



The Impact of Moral Learning on Students' Morality at Islamic Junior High School Baiturrahman Teluk Kuantan

Budi Afriandi ¹, Rosniati Hakim ², Rusydi AM ³, Syaifullah ⁴, Tamrin Kamal ⁵

¹ Universitas Muhammadiyah Sumatera Barat, Indonesia

² Universitas Muhammadiyah Sumatera Barat, Indonesia

³ Universitas Muhammadiyah Sumatera Barat, Indonesia

⁴ Universitas Muhammadiyah Sumatera Barat, Indonesia

⁵ Universitas Muhammadiyah Sumatera Barat, Indonesia

Corresponding Author: Rosniati Hakim, E-mail; rosniatihakim@umsb.ac.id

Received: June 18, 2024	Revised: July 04, 2024	Accepted: July 04, 2024	Online: July 04, 2024
ABSTRACT <p>Moral education has a significant role in shaping the noble character of students. Good morals reflect a noble personality and are the foundation for a dignified civilization. However, many students' morals still do not follow what is expected in the field. Therefore, this research aims to find and analyze how Islamic Junior High School Baiturrahman Teluk Kuantan builds the noble character of students through moral education. The research method used by the author is a qualitative approach to deepen the understanding of noble character through moral education. These methods can involve interviews, observations, and documentation. Based on the results of the research show that Islamic Junior High School Baiturrahman Taluk Kuantan emphasizes the importance of moral education or character education in developing personality and noble character in students, which includes the development of positive qualities such as honesty, responsibility, respect, tolerance, kindness, and in the end can bring positive benefits to the Islamic Junior High School Baiturrahman extended family.</p> <p>Keywords: <i>Islamic Education, Noble Character, Moral Education</i></p>			

Journal Homepage <https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/alhijr/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Friandi, B., Hakim, R., A, R., Syaifullah, Syaifullah & Kamal, T. (2024). The Impact of Moral Learning on Students' Morality at Islamic Junior High School Baiturrahman Teluk Kuantan. *Al-Hijr: Journal of Adulearn World*, 2(2), 301-309. <https://doi.org/10.55849/alhijr.v3i2.666>

Published by: Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Good character formation is one of the main goals of education, especially at the primary and secondary education levels. A strong and noble character is an essential foundation for an individual to develop into a responsible person (Yusuf et al., 2020), dignified, and beneficial to our surrounding environment (Nurazizah et al., 2022). In this context, Islamic Junior High School Baiturrahman, as an educational institution, has a strategic role in instilling noble moral values in its students.

Islamic Junior High School Baiturrahman, as a secondary educational institution under the auspices of the Ministry of Religion, makes moral education one of the main

pillars that form the character of its students. Through an integrative curriculum, Islamic Junior High School Baiturrahman strives to develop the potential of its students comprehensively, both intellectually, spiritually, and morally.

Moral education at Islamic Junior High School Baiturrahman is taught theoretically and implemented in daily activities in the madrasah environment. Through a holistic approach, students are expected to be able to internalize the values of noble moral values, such as honesty, responsibility, discipline, courtesy, and concern for others and the environment (Shofiyyah et al., 2023).

By emphasizing the importance of moral education, Islamic Junior High School Baiturrahman seeks to form a young generation that is intellectually intelligent and has noble character and creates a good learning environment. The goal is for students to develop by creating a conducive environment where students can grow and develop in an atmosphere of good moral values and mutual respect. This is expected to be a provision for them to face positive challenges for society and the nation (Jayanti, 2023; Herdi et al., 2022; Basri et al., 2022).

A teacher who behaves well, speaks good words, behaves nobly, and applies noble moral values such as getting students used to saying greetings (Tisnelly et al., 2020; Widayanti et al., 2020), praying before and after studying, speaking politely, and respecting teachers and peers so that they become an example for their students at school (Liana, 2023; Azhar et al., 2020), so that it can be applied continuously to create an educational environment that supports the formation of noble character in Islamic Junior High School Baiturrahman Taluk Kuantan students.

This study aims to investigate the effectiveness of moral education in Islamic Junior High Schools Baiturrahman Taluk Kuantan in shaping students' character into individuals with noble character. This study seeks to understand how moral education is implemented in the school, evaluate its impact on students' daily behavior, academic achievement, and social relationships, and provide practical recommendations to improve its effectiveness. Thus, this study aims to provide in-depth insight into the importance of moral education in shaping students' character and contributing to the development of moral education in the school environment.

RESEARCH METHODOLOGY

This research uses a qualitative approach to deeply understand the process of building noble character through moral education at Islamic Junior High School Baiturrahman Taluk Kuantan. The qualitative approach was chosen because it is suitable for exploring complex phenomena and requires a deep understanding from the perspective of the research subject.

The research design used is a case study. The case study was chosen because it allows researchers to explore the phenomenon in depth in a specific context, namely moral education at Islamic Junior High School Baiturrahman Taluk Kuantan. This design allows researchers to dig into rich and detailed data regarding the efforts and strategies used by schools in building students' noble character.

This research was conducted at the Islamic Junior High School Baiturrahman Taluk Kuantan. The research subjects consisted of teachers, students, and school management. The selection of subjects is based on the consideration that they have an essential role and in-depth knowledge related to implementing moral education in schools.

The data in this study was collected through several techniques, namely in-depth interviews with teachers, students, and school management to understand the strategies and practices of moral education at Islamic Junior High School Baiturrahman Taluk Kuantan, participatory observation of learning and extracurricular activities to see the interaction and application of ethical values in daily activities, as well as documentation that includes curriculum, syllabus, learning implementation plan (RPP), and learning modules to understand the formal structure of moral education applied in schools.

RESULT AND DISCUSSION

Building noble character through moral education is essential in producing a quality generation. Moral education focuses on the development of cognitive aspects and moral and ethical values that are the basis of behavior (His Majesty, 2018; M. Ritonga et al., 2016). Through learning values such as honesty, caring, simplicity, and courage, students are taught to be academically intelligent, responsible, empathetic, and moral in their interactions with the surrounding environment (Toron, 2024). Thus, moral education is not only about what is learned but also about how students apply these values in daily life, forming a solid and noble character that will positively impact society.

Implementing moral education at Islamic Junior High School Baiturrahman Taluk Kuantan is done with a comprehensive and structured approach to shaping students' character. The school emphasizes the importance of moral and ethical values through various programs and activities. One way to do this is to include moral education materials in the formal curriculum, where students are taught about the values of honesty, responsibility, discipline, and respect. In addition, teachers at Islamic Junior High School Baiturrahman also play a role model who shows good attitudes and behaviors in front of students.

Special programs are also designed to strengthen moral education at Islamic Junior High School Baiturrahman. For example, schools hold regular activities such as recitations, religious lectures, and group discussions focusing on moral and ethical issues. Through these activities, students are invited to understand moral values and apply them in real life.

In addition to formal programs, Islamic Junior High School Baiturrahman also integrates moral education in extracurricular activities and daily life at school. For example, in scouting activities, students are taught about cooperation, responsibility, and discipline. Meanwhile, students learn about cleanliness, order, and environmental responsibility through class picket activities. All these efforts are carried out to create a school environment conducive to developing students' noble character so that students can become individuals who contribute positively to society.

The strategies and methods of moral learning at Islamic Junior High School Baiturrahman Taluk Kuantan are designed to make the learning process more interactive and practical in instilling moral values in students. One method often used is the story method, where teachers tell inspirational stories that contain moral messages. These stories are taken from the lives of the Prophet, heroic figures, or folklore with high ethical and moral values. With this method, students can understand and reflect on moral values more quickly because they are presented in an attractive and easy-to-remember form.

The group discussion method is also one of the effective strategies in moral learning. Teachers divide students into small groups and provide topics related to moral issues to discuss. For example, topics about honesty, responsibility, or tolerance. In this discussion, students are invited to think critically, express opinions, listen to other people's views, and find solutions together. Group discussions help students understand moral values and develop communication skills and teamwork.

The role-playing method is also often used to teach moral values. In this method, students are given a specific role in a scenario that describes a moral or ethical situation. For example, students can take on the role of a party who has to decide in a situation that requires honesty or as a mediator in a conflict between friends. Through role-playing, students can experience firsthand how to apply moral values in real situations. In addition, this method also helps students develop empathy, as they must understand the feelings and perspectives of others in their role.

Various learning method strategies are critical in creating an attractive learning environment for students (Nurhayani et al., 2024; Desmidar et al., 2021; Yasmar et al., 2023). By adopting diverse approaches, such as group discussions (Pertiwi et al., 2022), problem-based projects (Wardani, 2023), or game-based learning (Hartati, 2023; Fakhrin et al., 2023; Putra et al., 2021), teachers can adjust learning to students' learning styles. This increases student engagement in the learning process and facilitates a deeper understanding and application of concepts in contexts relevant to them. Thus, using varied learning method strategies makes the learning process more enjoyable for students and helps them achieve their maximum learning potential.

Teachers' role in shaping students' character at Islamic Junior High School Baiturrahman Taluk Kuantan is crucial. Teachers function not only as academic teachers but also as moral and ethical guides. They are responsible for instilling noble values such as honesty, responsibility, and discipline in students' daily lives. With a thoughtful approach, teachers can recognize the potential and weaknesses of each student and then provide appropriate direction to develop positive character. Through daily interactions, teachers actively direct students to think critically about their actions and impact on others.

Teachers also serve as authentic role models for students. Teachers' attitudes and behaviors inside and outside the classroom are direct examples that students observe and follow. For example, when teachers show honesty in their daily actions or patience in facing challenges, students will learn the importance of those values and be motivated to apply them in their own lives. Teachers' consistency in practicing the moral values taught

will strengthen the message conveyed and build students' respect and trust in them (Wahid, 2023).

In addition to being role models, teachers also act as mentors for students, providing guidance and advice in various aspects of life. Through a personal approach, teachers can help students overcome personal and academic problems and provide moral encouragement when they face difficulties. In this role, teachers focus on academic achievement and developing students' character. Emotional and moral support from teachers can be essential in forming positive attitudes and strong personalities in students, preparing them to become individuals of noble character and contribute positively to society (Firdaus et al., 2024).

The school environment significantly influences the moral education of students at Islamic Junior High School Baiturrahman Taluk Kuantan. The school's clean, orderly, and comfortable environment creates a conducive atmosphere for the teaching and learning process. Order and cleanliness in the school environment teach students the importance of maintaining cleanliness and order, which are part of moral values. Neat classrooms, adequate facilities, and a green and beautiful environment all positively influence the development of students' character, instilling a sense of responsibility to maintain and care for their environment.

The involvement of the entire school community is also a critical factor in supporting moral education. Teachers, staff, and students at Islamic Junior High School Baiturrahman work together to create an environment that supports moral and ethical development. For example, mentoring programs where senior students mentor junior students help instill values such as responsibility and concern for others. In addition, the active participation of parents in school activities, such as regular meetings and social activities, strengthens the relationship between school and home, creating harmony in moral education applied in both environments.

The values embraced by the school also play an essential role in the formation of students' character. Islamic Junior High School Baiturrahman has a clear vision and mission to instill Islamic values, including honesty, discipline, hard work, and respect. These values are the foundation of every school activity in the formal curriculum and extracurricular activities. For example, in the flag ceremony, students are taught about the importance of nationalism and appreciating the services of heroes, while in sports activities, they learn about sportsmanship and teamwork. Thus, all aspects of school life are directed to support moral education, creating a holistic environment that shapes the noble character of students.

Extracurricular activities at Islamic Junior High School Baiturrahman Taluk are essential in shaping students' character. Through religious activities such as recitations, congregational prayers, and religious lectures, students deepen their knowledge of Islamic teachings and internalize moral and spiritual values in daily life. These activities help students develop a sense of responsibility, discipline, and piety and strengthen social bonds in school. In scouting activities, students are taught values such as cooperation,

independence, leadership, and social responsibility, all of which contribute to forming strong and resilient characters.

In addition to religious activities and scouting, extracurricular activities such as sports and art also play an essential role in shaping students' character. Students learn the importance of hard work, perseverance, discipline, and sportsmanship through sports. Regular competitions and training in various sports teach them how to work as part of a team, face defeat with open arms, and achieve victory with humility. Art activities like theater, music, and fine arts allow students to express themselves, develop creativity, and appreciate beauty. Involvement in art activities helps students develop confidence, empathy, and the ability to work together in groups, all of which are essential aspects of a balanced and developing character overall.

In addition to the school, the involvement of parents in supporting moral education at Islamic Junior High School Baiturrahman Taluk Kuantan is significant in creating synergy between education at home and school. Parents who actively participate in school activities can positively influence the development of children's character (A. M. Ritonga et al., 2023). For example, schools regularly hold meetings between teachers and parents to discuss academic progress and students' moral development. This meeting is a forum for parents to provide input and get information on ways to support children's moral education at home. With good communication between the school and parents, the values taught at school can be strengthened and applied in daily life at home.

Implementing moral education at Islamic Junior High School Baiturrahman Taluk Kuantan faces several challenges and obstacles. One of the main challenges is the difference in students' social, economic, and cultural backgrounds, which can affect their understanding and acceptance of moral values. Some students come from an environment that is less supportive of the development of moral values, so it requires a more personalized and intensive approach from teachers. In addition, the negative influence of social media and associations outside of school can also hinder the instilling of positive moral values.

To overcome these challenges, schools implemented several strategies. Teachers are provided with special training to identify and understand the background and needs of each student so that they can provide more effective and appropriate guidance. The school also conducts intensive mentoring and counseling programs for students who require special attention. In the face of negative influences from outside, schools increase cooperation with parents through regular communication and educational programs involving families. In addition, the school also strengthens positive extracurricular activities and provides space for students to express themselves in a safe and supportive environment. With a holistic and collaborative approach, challenges in implementing moral education can be minimized so that the goal of forming a noble character is still achieved.

Moral education significantly impacts student development at Islamic Junior High School Baiturrahman Taluk Kuantan. One of the impacts is seen in the daily behavior of students. Students who receive good moral education tend to have a more honest,

responsible, and respectful attitude towards the kindness of others. They can also better manage emotions and conflicts constructively, strengthen interpersonal relationships, and promote a positive atmosphere in school. Case studies show that students actively involved in moral education programs often show improvements in self-discipline, teamwork, and empathy for others, all of which contribute positively to a harmonious and productive learning environment (Hafid & Rhomadania, 2024).

In addition, moral education also has an impact on students' academic achievement. Students with strong and noble character tend to have high motivation to learn, better concentration, and the ability to overcome obstacles in the learning process. They are also better able to use their time effectively and have a more positive attitude towards the challenges faced in their studies (Nurhusna, 2021). Concrete examples of students who follow a sound moral education program show an improvement in academic outcomes and their ability to apply the knowledge and skills they learn in everyday life. Thus, moral education influences students' behavior and attitudes and provides a solid foundation for their academic success.

Islamic Junior High School Baiturrahman Taluk Kuantan uses various methods to evaluate the effectiveness of the moral education applied. One of the main methods is through direct teacher observation of student behavior and interactions in various contexts, both inside and outside the classroom. In addition, the school also conducts surveys and interviews with students, parents, and school staff to get feedback on their experiences and perceptions of moral education. The results of this evaluation are then used as a basis for improving and perfecting the moral education program in schools. Teachers and school staff regularly conduct self-reflection on the results of evaluations and implement strategies that are more effective and relevant to the needs of students. With this approach, the school continues to strive to improve the quality of moral education and ensure that students can apply the moral values taught more effectively in daily life.

CONCLUSION

Based on the discussion results, it can be concluded that moral education at Islamic Junior High School Baiturrahman Taluk Kuantan has a vital role in shaping students' character to become individuals with noble character. Through a holistic approach that involves teachers, parents, and the school community, the moral and ethical values taught in schools can be effectively applied in students' daily lives. The study results showed that students actively involved in moral education programs tended to show positive changes in their behavior, academic achievement, and social relationships. By continuing to strengthen existing programs, increase collaboration between schools and communities, and implement recommendations for improvement, it is hoped that Islamic Junior High School Baiturrahman Taluk Kuantan can continue to be an influential educational institution in shaping the young generation with noble character and contributing positively to society.

Based on the research findings, several practical recommendations can be put forward to improve the effectiveness of moral education at Islamic Junior High School

Baiturrahman Taluk Kuantan. First, schools can strengthen mentoring programs between senior and junior students to improve moral development among students. This program can provide more personalized and ongoing support for students in their character development. Second, expanding and increasing cooperation with parents in supporting moral education at home and school is necessary through organizing seminars, workshops, or family counseling. Increasing parental involvement can reinforce the values taught in schools in the family environment. Finally, it is necessary to consider integrating moral learning into the curriculum in a more comprehensive and structured manner so that moral values can be conveyed consistently and coordinated in all aspects of education. With these recommendations, it is hoped that moral education at Islamic Junior High School Baiturrahman Taluk Kuantan can become more effective and positively impact the development of students' character.

REFERENCES

- Azhar, Lahmi, A., Rasyid, A., Ritonga, M., & Saputra, R. (2020). The Role of Parents in Forming Morality Adolescents Puberty in Globalization Era. *International Journal of Future Generation Communication and Networking*, 13(4), 3991–3996.
- Baginda, M. (2018). Nilai-nilai pendidikan berbasis karakter pada pendidikan dasar dan menengah. *Jurnal Ilmiah Iqra'*, 10(2).
- Basri, H., Ritonga, M., & Mursal, M. (2022). The Role of Tungku Tigo Sajarangan in Educating Adolescent Morality through the Indigenous Values of Sumbang Duo Baleh. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 2225–2238. <https://doi.org/10.35445/alishlah.v14i1.1943>
- D Liana. (2023). *Strategi Guru Pendidikan Agama Islam dalam Pembentukan Akhlak Siswa Kelas I SD Islam Kasih Embun Pagi Konawe Selatan*.
- Desmidar, D., Ritonga, M., & Halim, S. (2021). Efektivitas ice breaking dalam mengurangi kejenuhan peserta didik mempelajari Bahasa Arab. *Humanika*, 21(2), 113–128. <https://doi.org/10.21831/hum.v21i2.41941>
- Fakhrin, N., Wahdi, R., & Akmal, D. (2023). Application of SAVI Learning Model to Improve Students' Arabic Learning Outcomes. *Tanwir Arabiyyah: Arabic as Foreign Language Journal*, 3(2), 123–130. <https://doi.org/10.31869/aflj.v3i2.4919>
- Firdaus, A., Khaira, I. L., Zulfikar, A., & Gusmaneli, G. (2024). Upaya Pembentukan Karakter Disiplin Dan Tanggung Jawab Siswa. *Maximal Journal: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya Dan Pendidikan*, 1(4), 164–173.
- Hafid, M., & Rhomadania, A. D. (2024). Pola Pendidikan Karakter di SMP Ibrahimy 2 Sukorejo. *EduInovasi: Journal of Basic Educational Studies*, 4(2), 1009–1020.
- Hartati, S. (2023). Pembelajaran Partisipatif Dengan Metode Game Pada Rumpun Pendidikan Agama Islam Di Madrasah Aliyah Negeri (MAN) 1 Lampung Tengah. *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam*, 7(1), 110–122.
- Herdi, Y., Ritonga, M., & Halim, S. (2022). Terobosan Kepala Madrasah dalam Menginternalisasikan Nilai Karakter di Madrasah Ibtidaiyah Negeri. *Jurnal Basicedu*, 6(2), 3186–3199. <https://doi.org/10.31004/basicedu.v6i2.2553>
- Jayanti, R. A. D. (2023). Pendidikan Akhlak Melalui Program Sekolah Ramah Anak Di MIN 2 Mojokerto. *Arus Jurnal Psikologi Dan Pendidikan*, 2(3), 307–319.
- Nurazizah, A., Rukajat, A., & Ramdhani, K. (2022). Peran Pendidikan Agama Islam
-

-
- Dalam Membentuk Karakter Siswa Di Era Milenial. *PeTeKa*, 5(3), 361–372.
- Nurhayani, N., Asiri, F. R., Simarmata, R., & Barella, Y. (2024). Strategi Belajar Mengajar. *Dewantara: Jurnal Pendidikan Sosial Humaniora*, 3(2), 255–266.
- Nurhusna, S. (2021). Membentuk Kepribadian Murid Melalui Sifat-Sifat Terpuji Dalam Ajaran Islam Yang Berdampak Terhadap Peningkatan Prestasi Belajar. *AKADEMIK: Jurnal Mahasiswa Humanis*, 1(1), 18–24.
- Pertiwi, A. D., Nurfatimah, S. A., & Hasna, S. (2022). Menerapkan metode pembelajaran berorientasi student centered menuju masa transisi kurikulum merdeka. *Jurnal Pendidikan Tambusai*, 6(2), 8839–8848.
- Putria, A. H., Permatasari, F. E., Hijriyah, A. L., & Mauludiyah, L. (2021). Arabic Quizzes Game to Improve Arabic Vocabulary. *Tanwir Arabiyyah: Arabic As Foreign Language Journal*, 1(1), 45–54. <https://doi.org/10.31869/aflj.v1i1.2484>
- Ritonga, A. M., Syahfitri, A., Siregar, L., & Lesmana, G. (2023). Peran Orang Tua dalam Mendukung Bimbingan Belajar Anak. *Sublim: Jurnal Pendidikan*, 2(2), 124–134.
- Ritonga, M., Nazir, A., & Wahyuni, S. (2016). Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi Di Kota Padang. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 3(1), 1–12. <https://doi.org/10.15408/a.v3i1.2879>
- Shofiyyah, N. A., Komarudin, T. S., & Ulum, M. (2023). Integrasi Nilai-Nilai Islami dalam Praktik Kepemimpinan Pendidikan: Membangun Lingkungan Pembelajaran yang Berdaya Saing. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 9(2), 66–77.
- Tisnelly, Ritonga, M., & Rasyid, A. (2020). The Competency of Islamic Education Teachers in Madrasah Ibtidaiyah 1 West Pasaman After Certification. *Ruhama : Islamic Education Journal*, 3(1), 45–56.
- Toron, V. B. (2024). *Pendidikan Karakter*. CV. Ruang Tentor.
- Wahid, L. (2023). Peran guru agama dalam menanamkan kesadaran sosial pada siswa di sekolah menengah. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(2), 605–612.
- Wardani, D. A. W. (2023). Problem based learning: membuka peluang kolaborasi dan pengembangan skill siswa. *Jawa Dwipa*, 4(1), 1–17.
- Widayanti, R., Febriani, S. R., & Ritonga, M. (2020). ICBC Program to Form Character Building. *Jour of Adv Research in Dynamical & Control Systems*, 12(02), 3265–3273. <https://doi.org/10.5373/JARDCS/V12I2/S20201448>
- Yasmar, R., Nurhadi, N., Al Husna, L., & Wargadinata, W. (2023). Exploration HOTS (Higher Order Thinking Skills) in Arabic Textbook. *Tanwir Arabiyyah: Arabic As Foreign Language Journal*, 3(2), 97–110. <https://doi.org/10.31869/aflj.v3i2.4795>
- Yusuf, M., Ritonga, M., & Mursal, M. (2020). Implementasi Karakter Disiplin dalam Kurikulum 2013 Pada Bidang Studi PAI di SMA Islam Terpadu Darul Hikmah. *Jurnal Tarbiyatuna*, 11(1), 49–60. <https://doi.org/10.31603/tarbiyatuna.v11i1.3437>
-

Copyright Holder :

© Rosniati Hakim et al. (2024).

First Publication Right :

© Al-Hijr: Journal of Adulearn World

This article is under:

