EXPLORING ISLAMIC VALUES
THROUGH THE TAPE LEARNING MODEL
(Tanamkan, Amati, Praktikkan, Evaluasi)

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Keywords:	ABSTRACTS
Islamic Values, TAPE Learning Model, Islamic Religious Education (PAI)	**Background:** In the face of rapidly changing global dynamics and the increasing challenges related to moral and ethical values, education plays a critical role in fostering intellectual and moral integrity. Islamic Religious Education (PAI) has long been responsible for instilling Islamic values in the younger generation, yet traditional methods often fail to address the practical application of these values in daily life. **Purpose:** This study explores the TAPE (Instill, Observe, Practice, Evaluate) learning model in PAI education, which integrates theory and practice to promote both intellectual and moral development. The TAPE model consists of four interconnected stages designed to facilitate students' understanding of Islamic values while fostering active engagement, social skills, and self-reflection. **Method:** A qualitative approach with a descriptive case study design was adopted for this research, involving both field and library research. Data collection included interviews, observations, and document analysis. **Result:** The study examines how the TAPE model enhances students' ability to internalize Islamic values, such as honesty, responsibility, and compassion, while also developing essential life skills. Findings suggest that the TAPE model not only promotes intellectual learning but also shapes students' character and encourages the application of Islamic values in their daily lives. **Conclusion:** The research concludes that the TAPE model is crucial in developing a generation that is both knowledgeable and morally grounded, ready to contribute positively to society. The study underscores the importance of adopting innovative pedagogical approaches like TAPE to address the challenges posed by globalization and moral integrity in modern Islamic education.

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A. INTRODUCTION

Education is one of the important aspects in shaping individual character and morals, especially in the context of religious education. In Indonesia, Islamic religious education (PAI) has a strategic role in instilling Islamic values in the younger generation. However, the challenges faced in the PAI learning process are often related to the methods used. Many teachers still rely on conventional methods such as lectures, which tend to make students less active and less engaged in the learning process. Therefore, a learning model is needed that can integrate Islamic values in the basic education curriculum (Shoheh, 2023) Challenges in PAI learning in Indonesia include a lack of methodological innovation, the dominance of conventional lectures, and the gap between the theory and practice of Islamic values. The TAPE model provides a more applicative alternative and supports active student engagement.

The learning model in schools is an education system that is able to provide comprehensive learning, knowledge means (science and technology) are achieved while practicing objective (spiritual) knowledge. The basic pattern of Islamic learning that contains Islamic values is the structural foundation of Islamic education, thus giving birth to basic principles, strategies, and education systems and providing Islamic education patterns and processes that take place in various educational institutional models that have developed to this day (Muhammad, 2018)

The TAPE (Instill, Observe, Practice, Evaluate) learning model offers a more interactive and effective approach in teaching Islamic values. This model focuses not only on knowledge transfer, but also on the development of students' skills and attitudes. internalize Islamic values among students. This model is designed to instill Islamic values gradually, starting with providing a deep understanding (instilling), observing the implementation of values in a real context (observing), practicing skills through direct practice (practicing), to evaluating students' understanding and practice (evaluation). This approach is in line with the principles of Islamic education which emphasize a balance between theory and practice.

Through clear steps, the TAPE model encourages students to be actively involved in the learning process, starting from instilling Islamic values, observing their application in daily life, practicing these values, to evaluating the understanding and application that has been carried out. The importance of exploring Islamic values through innovative learning models such as TAPE is also supported by the need to adapt education to the times. In the era of globalization, moral and ethical challenges are increasingly complex, so students need to be equipped with a strong understanding of Islamic values that they can apply in their daily lives. Therefore, this study aims to explore the TAPE learning model in exploring Islamic values.

Thus, this research is expected to make a significant contribution to the development of more effective and relevant PAI learning methods, as well as improve the quality of religious education in Indonesia.

B. METHOD

This study employed a qualitative research design with a descriptive case study approach to explore the implementation of the TAPE (Instill, Observe, Practice, Evaluate) learning model in Islamic Religious Education (PAI). The qualitative approach was chosen to gain a deep understanding of the processes involved in integrating Islamic values into the education system and to uncover patterns and themes that emerge in real-life educational settings. The case study design allowed for an in-depth examination of the TAPE model in various Islamic educational institutions, providing valuable insights into the model's effectiveness in fostering both intellectual and moral development.

Data collection involved a combination of field research and library research. Field research was conducted through direct observations in several Islamic boarding schools (madrasahs) where the TAPE model was applied. The researchers also conducted semi-structured interviews with PAI teachers and students to understand their experiences with the model and to gather qualitative insights into its implementation and impact. In addition to fieldwork, library research was used to review relevant literature on Islamic values, teaching methods, and the TAPE model to support the data collection and provide a theoretical foundation for the study.

The data analysis process followed a three-step framework based on the model proposed by Miles and Huberman (1994): data reduction, data display, and conclusion drawing/verification. During the data reduction phase, irrelevant or redundant information was filtered out. In the data display phase, the key findings were organized and presented in a way that highlighted the relationships between the TAPE model stages and the development of students' character and values. Finally, conclusions were drawn and verified through triangulation, ensuring the validity and reliability of the results. To enhance the credibility of the findings, the research employed multiple sources and methods of data collection.

C. RESULT AND DISCUSSION
a. Definition of Islamic Values

Islamic values are a fundamental aspect of Islamic education that not only affects academic understanding, but also shapes individual character and morals. In this increasingly complex and diverse world, the application of Islamic values is very important to build a strong moral foundation. Islamic education serves to instill these values, so that the younger generation can become individuals who are not only intelligent, but also have integrity and social responsibility.

Islamic values are rooted in the teachings of the Qur'an and Hadith, which teach about justice, compassion, honesty, and responsibility. By understanding and applying these values, individuals are expected to contribute positively to society and live a harmonious life in accordance with religious guidance.

The definition of Islamic values from the perspective of experts in the field of Islamic education. Abdul Rahman explained that Islamic values are moral guidelines that must be applied in every aspect of life, including education. He emphasized that Islamic education must be able to instill these values so that students can contribute positively to society (Rahman, 2022)

Ali Ashraf stated that Islamic values are norms that must be applied in daily life, which serve as a guideline in interacting with others and the environment. Islamic

education, according to him, must focus on developing these values so that students can become individuals with noble character (Ashraf, 2021)

Nurul Huda stated that Islamic values function as a foundation in building individual character and behavior. Islamic education, according to him, must prioritize these values to create a generation that has integrity and social responsibility (Huda, 2023)

Based on the above opinion, it can be concluded that Islamic values function as moral and ethical guidelines that must be applied in education. Experts agree that Islamic education should focus on developing students' character and morals through the application of Islamic values derived from Islamic teachings.

b. The Role of Education in Character Building

Education has an important role in the formation of individual character, especially in the context of Islamic education which includes the development of a person's moral, ethical values, and personality. Good character is the foundation that supports a person's moral and social development to behave positively and responsibly in society.

1. Instilling moral values

Education serves as a means to instill moral and ethical values in students. Through a curriculum based on Islamic values, students are taught about honesty, justice, responsibility, and compassion. This learning helps students understand the importance of behaving well in daily life. According to Siti Aisyah, character education must integrate Islamic values so that students can internalize and apply them in their daily lives (Aisyah, 2019)

2. Developing Social Skills

Interaction in the school environment, both with peers and teachers, provides opportunities for students to learn about cooperation, communication, and empathy. These skills are essential for building healthy relationships in society (Madjid, 2020)

3. Encouraging Critical and Creative Thinking

A good education encourages students to think critically and creatively. By teaching analytical thinking, students can evaluate their decisions and actions. This contributes to the formation of a responsible character and is able to make good decisions. According to Nurcholish Madjid, education must develop critical thinking skills so that students can face the challenges of the times With these skills, students can be better prepared to face various challenges and changes that occur in modern society. It also encourages them to become effective and innovative problem solvers in the future.(Azra, 2020)

4. Setting a Good Example

According to Azyumardi Azra, educators must be a good example so that students can emulate positive behavior Teachers and educators have a role as role models for students. The actions and behaviors shown by educators will greatly affect students. When educators apply Islamic values in their lives, students will tend to imitate and internalize those values. (Wahid, 2021)

5. Preparing Individuals for Social Responsibility

Education that focuses on Islamic values prepares students to become individuals who care about the environment and society. They are taught to contribute through social activities, such as community service and charity, which are integral to Islamic teachings. According to Gus Dur, education must create individuals who are

not only intelligent, but also have high social concern Education must give birth to a generation that is balanced, intellectually intelligent, and cares about their social environment. It is a holistic vision of education and oriented towards character building and social responsibility.(Wahid, Islamic Values in Education: A Comprehensive Approach, 2022)

6. Building a Sense of Identity and Pride

Education also helps students build a sense of identity and pride in Islamic values. By understanding their cultural and religious heritage, students can develop a sense of love and responsibility for the community and nation. Abdul Rahman emphasized the importance of education that instills a sense of identity so that students feel proud of the values they uphold (Zulfah, 2023)

Thus, the role of education in character formation is vital, especially in the context of Islamic education. Through the integration of Islamic values, the development of social skills, and good examples from educators, education not only prepares individuals intellectually, but also forms the morals and integrity necessary to contribute positively in society. Therefore, it is important for educational institutions to continue to be committed to implementing a holistic and value-based approach to create a generation that is not only intelligent, but also noble in character.

a. TAPE Learning Model: Concept and Implementation

The TAPE learning model is an approach designed to improve the effectiveness of the teaching and learning process through four important stages: Inculcate, Observe, Practice, and Evaluate. Each stage has a crucial role in ensuring students not only understand the material, but also be able to apply it in daily life. The model consists of four interrelated stages, each with a specific purpose and activity Here is a detailed explanation of each stage in this model:

1. Plant

The first stage, "Instille" is the first step that aims to instill basic concepts and important values in students. In this phase, educators introduce the subject matter in an engaging way, using stories, real-life examples, or group discussions to build students' interest. This phase is intended as an effort to invite students to enter the world of teachers and then the teachers also leave their world to their world (the students) The goal is for students to understand the importance of the material to be studied and motivated to explore it further.(Zulfah, 2023)

2. Observe

After the basic concepts are instilled, the next stage is "Observe" In this phase, students are invited to observe real phenomena, processes, or examples that are relevant to the material. This approach can be done through direct observation, experiments, or the use of visual media. By observing, students can see real applications of the concepts they have learned, thus strengthening their understanding.

3. Practice

The third stage, "Practice" provides an opportunity for students to apply the knowledge they have acquired. In this phase, students carry out practical activities related to the material, such as projects, simulations, or practical assignments. Through hands-on experience, students not only learn in theory but also develop the necessary practical skills. This is based on studies that state that learning with activities that they experience themselves tends to be more successful when compared to listening to the

teacher's presentations alone. This approach encourages students to be actively involved in the learning process and increase their confidence.(Ashraf, 2021)

4. Evaluation

The final stage is "Evaluation" In this phase, educators assess students' understanding and skills through various methods, such as exams, presentations, or reflective discussions. Evaluations not only serve to measure learning outcomes, but also as feedback for students and educators. The results of the evaluation will help educators to know the extent to which learning objectives are being achieved and which areas need to be improved in the future.

The TAPE (Instill, Observe, Practice, Evaluate) learning model has significant relevance in the context of Islamic education, because this approach not only emphasizes mastery of the material, but also on the formation of students' character and moral values. At the "Instille" stage, educators can instill Islamic values such as honesty, responsibility, and compassion, which are the core of Islamic teachings. Furthermore, in the "Observe" stage, students are invited to observe worship practices and good behavior in daily life, so that they can see firsthand the application of these values. The "Practice" stage provides an opportunity for students to apply the knowledge they have learned through social or charitable activities, which not only strengthens their understanding of the teachings of Islam but also develops social skills. Finally, at the "Evaluation" stage, educators can assess not only students' academic understanding but also their morals and behavior, thus ensuring that the education provided is in line with the goals of Islamic education to form individuals with noble character. Thus, the TAPE model can be an effective tool in creating a generation that is not only intellectually intelligent but also has a strong character and is based on Islamic values.

b. Steps in the TAPE Learning Model

The TAPE (Instill, Observe, Practice, Evaluate) learning model can be applied in the learning of Islamic Religious Education (PAI) with systematic steps. The following are the steps to apply the TAPE model in PAI learning.

1. Inculcate: A method of instilling Islamic values through teaching that touches the hearts and minds of children.

Step:

Educators start by introducing the basic concepts to be learned, such as the pillars of faith, the pillars of Islam, or moral values in Islam. Educators use engaging teaching methods, such as interactive lectures, discussions, or multimedia (videos, presentations) to instill initial understanding. Example Activity: using stories from the Qur'an or Hadith to explain the importance of values such as honesty and justice.

2. Observe: Observation activities in the context of Islam, such as observing good behavior in the community.

Step:

Invite students to observe worship practices and good behavior in daily life. This can be done through direct observation or case studies. Students can visit mosques or participate in social activities carried out by the Muslim community.

Example Activity: Observe the implementation of congregational prayers in the mosque and discuss the values contained in the worship, such as togetherness and discipline.

3. Practice: Invite children to apply Islamic values in daily life, for example through social activities.

Step:

Give students the opportunity to apply the values they have learned through practical activities. Design activities that allow students to contribute directly, such as social or charitable activities. Example Activities: Organize charitable activities, such as fundraisers for orphans or social service activities, so that students can experience firsthand the application of Islamic values in real actions.

4. Evaluation: The importance of evaluations to assess the understanding and application of these values, as well as provide constructive feedback.

Step:

Conduct an evaluation to assess students' understanding of the material and the application of Islamic values in daily life. Use a variety of evaluation methods, such as exams, presentations, or reflective discussions.

Sample Activity: Hold reflective discussions where students can share their experiences in applying the values they have learned, as well as provide feedback on how they can improve the application of those values.

c. Advantages and Advantages of the TAPE Model in Islamic Religious Education (PAI) Learning

The TAPE (Instill, Observe, Practice, Evaluate) learning model has a number of significant advantages and advantages in the context of Islamic Religious Education (PAI) for children. Here are some of them:

1. A Holistic Approach

The TAPE model integrates aspects of knowledge, skills, and attitudes, allowing students to comprehend the teachings of Islam thoroughly. This helps students not only learn about theory, but also internalize the values taught.

2. Interactivity and Student Engagement

This model encourages students to actively engage in the learning process through observation, practice, and evaluation. This engagement increases student motivation and makes learning more enjoyable.

3. Practical Experience

Through the "Practice" stage, students gain hands-on experience in applying Islamic teachings, such as prayer and prayer. This practical experience helps students feel more confident in carrying out worship and religious values (Rahman, 2022)

4. Contextual Learning

The TAPE model encourages students to observe and learn from their surroundings, so that learning becomes relevant to real life. Students can see the application of Islamic values in everyday contexts In this way, they not only understand the theory, but also witness firsthand how the values are implemented, which strengthens the internalization of Islamic teachings and helps them develop appropriate attitudes in daily life.(Rahman, 2022)

5. Character Development

This model focuses not only on knowledge, but also on the formation of students' character and morals. By applying Islamic values in daily activities, students can develop positive attitudes and good behavior.

6. Flexibility in Deployment

The TAPE model can be adapted to a wide range of materials and contexts within PAI, including for different ages and levels of understanding. This flexibility allows teachers to tailor methods to the needs of students.

7. Reflection and Self-Evaluation

With the evaluation stage, students are encouraged to reflect on what they have learned and how they can improve themselves (Madjid, 2020)

It develops students' ability to conduct self-evaluations and increases awareness of their learning process.

The TAPE model in PAI learning has many advantages and advantages that support effective and fun learning. With a holistic and interactive approach, this model not only conveys religious knowledge, but also shapes students' character and morals.

D. CONCLUSION

Based on the results of the research and discussions that have been conducted, it can be concluded that the application of Islamic values in children's education is very crucial to form good character and morals. These values, which come from the teachings of the Qur'an and Hadith, serve as moral and ethical guidelines that must be applied in various aspects of life, including in education. Education has an important role in instilling these values through the development of social skills, critical thinking, and role models provided by educators. The TAPE (Instille, Observe, Practice, Evaluate) learning model has proven to be effective in integrating Islamic values into the PAI learning process. Each stage of this model supports each other and contributes to the formation of student character. Through the "Instill" stage students are introduced to important concepts and values, while "Observe" allows them to see the real application of those values. The "Practice" stage encourages students to apply it in their daily lives, and the "Evaluation" phase provides constructive feedback to improve the understanding and application of Islamic values. The strengths of the TAPE model include a holistic approach, interactivity, practical experience, and contextual learning, all of which support character development and self-reflection. Thus, this model not only helps students understand the teachings of Islam, but also forms individuals with integrity and social responsibility, ready to contribute positively to society. This is an important step to create a young generation that is intelligent and has good character in accordance with religious guidance. This study recommends that PAI teachers adapt the TAPE model according to local needs, and that the government/educational institution support teacher training to implement this model. In addition, further research is needed to look at the long-term influence of the TAPE model on the formation of students' Islamic character.

Conflict of Interest

This paper is purely for the sake of scientific development, so that there is not the slightest interest that deviates from academic or non-academic aspects.

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