

ENHANCING MORAL INTEGRITY: ISLAMIC EDUCATION'S ROLE IN FOSTERING SUPERIOR CHARACTER WITHIN ISLAMIC BOARDING SCHOOL MANAGEMENT

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DOI: <https://doi.org/10.52627/ijeam.v5i2.334>

Article History:

Received: May 2023

Accepted: June 2023

Published: August 2023

Keywords:

Individual's Personality,
Integrity, Character

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Abstract :

Character education plays an important role in the formation of an individual's personality with integrity. This study aims to explore the implementation of character education in Islamic Religious Education (PAI) learning in Islamic boarding schools and its impact on student character development. The research method used is qualitative research with a case study approach. This research was conducted at Lubbul Labib Islamic Boarding School located in Probolinggo Regency. The study participants consisted of PAI teachers and students involved in PAI learning at the Islamic boarding school. Data was collected through in-depth interviews, observation, and documentation analysis. The results showed that character education in PAI learning in Islamic boarding schools was carried out through various strategies and methods involving Islamic religious values as the main foundation. This research makes an important contribution to the development of character education in Islamic boarding schools and provides insight into the importance of character education in PAI learning. The implications of this study can be used as a guideline for other Islamic boarding schools in improving the effectiveness of character education in PAI learning.

Abstrak:

Pendidikan karakter memegang peranan penting dalam pembentukan kepribadian individu yang berintegritas. Penelitian ini bertujuan untuk mengeksplorasi implementasi pendidikan karakter dalam pembelajaran Pendidikan Agama Islam (PAI) di pondok pesantren dan dampaknya terhadap pengembangan karakter siswa. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Penelitian ini dilaksanakan di Pondok Pesantren Lubbul Labib yang berlokasi di Kabupaten Probolinggo. Peserta studi terdiri dari guru PAI dan siswa yang terlibat dalam pembelajaran PAI di pondok pesantren. Data dikumpulkan melalui wawancara mendalam, observasi, dan analisis dokumentasi. Hasil penelitian menunjukkan bahwa pendidikan karakter dalam pembelajaran PAI di pesantren dilakukan melalui berbagai strategi dan metode yang melibatkan nilai-nilai agama Islam sebagai landasan utama. Penelitian ini memberikan kontribusi penting bagi pengembangan pendidikan karakter di pesantren dan memberikan wawasan tentang pentingnya pendidikan karakter dalam pembelajaran PAI. Implikasi

INTRODUCTION

Islamic Religious Education (PAI) has a fundamental role in shaping the character of students in Islamic boarding schools (Ihsan et al., 2021). In an educational environment that is thick with religious values, the concept of education is one of the main foundations in teaching PAI. Islamic boarding schools as traditional educational institutions have long been a place for character building rooted in Islamic teachings. However, more detailed research into how concepts are applied in PAI teaching in Islamic boarding schools can provide deeper insight into their effects on student character (Muhajir, 2022).

The merging of the concept of character with the PAI curriculum in Islamic boarding schools, especially those in Lubbul Labib Islamic boarding schools, presents an opportunity to strengthen students' character through a deep understanding of religious values. However, there needs to be in-depth research to identify the most effective teaching strategies in conveying concepts to students (Jeong & So, 2020). This research is expected to be able to make a valuable contribution in perfecting the PAI teaching method in Islamic boarding schools, so that the educational process can be more efficient in forming a strong character based on Islamic principles.

This is because schools, teachers and students are key in building a developed nation (Debrah et al., 2021). The strategy of building the character of students has been carried out by Islamic boarding schools so that they can produce highly qualified children (Rohaeni et al., 2021). Thus, the values of pesantren in shaping character, these traditions are reflected through the learning carried out (Wang, 2021).

In the context of education in lubbul labib Islamic boarding schools, there are several problems that deserve to be the focus of research related to the application of educational concepts in shaping student character through Islamic Religious Education subjects. One of the interesting issues to investigate is the evaluation of the effectiveness of teaching methods that apply the approach (Da'u & Salim, 2020).

This research is directed to assess the extent to which the method is able to convey the essential values of Islam clearly and inspire students to apply them in everyday life (Stahl & King, 2020). In addition, it is also important to research the implementation of the essential values of Islam in the daily lives of students. How values such as honesty, patience, and compassion can be interpreted and embodied by students outside the scope of classroom learning, especially in daily interactions, is an aspect that needs further study. This research is expected to explore the extent of the influence of these essential values in shaping the behavior and character of students in the Islamic boarding school environment

and how these values are implemented outside the educational environment (Rohaeni et al., 2021).

Through research focused on incorporating the concept of character education in the PAI curriculum in Islamic boarding schools, it is hoped that learning strategies can be developed that can strengthen the roots of Islamic values in students (Komariah & Nihayah, 2023). This will later help in producing a generation that not only has a deep understanding of the teachings of Islam, but also makes them individuals with noble morals and high integrity in accordance with the essential values in Islam.

Although there are many studies that review the concept of education and student character building, there is still a lack of research that specifically explores the application of the concept in the context of Islamic education in Islamic boarding schools (Solihin et al., 2020). The lack of research that examines in depth the effectiveness of teaching methods that convey the essential values of Islam and how these methods contribute to shaping student character effectively becomes a gap that needs to be filled. In addition, there is a need for research that leads to the implementation of the essential values of Islam in students' daily lives outside the classroom environment. This is important because of the lack of research that explores how essential values such as honesty, patience, and compassion are integrated into the practice of student life in Islamic boarding schools. By filling this gap, research can provide a more complete picture of the real influence of the application of concepts in shaping student character in the context of Islamic education in Islamic boarding schools (Mujahid, 2021).

So, through the explanation presented above. Then there was an interest in knowing and conducting research related to the application of concepts in shaping student character in the context of Islamic education at the Lubbul Labib Islamic boarding school. Where, this study aims to evaluate the effectiveness of teaching methods that apply an educational approach in learning Islamic Religious Education Subjects at Lubbul Labib Islamic Boarding School. In this context, the main objective of the study is to assess the extent to which the essential values of Islam can be conveyed clearly and deeply to students through the teaching methods applied in the Islamic boarding school.

RESEARCH METHOD

This research uses a qualitative approach with a case study method. This approach was chosen because the purpose of the study was to understand and gain deep insight into the implementation of character education in Islamic Religious Education (PAI) learning at the Lubbul Labib Islamic boarding school in Probolinggo. The case study method allows researchers to study specific and contextual cases, by paying attention to various factors that influence the implementation of character education in Islamic boarding schools (Syarnubi et al., 2021).

Data was collected through several methods, including: In-depth Interviews: Interviews were conducted with PAI teachers, Islamic boarding school principals, and students involved in PAI learning. This interview aims to gain a deeper understanding of the character education strategies applied, the challenges faced, and their impact on students (Deterding & Waters, 2021). Observation: Direct observation of the PAI learning process in Islamic boarding schools. This observation includes observation of the interaction between teachers and students, the use of learning methods, and the integration of character education in learning. Documentation Analysis: Analysis of documents such as PAI curriculum, character education guidelines, and learning outcomes records is conducted.

The collected data were analyzed qualitatively using a thematic approach (Campbell et al., 2021). Relevant data will be grouped into themes that appear in the research, such as the character education strategies applied, the effectiveness of PAI learning in student character building, and its impact on student development.

RESULTS AND DISCUSSION

Implementation of a Holistic Approach

Lubbud Labib Islamic Boarding School applies a holistic approach in character education. PAI teachers use learning methods that involve direct interaction between teachers and students, group discussions, and the application of Islamic religious values in everyday life. This approach allows students to better understand and internalize character values, as they are thoroughly integrated in PAI learning.

Implementation of the Holistic Approach is an approach in character education that involves comprehensive aspects in the formation of student character (Saputro & Murdiono, 2020). This approach pays attention to overall character development, both in cognitive, affective, and psychomotor aspects. In the context of Islamic religious education in Islamic boarding schools, a holistic approach is applied in Islamic Religious Education (PAI) learning to form students who have strong character and integrity (Komalasari & Yakubu, 2023).

In a holistic approach, PAI teachers in Islamic boarding schools integrate Islamic religious values in every aspect of learning. They not only focus on aspects of religious knowledge and understanding, but also encourage students to implement these values in daily life. PAI teachers also use learning methods that involve direct interaction between teachers and students, group discussions, and the application of Islamic religious values in real-world situations. In addition, a holistic approach in character education in Islamic boarding schools also includes aspects of developing attitudes, morals, and ethics.

PAI teachers actively emphasize character values such as integrity, honesty, discipline, responsibility, and empathy for students (Susanti et al., 2023).

In each lesson, PAI teachers try to integrate these values so that students can understand the importance of having good character in living their daily lives. The implementation of a holistic approach in character education in Islamic boarding schools aims to form students who have strong character and integrity (Muhajir, 2022).

Through this approach, students are not only given religious knowledge, but also taught to implement Islamic religious values in their daily lives. This helps students to become individuals who have a positive attitude, good morals, and are responsible in their duties and obligations. Overall, the implementation of a holistic approach in character education in Islamic boarding schools is an effort to form students who are qualified, have integrity, and are able to apply Islamic religious values in their daily lives (Solihin et al., 2020).

Emphasized Character Values

Lubbul Labib Islamic Boarding School consistently emphasizes important character values, such as integrity, honesty, discipline, responsibility, and empathy. PAI teachers actively teach and practice these values in daily PAI learning. With a consistent emphasis on these values, students have a greater opportunity to develop and internalize those character values.

Character values emphasized in education in Islamic boarding schools include integrity, honesty, discipline, responsibility, and empathy. These values are an important aspect in shaping the character of students with quality and integrity (Susilawati et al., 2022).

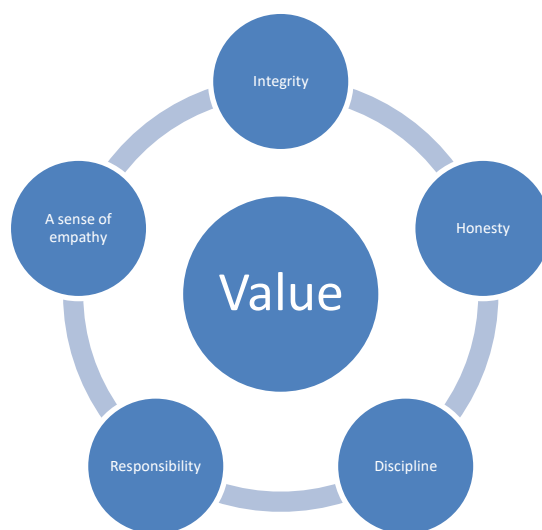


Figure 1. Character Values

Integrity is a character value that emphasizes harmony between words and actions, as well as consistency in carrying out the right values. Students are taught to be honest, consistent, and have integrity in all aspects of life. Honesty is a character value that teaches students to always speak and act honestly.

Students are taught to value honesty in all situations, both in relationship with fellow human beings and in relationship with God.

Discipline is a character value that emphasizes order and order in carrying out duties and obligations. Students are taught to have discipline in time, hard work, and respect the rules. Responsibility is a character value that teaches students to be responsible for their duties and obligations. Students are taught to have an awareness of their responsibilities as individuals and members of society.

Empathy is a character value that teaches students to understand and feel the feelings of others (Bartelds et al., 2020). Students are taught to have empathy for fellow human beings, show concern, and help others in difficulties by emphasizing these character values, Islamic boarding schools strive to form students who have strong character, integrity, and are able to contribute positively to society. Through emphasized character education, students are expected to become individuals who have a positive attitude, good morals, and are responsible in their duties and obligations.

Curriculum Integration

The PAI curriculum at Lubbul Labib Islamic Boarding School integrates academic learning with student character building. PAI subject matter is associated with Islamic religious values and applied in students' daily lives. PAI teachers actively seek ways to relate subject matter to real-world situations students face. This helps students in understanding and internalizing Islamic religious values in daily practice (Tambak et al., 2021).

Curriculum Integration is the process of linking or integrating religious learning with other subjects in the educational curriculum. In the context of Islamic boarding schools, curriculum integration occurs between Islamic Religious Education (PAI) learning and other academic subjects. The integration of the curriculum has the aim of linking Islamic religious values with application in students' daily lives. This is done by relating PAI subject matter to the real-world context faced by students. For example, in history lessons, PAI teachers can relate historical concepts to religious values such as justice, tolerance, or leadership found in Islam (Lundeto, 2021).

With curriculum integration, students can understand that Islamic religious teachings are not only applicable in the PAI classroom, but can also be applied in other areas of their lives. The integration of the curriculum also helps students see the close relationship between religion and daily life, so that religious values are not only theoretical, but also applied in concrete actions.

In addition, curriculum integration also allows students to gain a more holistic and integrated understanding. They can see that religious values do not stand alone, but can complement each other with other subjects. The integration of the curriculum also encourages students to understand that the religion of

Islam is not only about rituals of worship, but also provides guidance in various aspects of life (Dewi et al., 2020).

In Islamic boarding schools, curriculum integration is important because it helps students to develop a deep understanding of Islam and apply it in everyday life. This helps students to become more competent individuals in living life in society and take a positive role as qualified Muslims.

Development of Attitudes, Morals, and Ethics

The implementation of character education in PAI learning at Lubbul Labib Islamic Boarding School has a significant positive impact on student development. Students show improvements in positive, moral, and ethical attitudes. They also demonstrate the ability to work together in teams, have a high sense of empathy, and take responsibility for their duties and obligations. This shows that the character education approach applied in Islamic boarding schools is effective in shaping the character of students with good quality.

The development of Attitudes, Morals, and Ethics is the process by which students develop their understanding and awareness of positive attitudes, good morals, and correct ethics. In Islamic boarding schools, it is an important part of character education to form students who have strong moral values and act with the right ethics. Attitude development involves developing a positive and proactive attitude in a variety of situations. Students are taught to have a respectful, courteous, and friendly attitude towards fellow human beings.

They are also taught to appreciate differences and communicate well in social interactions (Cenoz & Gorter 2020). Moral development focuses on the formation of good moral values in students. Students are taught to understand the difference between right and wrong, as well as instill values such as honesty, integrity, fairness, and responsibility. They are also taught to do good actions and avoid actions that harm themselves or others.

The development of ethics involves the correct application of ethical principles in everyday life. Students are taught to respect the rights and dignity of others, value justice, and act with honesty. They are also taught to have responsibility in making decisions and act with integrity in all aspects of life. The importance of developing attitudes, morals, and ethics is to form students who have strong moral values and act with the right ethics. This helps students to become individuals who have integrity, are responsible, and have a positive impact in society. Through character education that emphasizes the development of attitudes, morals, and ethics, it is expected that students can develop into good individuals and contribute positively to their daily lives.

The importance of developing character education programs that are integrated with PAI learning in other Islamic boarding schools. The implementation of character education in PAI learning can help form students with quality and integrity. In the context of Islamic boarding schools, character

education should be a top priority, and efforts should be made to continuously develop effective and relevant character education programs.

CONCLUSION

Character education has an important role in forming a person with integrity and quality. This study explores the implementation of character education in Islamic Religious Education (PAI) learning at Al-Falah Islamic Boarding School and its impact on student character development. The research method used is qualitative research with a case study approach. The results showed that Al-Falah Islamic Boarding School applies a holistic approach in character education in PAI learning. The PAI curriculum in this Islamic boarding school integrates academic learning with student character building. The implementation of character education in PAI learning at Al-Falah Islamic Boarding School is effective in shaping the character of students with integrity and quality.

Through research on the implementation of character education in learning Islamic Religious Education (PAI) at Al-Falah Islamic Boarding School, several research recommendations can be submitted. First, further research can be carried out in other Islamic boarding schools to see the extent to which character education in PAI learning can shape the character of quality students.

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