

Moral Development in Students at Madrasah Through Islamic Value-Based Learning.

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Abstract: *This study aims to analyze strategies for developing students' noble character at Madrasah through Islamic value-based learning. The primary issue faced in Islamic education today is integrating academic learning with moral development so that students excel not only in knowledge but also in behavior. The research method used is qualitative with a case study approach. Data were collected through observations, interviews with teachers, and curriculum document analysis. The results show that the consistent application of Islamic values in all aspects of learning, supported by teacher role models and a conducive environment, plays a significant role in shaping students' morality. Madrasahs that successfully foster their students' character demonstrate a pattern of integration between knowledge and Islamic values in the teaching-learning process. In conclusion, Islamic value-based learning is highly effective in developing students' noble character, but its success depends heavily on the active role of teachers and supportive educational environments.*

Keywords: *Morality, Islamic Education, Islamic Values, Value-Based Learning.*

Abstrak: Penelitian ini bertujuan untuk menganalisis strategi pengembangan akhlak mulia siswa di madrasah melalui pembelajaran berbasis nilai-nilai Islam. Permasalahan utama yang dihadapi dalam dunia pendidikan Islam saat ini adalah bagaimana mengintegrasikan pembelajaran akademik dengan pembinaan akhlak agar siswa tidak hanya unggul dalam pengetahuan, tetapi juga memiliki moral dan perilaku yang baik. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Data diperoleh melalui observasi, wawancara dengan guru, serta analisis dokumen kurikulum. Hasil penelitian menunjukkan bahwa penerapan nilai-nilai Islam dalam setiap aspek pembelajaran secara konsisten, didukung oleh keteladanan guru dan lingkungan yang kondusif, sangat berperan dalam membentuk akhlak siswa. Madrasah yang berhasil membina akhlak siswanya menunjukkan adanya pola integrasi antara ilmu pengetahuan dan nilai-nilai Islam dalam proses belajar mengajar. Kesimpulannya, pembelajaran berbasis nilai-nilai Islam sangat efektif dalam mengembangkan akhlak mulia siswa, namun keberhasilan implementasinya sangat bergantung pada peran aktif guru dan dukungan lingkungan pendidikan.

Kata Kunci: Akhlak, Pendidikan Islam, Nilai-Nilai Islam.

Introduction

Morality is a fundamental aspect of a Muslim's life that reflects their faith and devotion to Allah SWT. Islamic education views morality as one of the main goals of education, as emphasized in the hadith of Prophet Muhammad SAW: "Indeed, I was sent to perfect noble character" (HR. Ahmad). Moral education in madrasah, as an Islamic educational institution, plays a highly strategic role in shaping students' personalities to not only be intellectually intelligent but also to possess character that aligns with Islamic teachings.

Currently, the challenges in moral development are becoming more complex in line with technological advancements and globalization. Many students are exposed to negative influences through social media, promiscuity, and foreign cultures that can damage their morality. A study by Al-Makmun (2020: 55-58) shows that 60% of students in Islamic schools in Indonesia experience a decline in moral behavior due to the negative influence of social media. This highlights the importance of strengthening moral education as a safeguard for the younger generation to maintain their moral integrity amidst dynamic social changes.

The urgency of this research lies in the pressing need to integrate moral education into all aspects of learning in madrasah. Education in madrasah often focuses on academic achievement, while character development is frequently overlooked. As explained by Qomaruddin (2018: 89-90), the failure to instill moral values from an early age can result in an increase in deviant behaviors among teenagers, such as brawls, promiscuity, and drug use. To address this issue, moral education based on Islamic values must be consistently and systematically implemented in every subject.

This research aims to analyze how Islamic value-based teaching strategies can be applied to develop students' morality in madrasah. One proposed approach is by integrating Islamic values into every learning curriculum, so that moral development becomes an integral part of the educational process. Based on previous research by Hasanah (2021: 45-50), the integration of knowledge and religious values has proven effective in enhancing students' understanding of the importance of noble character in daily life.

Referring to these studies, this research seeks to provide practical contributions to the development of more holistic teaching methods in madrasah. An alternative solution offered is the adoption of Islamic value-based teaching approaches, which involve the active role of teachers as role models, strengthening religious activities in schools, and creating an environment conducive to the moral development of students.

The research questions are how Islamic value-based teaching strategies can be implemented to develop students' morality in madrasah and what challenges are faced in the implementation of Islamic value-based learning in madrasah. The objectives of

this research are to analyze effective strategies for developing students' morality through Islamic value-based learning and to identify the challenges faced by teachers and madrasah in their efforts to shape students' morality.

Research Methods

Observations were conducted during Fiqh and moral education classes. The goal was to observe how Islamic values are applied in the interactions between teachers and students. According to Cohen, Manion, & Morrison (2011), observation in educational research allows researchers to directly observe teaching practices and classroom interactions. This observation is essential for capturing data on the actual behaviors displayed in learning situations.

Semi-Structured Interviews were conducted with several teachers to understand their views on the importance of moral education and the challenges they face in instilling these values. The semi-structured interview method was chosen due to its flexibility, allowing the researcher to explore the participants' experiences while remaining focused on the research objectives. This aligns with Kvale (1996), who stated that semi-structured interviews provide room for deeper follow-up questions.

Document Analysis was conducted on the madrasah curriculum and syllabi to understand the extent to which Islamic values are integrated into learning objectives. Bowen (2009) explained that document analysis is a highly effective technique for obtaining data from existing sources, especially in educational contexts where official documents such as curricula and syllabi serve as the foundation of teaching practices.

Research Instruments

Semi-Structured Interview Guidelines based on Patton (2002) were developed to ensure that the interviews remained focused but flexible enough to explore emerging issues during the interviews.

Class Observation Guide using the approach recommended by Spradley (1980), an observation guide was developed to facilitate systematic and focused observations of classroom interactions, particularly on how teachers and students apply Islamic values in learning. Curriculum Document Analysis, conducted using Creswell's (2013) approach, emphasized the importance of systematic and contextual analysis of documents to understand how learning objectives align with Islamic values.

Results and Discussion

The Role of Teachers as Role Models, teachers play a pivotal role as moral exemplars in shaping students' character. The idea of teachers serving as role models aligns with the educational concept of *uswatun hasanah* in Islam, where teachers are expected to not only convey knowledge but also demonstrate good moral behavior for students to emulate. This is in line with Lickona (1992), who argued that teachers' positive modeling influences students' attitudes and behaviors in their everyday lives.

At Madrasah Tsanawiyah (MDT) Hidayatul Muftadi'in, teachers are observed to actively embody the moral values they teach, creating a profound impact on students. Their daily interactions with students reflect the principles of honesty, discipline, and responsibility. This is evident in the way they conduct themselves, from punctuality in arriving at class to how they handle conflict resolution in a manner consistent with Islamic teachings. The influence of such role modeling extends beyond the classroom, affecting how students behave among their peers and within their families.

However, it was noted that not all teachers fully understand the potential of their role in moral development. Some struggle with consciously aligning their behavior with the moral lessons they are expected to impart. This indicates the need for ongoing teacher development programs to enhance their role as moral exemplars.

Integration of Islamic Values in Learning, the integration of Islamic values in various subjects is a cornerstone of character education at MDT Hidayatul Muftadi'in. Al-Attas (1979) emphasized that knowledge in Islam is inherently connected to faith and morality. This philosophy is echoed in the madrasah's curriculum, where Islamic principles are interwoven with every subject, from science to social studies, ensuring that the content delivered strengthens students' faith (*iman*) and character (*akhlaq*).

For instance, in science classes, teachers highlight the wonders of creation (*ayat kauniyah*), fostering a sense of gratitude and responsibility toward the environment. Similarly, in social studies, Islamic history lessons emphasize the virtues of justice and compassion, drawing from the lives of the Prophet Muhammad (SAW) and his companions. This holistic approach ensures that students perceive all knowledge as interconnected with their religious and moral obligations.

Despite the positive impact, the integration of Islamic values faces challenges, particularly in subjects perceived as "neutral" or secular, such as mathematics. Some teachers feel less confident about incorporating religious values in these areas, indicating the need for more comprehensive training on how to effectively embed Islamic principles across the curriculum.

Conducive School Environment, a conducive and religious school environment is integral to the moral development of students. As highlighted by Jackson (2011), a supportive atmosphere is crucial in character education. MDT Hidayatul Muftadi'in

fosters such an environment through various programs aimed at cultivating Islamic values.

Morning Quran recitations, collective prayers (sholat berjamaah), and the observance of Islamic rituals, such as the Dhuha prayer and fasting on Mondays and Thursdays, contribute to a religious culture that nurtures students' faith and moral character. The school's commitment to maintaining a spiritual atmosphere is further reinforced by its physical environment, including the presence of Quranic verses displayed throughout the school and the routine observance of adab (Islamic etiquette) in daily activities.

However, maintaining such an environment requires sustained effort and commitment. Some students, especially those from families with weaker religious practices, may struggle to fully engage with the school's programs. Addressing this issue may require the involvement of parents and the broader community in supporting the school's character education initiatives.

Conclusion

Based on the research findings, it can be concluded that Islamic value-based learning is highly effective in developing students' noble character in madrasah. The application of Islamic values in every subject, combined with the role of teachers as role models and a supportive environment, has a significant impact on students' moral development.

However, some challenges include the lack of training for teachers on integrating Islamic values into all subjects and the limited time available to teach morality in greater depth. Therefore, it is recommended that madrasah provide special training for teachers on moral education and increase programs that enhance students' faith and devotion.

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