

Implementation of PAI Learning In Building Religious Values For Students At Muhammadiyah 3 SMP School Bandung City

Joned Ceilendra Saksana

STIE Ganesha, Jakarta, Indonesia
Email: saksana64@gmail.com

ABSTRACT

The aim of this research is to analyze the implementation of PAI learning in an effort to build religious values at SMP Muhammadiyah 3 Bandung City. And to also analyze the PAI teacher's intracurricular learning curriculum regarding building religious values of the Muhammadiyah 3 Middle School school community in Bandung City. Research method with a qualitative analysis approach. Data collection techniques include field observation, in-depth interviews, and literacy studies. The result is the implementation of Islamic religious education in building religious values at SMP Muhammadiyah 3 Bandung City. It has been implemented effectively and efficiently. Applied in everyday life through the habit of greeting each other, ethics, good manners, noble character, respecting teachers, loving friends. Intracurricular activities are also carried out, such as early morning prayers, congregational noon prayers, coaching, religious lectures, memorizing Al-Quran letters. Providing an example for the school community. In building students' religious values, this is done centrally according to aspects and concepts.

Keywords: Education, Islam, Religious Values, Students

A. INTRODUCTION

The application of religious values is the implementation of faith and devotion to Allah SWT, which is related to a person's personality and soul. In shaping a person's behavior or conduct, which can differentiate and determine whether something is good or bad, it is religious values that are used as a guide. Therefore, these religious values can shape a person to have good personal behavior.

The religious values contained in the state's foundation are Pancasila. Listed in the first principle is Belief in One Almighty God. That states that God Almighty is prioritized before carrying out the next precepts, which means God must be attached to the individuals of Indonesian society. The noble nature of God is the starting point that God is the absolute one who must be worshiped. This is related to the personality that is identical to the religion which underlies every activity that will be carried out in life in its true life. Therefore, the state gives its people freedom to carry out the orders of the religion they adhere to.

PAI education is a type of learning that can influence the personality of each student which will shape religious values into noble morals. Parents have entrusted and trusted the SMA Muhammadiyah 3 Bandung City educational institution to educate, develop and develop their children. With the hope that when they graduate from school they will gain the knowledge and religious requirements to be able to continue their education to a higher level. Therefore, graduates can be an example for the environment in society, and will create a good environment and will also produce good individuals.

This can also be seen in the school's vision, namely excellence in religious activities, which is then explained in the school's mission, namely to encourage appreciation and practice of the teachings of the Islamic religion. The vision and mission aim to make students adhere to the teachings of the Islamic religion and practice them in their daily lives. The habits carried out at this school are related to the religious values contained in the teachings of the Islamic religion itself, one of which is optimizing the improvement in the quality of student's education and the development of students' personalities both in the way they think, act, and behave. It is also equipped with rules and regulations created for all school members with sanctions for violators to increase discipline.

B. RESEARCH METHODS

The research uses a qualitative descriptive approach. (Moleong, 2018). Rooted in a complete scientific background, relying on humans as a research tool, utilizing qualitative methods of analysis inductively, to find theories and prioritizing the quality of the process rather than results, for the validity of the data, in research results.

1. Data Collection Techniques

In research using descriptive analysis research type. With data collection techniques using strategic steps according to the research stage, because the aim of this research is to obtain valid data including the following:

- a. Observation is observation by recording the phenomena being investigated, through systematic observation of the symptoms that appear on the research object.
- b. Interviews through dialogue and questions and answers are carried out to obtain information from respondents directly or indirectly using direct data sources from the person concerned
- c. Documentation studies to complete data and information from several written sources, in the form of archives, official records, books, magazines, scientific journals and others.

2. Data Analysis

In the research process and compiling valid data. Carry out the stages systematically in accordance with the research instrument through interviews with key respondents, observing phenomena that occur in the field, recorded with the intervention of the researcher first, and documentation to complete the data, especially in research theory, then organizing the data and grouping it into predetermined categories. determined, then describe it into a complete form, carry out a synthesis to arrange it into a pattern, choose what is needed from what is produced and draw conclusions.

C. RESULTS AND DISCUSSION

1. Results

1.1. Building Religious Values in the Muhammadiyah Middle School 3 Environment in Bandung City

Religious values are related to our faith in the Almighty, sis, so because this school is a private school, which in the sense is a Muhammadiyah school, all 70 students who study here must have good morals. Therefore, I believe that when children have religious values in their hearts, good behavior will follow.

We have been taught here to pray and practice good habits, but in the family, this is not emphasized or prioritized. So the solution is that here we will remain and continue to make good habits like that so that at least the children will get used to it and will grow in their awareness that reciting the Koran, praying, having good manners, discipline, and so on, can understand religion, can live correctly, Correct ethics is a necessity for him, not a school rule. So it becomes a necessity in his life like that. So that later he can practice it in his environment that when it's time for prayer he has to pray even though there is no teacher, no one to order me, like that.

From the discussion above, it can be illustrated that the implementation of students' religious values at SMP Muhammadiyah 3 Bandung is carried out in accordance with the directions and advice from the head given by the teacher to students to always be polite to teachers, parents, and love friends who is at school. Then also provide moral and exemplary messages by Islamic religious values. Apart from that, the cultivation of religious values is also carried out both in daily activities and in programs set out in a special curriculum regarding religion with the hope of making faithful students, obedient to Allah SWT, have good morals, and have a good social spirit.

1.2. PAI Teachers' Intracurricular Learning in Building Religious Values at SMP Muhammadiyah 3 Bandung City

Regarding the curriculum used in the Islamic Religious Education learning process at SMP Muhammadiyah 3 Bandung, namely using the 2013 curriculum, the teaching and learning process includes Islamic Religious Education. Apart from that, we also use a special curriculum, namely strengthening the religious sector. Because this school is an institution under the auspices of Muhammadiyah. So there are a total of six hours, namely three hours for subjects, and the rest is used to strengthen character in the religious field.

Learning Islamic Religious Education here uses the 2013 curriculum, with a time allocation of three hours. The process is divided, namely two hours for theory, and the rest is used for practice so that it is hoped that children can remember and understand the lesson correctly. Apart from that, there is also a special curriculum in the religious field

The teaching and learning process that is carried out every day, especially in Islamic religious education learning here, aims for students to understand and later implement what they have learned and understood in their daily lives. Therefore, the intracurricular process carried out should use strategies, methods, media and demonstrations (if required for practice). In this way, students will easily grasp and understand the material that has been presented and can familiarize themselves with the values contained in the Islamic religious education material in real life.

The steps taken as usual when entering class are to say hello, say a prayer, and then take attendance for the children. Then after that, I gave an apperception regarding the material that I would provide and of course, reviewed a little of the material that had been studied the previous day. I do this activity regularly every time learning starts. Next, we enter the material where I adapt the learning process that I carry out to the existing RPP.

After the data is presented narratively and produces findings, the next step is to examine the nature and meaning of the findings from the research. Each research finding will be discussed referring to the appropriate theories and expert opinions, In conducting research to compile any findings that are worthy of discussion first. 1. Building religious values that can be applied in the Muhammadiyah 3 Bandung Middle School environment. Religion according to Islamic standards is carrying out all the forms that are ordered in Islamic law, namely spoken verbally, carried out with actions and behavior, words, which are believed by. This is simply worship and devotion to Allah SWT. All orders must be carried out and prohibitions must be abandoned by every Muslim under any circumstances and conditions without exception.

2. Discussion

2.1. Implementation of PAI teachers' religious values at SMP Muhammadiyah 3 Bandung City

Fostering and providing direction and good messages to students, including teaching them to always do good, speak politely, respect teachers, love friends, behave well, and be a good example and good role model in various aspects of life, such as congratulating others. friends who

receive appreciation from teachers, can appreciate friends who excel, respect older people, love younger people.

The religious values contained can be practiced well, in the process of instilling religious values in educated students. With religious values, religious concepts can be formed for the better, including the following:

- a. Can provide a role model
- b. Get used to positive things
- c. Exercising discipline in carrying out tasks
- d. Able to provide motivation that can encourage you to move forward
- e. Give gifts that are useful and beneficial
- f. Give punishment to those who violate
- g. Create a safe, comfortable and religious atmosphere.

Efforts made by PAI school teachers at SMP Muhammadiyah 3 Bandung. By getting used to practicing religious values by implementing them into daily behavior in the form of practice habits that students always carry out, such as: saying hello, kissing the teacher's hand, shaking hands with fellow friends. Then enforce discipline, don't come late, sit in an orderly manner in class, be active in asking questions and active in discussions. Become an IPM member at SMP Muhammadiyah 3 Bandung. Using uniforms to dress neatly, wearing school attributes, punctuality at school. Those who violate the school will be subject to sanctions if they violate the rules, in the form of a reprimand, a warning letter and other sanctions in accordance with school regulations at SMP Muhammadiyah 3 Bandung.

The role of schools as educational institutions that carry out the learning process can help parents in the field of education. To achieve educational goals, all school members strive to improve the quality of education, institutional meeting and the quality of school graduates. The entire school community must work together and strive to create a school community that is religious, conducive and enjoyable. In the application of religious values through practice in the Muhammadiyah 3 Middle School Bandung school environment. Receiving support from various parties and stakeholders, as a form of commitment and responsibility of educational institutions and other school residents. religion in the Muhammadiyah 3 Middle School school environment in Bandung..

2.2. PAI Intracurricular Learning in Building Religious Values at SMP Muhammadiyah 3 Bandung City

In implementing intracurricular lessons carried out by PAI teachers at Muhammadiyah 3 Middle School Bandung. By implementing the 2013 curriculum, allocating 3 hours of lesson time to 2 hours for material and 1 hour for practice, 1 hour for practice. Next, PAI teachers carry out additional practice, by testing students one by one and also testing each group in applying the values. Starting learning by reading greetings is followed by studying, getting used to memorizing prayers, and memorizing verses from the Koran before studying, and taking attendance. This is done routinely by PAI teachers at the beginning of every first lesson to familiarize students with practicing religion and always continuing to practice it. So that you can benefit from what you have done. In providing learning materials, PAI teachers try to maximally comply with the system according to the sequence and stages, which are listed in the syllabus and lesson plans that have been created and determined previously with various forms of religious activities listed and scheduled according to learning activities.

In the learning activities of Islamic religious education teachers at SMP Muhammadiyah 3 Bandung when delivering material they use various methods including lectures, demonstrations, discussions, and questions and answers. Then, in delivering the material, the Islamic religious education teacher at SMP Muhammadiyah 3 Bandung also included religious values related to the material, then also included advice or direction and motivation to the students and also added real life examples related to the material. So that children can more easily grasp the essence of the discussion in the material.

This is by the following statement: learning must be carried out in an interactive, fun, inspiring, challenging, and motivating manner or PAKEM-oriented (Active, Creative, Effective, and Enjoyable Learning). With a pleasant atmosphere, students will be enthusiastic in participating in learning and of course, will understand the material that has been presented. At the end of the delivery of material, the Islamic religious education teacher at SMP Muhammadiyah 3 Bandung always carries out a thorough and complete evaluation to find out the extent of students' understanding regarding the material they have studied.

D. CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

- a. From these results and the discussion, several conclusions can be drawn, including the following:
- b. A. Implementation of PAI learning in building religious values at SMP Muhammadiyah 3 Bandung City. It has been implemented effectively by applying forms of religion in everyday life. Get used to greetings, shaking hands, honesty, ethics, noble character. Respect teachers, love friends. Friend. Implementing a curriculum such as reading the Koran in the first hour, praying Dhuha in congregation and praying Dhuhur in congregation. Talent development program for memorizing the Koran, religious lectures, every Saturday.
- c. B. PAI Intracurricular Learning in building students' religious values at SMP Muhammadiyah 3 Bandung City. It has been implemented according to the 2013 curriculum and elements in supporting learning. Intracurricular development is carried out centrally, that is, students are active and maximize their conceptual and practical activities and provide role models to students. Then in practice this is done by assessing attitudes and developments in religious practice.

2. Suggestions

From the results of the discussion and conclusions, recommendations can be made in the form of suggestions to related parties, namely as follows:

- a. School principals should be able to maintain the achievements that have been achieved in developing them, namely regarding activities and habits in carrying out religion as well as supervising students so that they can carry out the program in a sustainable manner
- b. PAI teachers should improve learning materials, so that the learning process and guidance are more focused on students, improve skills in learning media, so that they can combine technological media with PAI learning
- c. For students, they should continue to memorize the Koran so that they can memorize all the short verses, and continue to practice them in everyday life both in the school environment and in society. To have high awareness, full responsibility and independence..

REFERENCE

- Atsani, KH. Then Gede Muhammad Zainuddin. (2020). Transformation of Learning Media During the Covid-19 Pandemic." *Journal of Islamic Studies* 1, no. 1
- Belawati, Tian. *Online Learning*. Tangerang: Open University, 2020.
- Asfi, Rifati (2020). PAI teachers' strategies for increasing interest in learning about Islam for deaf students at SMPLB N Tamanwinangun, Kebumen during the Covid-19 pandemic. (Kebumen: IAINU).
- Aqib, Zainal (2020). *Teacher Professionalism in Learning*. Bandung: YRAMA WIDYA.
- Dina, Lia Nur Atiqoh Bela. (2020). Parents' Responses to Online Learning During the Covid-19 Pandemic." *Scientific Journal of Early Childhood Islamic Education* 2, no. 1
- Djamarah, Syaiful Bahri. (2020). *Teachers and Students*. Jakarta: Rineka Cipta.
- Elihami, Elihami. (2018). Application of Islamic Religious Education Learning in Forming Muslim Personal Character." *Edumaspul Journal* 2, no. 1
- Ertikanto, Chandra. (2020). *Learning and Learning Theory*. Yogyakarta: Media Academy.
- Gilang, K. R (2020). *Implementing online learning in the COVID-19 era*. Banyumas: Editorial Lg.
- Hariani, Sinta Tia. (2020). Effectiveness of Online Learning Using Google Classroom at MTs YAPI." Thesis, Indonesian Islamic University.
- HM, Ely Manizar. (2017). Optimizing Religious Education in Schools." *Tadrib* 3, no. 2
- Kamal, Irsyad et al (2020). *Learning in Era 4.0*. Bandung: YRAMA WIDYA.
- Marjuki (2020). *PAIKEM Learning Model based on a Scientific Approach*, Bandung: PT REMAJA ROSDAKARYA.
- Mawangir Muh (2018). Zakariah Daradjat and his thoughts on Islamic education in mental health, no. 1. Palembang: UIN Raden Fatah.
- M. Ihsan, Nawawi Sahal (2018). Lesson Study as an effort to improve the quality of PAI learning at SD Global Surya Bandar Lampung for postgraduate students at UIN Raden Intan Lampung. Lampung. Lampung: Educational Institution.
- Mulasi, Syiban and Fedry Saputra. (2019). "Problematics of PAI Learning at Madrasah Tsanawiyah in the South West Region of Aceh", *Futura Islamic Scientific Journal*, Vol. 18, no. 2.
- Mulyaningsih, Tri, Dewi, (2020). Development of Information Technology-Based Class VIII Pai Learning During the Covid-19 Pandemic at Mts Psa Husnul Hidayah Karangtanjung. Kebumen: IAINU.
- Nino Indianto (2020). *Interdisciplinary Islamic Religious Education for Higher Education*, first set. Yogyakarta: Deepublish.
- Shofiah, Hamidatus, Ulfah (2020). Application of Online Learning Methods in Indonesian Language Learning Subjects at MI Miftahul Huda. Lampung: IAIN Metro.
- Rahman, H. Abdul. "Islamic Religious Education and Islamic Education - Review of Epistemology and Content - Material." *Existing Journal* 8, no. 1 (2012).
- Rijali, Ahmad. (2018). *Qualitative Data Analysis*." *Alhadarah Journal* 17, no. 33
- Rosmita, Rosmita. (2018). Effectiveness of Online Learning (Case Study of Learning Results for Economics Subjects Class Jambi University.
- Rohmadi, Syamsul Huda. (2018). *Development of the Islamic Religious Education Curriculum*, Yogyakarta: Araska.
- Suardi, Moh. (2020). *Learning And Learning*. Yogyakarta: Dee Publish, 2018.

- Sulistiyawati, Erlina. (2020). Students' Perceptions of Online Learning in Indonesian Language Subjects at Madrasah Aliyah Negeri 2 Surakarta." Thesis, IAIN Surakarta.
- Syaodih Sukmadinata Nana (2018). Educational Research Methods, tenth cet, Bandung: PT. Rosdakarya Teenager.
- Shofiah, Hamidatus, Ulfah. (2020). Application of Online Learning Methods in Indonesian Language Learning Subjects at MI Miftahul Huda. Lampung: IAIN Metro.
- Susiana. (2017). PAI Learning Problems at SMK Negeri 1 Turen, Al-Thariqah Journal, Vol. 2, no. 1,
- Warsita, Bambang (2018). Learning Technology: Foundations and Applications, Jakarta: Rineka Cipta.
- Wiyani, Novan Ardy. Character Education Based on Faith and Taqwa. Yogyakarta: Teras, 2012.
- Yolandasari, Mega Berliana. (2020). The Effectiveness of Online Learning in Indonesian Language Learning in Class II A MI Miftahul Huda Tumang Cepogo Boyolali Academic Year 2019/2020." Thesis, IAIN Salatiga.