related to the PAI learning model**

About indicators of training oriented to the PAI learning model, it is known that the results of an interview with Darmiati stated that "About self-development activities every time there is a change in curriculum, the principal always holds activities in schools to develop teacher competence, and there are also sending teachers if there are continuous professional development activities carried out by the education office or Ministry of Religious Affairs, such as K-13 curriculum training and the use of media in learning".

According to Mariana, the results of the researcher's interview with her stated that "The school also carries out training activities every year, especially at the turn of the semester, such as training on the implementation of the K 13 curriculum, training on student-centered learning

strategies, and training on the use of digital media for learning, and other training held by the agency or ministry. "

Based on the interview results above about training activities related to understanding the PAI learning model, they stated that schools, education offices, and ministries of religion carry out training activities. These training activities include character education development training in the implementation of the k-13 curriculum, learner-centered learning training activities, syllabus preparation training, Training on the use of digital media in learning, in-house training in developing teacher capacity and competence, training on the use of strategies, learning methods and models, and training on the preparation of lesson plans by the proper rules. These are carried out to improve teacher competence in supporting and enhancing the quality of education supply.

#### **Innovation of learning strategies to meet the needs of students**

Regarding indicators about collaborative learning strategies to meet the needs of students, it is known from the results of an interview with Sarah, stating that "Strategize learning innovation by identifying the needs of other students by conducting assessments on students in the form of questions and answers, observations in class and interviews with parents. Then the results are used to determine strategies and learning methods that suit the needs of students. Then I also use digital media for learning, such as *Kahoot*, *quizizz* to create fun learning. These uses are all to demand and by the times. "

Similarly, the results of the interview with Mariana stated that: "it is by the conditions of students, it is because it is by the learning model, and students are motivated in learning."

From the results of the interview above about the suitability of the strategies

that have been applied to the state of the students, it can be understood that most state that it is very suitable for the conditions of students because the practice is more pleasant in the teaching and learning process, students show their effectiveness in class and can collaborate and innovate with friends in class.

#### **Conclusion**

The learning model of Islamic Religious Education in shaping the character of students of SD Negeri 9 Meurah Mulia North Aceh Regency is with the *tazkirah* model, encouragement model, make a matching model reminding, repetition model, learning models such as discovery (*Inquiry*) in finding evidence of the power of Allah SWT as the learning material is to imitate Allah swt in Asmaul Husna, presenting angels in his daily life. Meanwhile, in carrying out moral learning using a role-playing learning model. For learning the history of Islamic culture using the learning model (*NHT*).

The Islamic values instilled in students to form the character of the essential thing are Islamic values that integrate with morals. This is an urgency because it is the school's vision. On the other hand, there are other Islamic values such as the value of *aqidah* and the value of worship, which are also taught to students. This is due to the provision of time given to learning Islamic religious education, which is only three hours per week. For the virtue of worship and *aqidah*, it can be carried out in the practice of *zuhr* prayer and *duha* prayer only to continue teaching during the learning process of Islamic religious education. Islamic values such as *aqidah* and worship in the syllabus of Islamic religious education are not too much to explain, but the whole discussion is on moral values. Then in the learning process of Islamic religious education, every material and material taught if the teacher can and is willing to

apply by linking Islamic values in all their forms, spiritual or human.

The application of Islamic values in forming students to read asmaul husna every morning before entering the classroom. Students and teachers also follow the reading of asmaul husna. This implementation was carried out in the schoolyard, in front of the office. With his condition, the disciples stood up and separated between women and men. This asmaul husna recitation is led by the learners themselves. The second form of cultivation is through exceptional learning for those who cannot read the Quran so that the solution provided by the school offers an outstanding education for them. The implementation of this activity can encourage changes for students to be more biased and love reading the Quran.

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