

Islamic Education Teachers' Strategies in Fostering the Morals of Vocational High School Students

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Abstract: The process of guidance and moral development for students is a momentum to overcome all kinds of student actions that lead to behavior that is not in accordance with norms, so that guidance and counseling provide solutions and alternatives for all kinds of problems faced by students. In order to develop their morals, Islamic Religious Education teachers need to use special strategies so that they are expected to have a positive impact on improving their religious beliefs and developing their morals. This research aims to: (1) examine in depth the strategies used by Islamic Religious Education (PAI) teachers in developing students' morals at SMK in Aceh, (2) analyzing the moral development patterns implemented, (3) identifying supporting factors and obstacles in the process of moral development. This research uses a descriptive qualitative approach, with data collection techniques through observation, interviews and documentation. The results of this research show that PAI teachers at SMK in Aceh use various strategies to develop students' morals, including example, habituation, advice, punishment and training. The moral development pattern implemented at SMK Aceh includes various routine activities such as reading prayers and the Koran before starting learning and special programs such as recitations and lectures once a week. Supporting factors in moral development at SMK in Aceh include commitment and good cooperation between teachers, parents and students, as well as a school environment that supports moral development through various positive activities. Apart from that, support from the school in providing programs that support moral development is also an important factor. Several inhibiting factors include the lack of supporting facilities and infrastructure such as special rooms for religious activities and the negative influence of the environment outside the school which can influence student behavior.

Keywords: Islamic education, student moral, vocational school.

Received July 21, 2024; **Accepted** September 15, 2024; **Published** December 31, 2024

Citation: Syafruddin. (2024). Islamic Religious Education Teachers' Strategies in Fostering the Morals of Vocational High School Students. *Jurnal Pengembangan Profesi Guru dan Dosen*. 1(2). 1–5.

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INTRODUCTION

Globalization brings various changes in human life. The shift occurs in all fields, including technology, economy, culture, social, and education. In addition, the changes brought by globalization also have positive and negative impacts. There are many positive impacts influenced by globalization, namely the development of information technology which results in no distance or time limits in communicating and the existence of technology-based learning media that make it easier for students to receive material that has been given by teachers.

In addition to the positive impacts given, globalization also brings negative impacts that greatly affect a person's life. One of them is the decline in students' morals caused by

the very rapid advancement of technology due to the influence of globalization. At this time, the decline in students' morals has often been found and is no longer a new thing with the discovery of students who do not have a polite attitude towards others, even their own parents and teachers.

In this context, the phenomenon in the field shows that many teenagers misuse technological advances. From the internet they learn many things that they should not access, such as pornography, gambling practices, and juvenile delinquency and so on. This has a bad impact on teenagers, with the rampant promiscuity, drug abuse, brawls between students, fraud, stealing, not using polite language when communicating with older people, and the process of respecting or revering teachers or others. In overcoming these problems, guidance and direction from an Islamic religious education teacher is needed to shape morals or morals that have shifted, especially students. As one of the tasks given to Islamic Religious Education teachers to shape character or morals in accordance with culture and religion. Because to guide the morals of students requires a very long time and very high patience so that these morals become a habit possessed by students. "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation; aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

Adolescence is a period of change from childhood to adulthood experienced by all students. During this period, students have unstable emotional states and are searching for their identity. In addition, adolescence is also easily influenced by the environment and peers. Therefore, Islamic religious education is needed to avoid negative things caused by students' social interactions. In avoiding these negative things, Islamic religious education teachers are also needed to build students' morals. To shape students' morals, Islamic religious education teachers must also have the right strategy so that the formation of morals can be accepted by students. If the strategy used is not right, it will waste time in vain without producing results. The strategy used by Islamic religious education teachers should be by making themselves role models first before implementing habits on students.

Based on initial observations carried out at SMK, researchers saw that there were several strategies that had been used by Islamic Religious Education teachers in fostering students' morals, including using exemplary strategies, namely by giving examples to students to always use polite words, always greeting each other when they meet. Then provide advice or mauidhoh method, namely by continuously giving advice to students to avoid actions that violate legal/religious norms and the teacher packages it in a story that is associated with exemplary values so that it is expected to be more attached to the hearts of students. However, from several strategies that have been implemented, the author sees that there are still various characters and behaviors of students in this vocational school that do not reflect good morals that are in accordance with Religious Education material.

Based on this description, it can be understood that the process of guidance and moral development for students is a momentum to overcome all kinds of student actions that lead to crime, so that guidance and counseling provide solutions and alternatives to all kinds of problems faced by students. Therefore, Islamic Religious Education teachers need a special strategy in order to develop their morals so that it is expected to have a positive impact on increasing their religiosity and moral development. For example, using advice and training strategies.

Competence is defined as the knowledge, skills, and behaviors that teachers must have for a task or as the possession of the necessary abilities". 3Saiful Bahri (2023, p. 83)3 According to this definition, prospective teachers must be ready to obtain various information, skills and professional abilities that are relevant to the teaching profession in order to carry out their duties effectively and meet the needs and expectations of their teachers.

The teaching and learning process is a process in which teachers and students carry out a number of actions based on their interactions with each other to achieve the goals that have been set. The teaching and learning process can be effective if implemented by applying the process skills approach, namely by stating the assumptions about teachers Hamdan (2010: 34) that teachers 1) Are responsible for achieving learning outcomes; 2) Have professional skills as teachers; 3) Have a code of ethics for teachers; and Act as a source of learning, learning leaders and learning facilitators so as to enable the creation of good conditions for students in learning.

Teachers must have certain skills or competencies to become experts in their fields or to be able to exercise expert authority. These skills or competencies are related to the understanding and expectations of professional teachers. According to Law No. 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1), teacher competencies include four dimensions, namely pedagogical competency, personality competency, social competency, and professional competency obtained through professional education.

METHODS

This research is a qualitative research, qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions (natural settings). This type of research is a descriptive qualitative approach. Furthermore, to find and provide answers to a problem being studied, a scientific procedure is used which consists of several methods such as observation, interviews, and use of documentation. In the data collection process, the author uses field research to obtain correct and accurate data about the problem to be studied, the author uses several methods including observation, interviews and documentation.

The stages of field data analysis that the author uses are data reduction, data presentation and drawing conclusions. The stages of qualitative research present 3 stages, namely the pre-field stage, the field work stage, and the data analysis stage. The pre-field stage is an activity carried out by researchers before collecting data. This stage begins with a field exploration to determine the problem or focus of the research. At the stage of implementing the field work stage, researchers collect data according to the focus of the problem and the objectives of the research.

Data collection is carried out through observation, interviews, and documentation studies. Next is the data analysis stage. All data that has been obtained from the field and collected during the research, before conducting the analysis, the researcher will first test the credibility of the data. The activities carried out by the researcher to test the credibility of the data include member checks and triangulation.

RESULTS AND DISCUSSION

Observation results at vocational schools show a decline in student morals, marked by untidy uniforms, truancy, and use of mobile phones during lessons. These actions violate school regulations and indicate the need for moral development by schools to improve good values. The function of education is not only to educate, but also to form good morals. The phenomenon of students' loss of obedience to teachers emphasizes the importance of moral development through religious education, closeness to God, and good examples from teachers. Habituation of values such as honesty, politeness, and respect for the opinions of others must be instilled. The process of forming morals requires the concrete role of teachers and the cooperation of all related parties.

This study revealed that Islamic Religious Education (PAI) teachers in vocational high schools use various strategies in fostering students' morals, namely role models, habituation, advice, practice, and punishment. One of the vocational high school principals, Mustafa, implemented a strategy for fostering morals by encouraging collaboration between teachers, providing additional resources, and forming a special team with high

commitment. This team designed a curriculum that includes moral and ethical values through various methods and strategies, including role models, habituation, advice, practice, and punishment. Interactive approaches such as group discussions, role plays, case studies, and collaborative projects are also used to engage students in the process of learning moral values. Based on the results of the study, it was found that the strategies used by Islamic Religious Education teachers in fostering students' morals in vocational high schools in this study were through several methods including: role models, habituation, mau'idzah or advice, practice, and punishment.

Islamic Religious Education teachers in vocational schools use the exemplary method, the strategy used is that they become examples of behavior and moral attitudes in everyday life at school, such as honesty, justice, compassion, hard work, and respect, respect for others, one of the Islamic Religious Education teachers, emphasized the importance of providing positive examples for students to follow in everyday life. Students admitted to being inspired by examples of good behavior and tried to imitate them, which showed a positive influence on their moral development.

Furthermore, teachers also instill good morals in students through the habituation method. The habituation method involves repeating good practices through strategies supported by school components that are poured into activities, such as praying together, reading verses of the Quran, and mutual respect. Islamic Religious Education teachers ensure that these activities are carried out consistently, so that moral values can be internalized by students. Students are also involved in social projects that foster empathy and caring attitudes, helping them form good habits in their daily lives.

Islamic Religious Education teachers also use an effective and empathetic communication approach in giving advice. They listen to students' problems patiently and provide relevant and solution-oriented advice. This method helps students understand moral values and improve their behavior. Teachers also provide wise advice in conflict situations, encouraging patience and respect for differences of opinion.

The practice method involves students in practical activities, such as project assignments that foster empathy and caring attitudes. Islamic Religious Education teachers integrate practice into learning, providing opportunities for students to apply moral values in real situations. Group discussions, role plays, and social projects are some examples of practice that are carried out, helping students develop understanding and skills in applying moral values.

Islamic Religious Education teachers also apply punishment as a response to inappropriate behavior. Punishment is given with the aim of educating and improving student behavior, so that they understand the consequences of their actions and learn to act in accordance with the moral values taught. This approach is carried out wisely, ensuring that the punishment given is proportional and relevant.

According to the results of interviews with the Principal, it was found that school planning/programs related to students' morals in SMK are carried out with stages of curriculum integration, character building and positive attitudes, behavior management, extracurricular activities and additional learning experiences and evaluation and assessment. In general, teachers of SMK Negeri 1 Sigli apply three approaches to student moral development patterns, including 1) Moral Development to Allah, PAI teachers at SMK provide religious instruction that includes an understanding of religious teachings, worship, and the relationship between individuals and Allah; 2) Moral Development to Fellow Humans, This includes teaching values such as honesty, cooperation, tolerance, and empathy. Teachers strive to create an inclusive learning environment and provide opportunities for students to interact positively with each other. Through this approach, students are taught to respect the rights of others, maintain good relationships, and appreciate diversity; 3) Moral Development to the Environment, Through the curriculum and school activities, students are given an understanding of environmental issues and the impact of human actions on the environment. In addition, students are encouraged to take real actions, such as keeping the school clean, saving energy, and recycling waste. Through

these real actions, students can apply the environmental values they learn and become agents of change who are responsible for the environment.

This study also found several supporting and inhibiting factors in fostering students' morals in vocational high schools. Supporting factors include the provision of resources, especially educators and other components and programs that support the integration of moral values in the curriculum, extracurricular activities that focus on fostering morals, clear school policies and regulations, a comprehensive curriculum, active teacher involvement, a safe and harmonious school environment, and active participation of parents. On the other hand, inhibiting factors include limited resources, limited time and learning schedules, and the evaluation process and stakeholders involved in evaluating students' moral development. To overcome these inhibiting factors, schools have developed strategies such as efficient budget allocation, utilization of internal and external resources and appropriate strategies in fostering students' morals. Collaboration between teachers, principals, and parents is also considered important in supporting students' moral development in schools.

CONCLUSION

The strategies used by Islamic Religious Education teachers in fostering students' morals in vocational schools in this study were through several strategies including: role models, habits, advice, training, and punishment. The pattern of fostering students' morals uses a holistic ecological approach that involves aspects of religion, morals, ethics, and social responsibility. Islamic Religious Education teachers play an important role in integrating religious and environmental values into the curriculum and school activities. There are three approaches applied, namely fostering morals towards Allah, fellow human beings, and the environment. Teachers also collaborate with the school committee, parents, and the local community to support and implement moral development activities. Through this approach, vocational schools aim to create students who have commendable morals, are responsible, and care about Allah, fellow human beings, and the environment. Supporting factors in fostering students' morals in vocational schools include: a curriculum that includes comprehensive religious education, active involvement of Islamic Religious Education teachers, a safe and harmonious school environment, active parental participation, teacher contributions in building strong school leadership, and a positive school environment. Meanwhile, inhibiting factors include: lack of student awareness, lack of parental attention and involvement, and students' personal problems such as social conflicts or emotional problems.

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