

IMPLEMENTATION OF ISLAMIC CULTURE IN FORMING STUDENTS' MORALS BASED ON TEACHER EXAMPLE AT SMP N 7 BANDAR BARU, PIDIE JAYA DISTRICT

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Abstract

This study focuses on the problem: How is the role of teachers at State Junior High School 7 Bandar Baru in shaping students' morals through the application of Islamic culture, What forms of Islamic culture are developed at State Junior High School 7 Bandar Baru What are the supporting and inhibiting factors faced by teachers at State Junior High School 7 Bandar Baru in carrying out their role to shape students' morals through Islamic culture in schools. While this study aims to determine the role of teachers at State Junior High School 7 Bandar Baru in shaping students' morals through the application of Islamic culture, the forms of Islamic culture developed at State Junior High School 7 Bandar Baru, and what are the supporting and inhibiting factors faced by teachers at State Junior High School 7 Bandar Baru in carrying out their role to shape students' morals through Islamic culture in schools. This study uses a qualitative approach, which takes place at State Junior High School 7 Bandar Baru Pidie Jaya. The main source in qualitative research can be a person or an object. While the type of data is words in the form of spoken and written words and actions The data analysis techniques used include data reduction, data presentation, and the results of the research researchers found: The role of teachers in developing Islamic culture has been going well. Where teachers act as Teachers of Islamic culture, as participants in implementing Islamic culture, and as evaluators of Morals and Spirituality. While the forms of Islamic culture that have been developed so far are: Cultivate Congregational Prayer & Prayer, Ethics of Speaking with Teachers & Others, Diligently Reading Yasin, Prayer, and Wirid, Maintaining Private Parts with Islamic Clothing, Controlling Socializing According to Islamic Norms, Attending School on Time & Discipline, Do Greetings, Smiles, Saying Hello, and Shaking Hands, Noble Morals: Respect, Help, and Share, Cleanliness of the School Environment is Maintained Inspiring with Soft Speech, Prioritize Friendly and Fast Service, Train Yourself to Read Prayers and Short Verses, Routine Infaq and Millionaires of the Hereafter Every Friday Glorify Islamic Holidays Together. Meanwhile, the supporting and inhibiting factors for the implementation of Islamic school culture are: The supporting factors are the availability of adequate human resources and adequate facilities and infrastructure, while the inhibiting factors are the limited time and adequate facilities for character building. Student resistance to character education programs, especially in terms of discipline and responsibility. The existence of parents who are less active in implementing Islamic culture at home.

Keywords :Implementation, Islamic Culture, Morals

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1. Introduction

Education plays a central role in shaping character and guiding the holistic development of students. Law No. 20 of 2003 on the National Education System clearly states that education is a conscious and planned effort to create a learning atmosphere and learning process that allows students to develop their potential. The importance of noble morals in shaping a person's character and its impact on the development of national morals is the main basis of this study. Although Indonesia is respected as a country that upholds morals and manners, the reality shows cases of moral degradation in the world of education, including sexual harassment, premarital pregnancy, drug use, and abuse. This phenomenon indicates a decline in morals, especially among teenagers. Student behavior is a crucial focus, given the increasingly complex social and environmental changes. Challenges to student morals, such as tardiness, lack of obedience to school norms, and unethical interactions, are the main focus (Sedanayasa, 2015).

Islamic school culture is the quality of school life that grows and develops based on the spirit and values adopted by the school which are reflected in the institutional governance of the school, attitudes, behavior and words of the school community and patterns of interaction between residents that are based on the Qur'an and Sunnah as the main references of Islam. This is also one of the solutions in overcoming the decline in student morals. Thus, such school life will have a positive impact on the formation of student personality. (Mustadi, 2006).

SMP Negeri 7 Bandar Baru is one of the educational institutions that has implemented an Islamic school culture program, this can be seen from the clean school environment, student compliance with the rules, the Islamic school atmosphere, and the habituation of students to carry out activities with an Islamic nuance. In addition, SMP Negeri 7 Bandar Baru is able to compete with other junior high schools which are usually more dominant in terms of instilling Islamic educational values in children compared to junior high schools. This can be seen from the results of the achievements achieved by SMP Negeri 7 Bandar Baru, such as the achievement of hope 1 reading corner at the district level, short letter memorization competition at the August 17 competition at the sub-district level, such as a form of response from educational institutions in facing the flow of globalization which has an impact on the decline in student morals.

Teachers who are substitute parents of children at school also have an important role in optimizing Islamic school culture activities to shape students' morals, instilling virtue values so that students who have noble morals are formed. Therefore, researchers are interested in conducting research on "Implementation of Islamic Culture in the Formation of Student Morals (Case Study of SMP Negeri 7 Bandar Baru Pidie Jaya," By focusing on the implementation of Islamic culture applied by teachers, this study will explore how Islamic values are integrated into learning activities and daily life at school, in line with the principles of the National Education System Law. Thus, this study also aims to evaluate the impact of education at SMP Negeri 7 Bandar Baru not only on individual students, but also on society and the country as a whole (Prihatini et al., 2024)

2. Method

This study uses a qualitative approach with a descriptive method, which aims to deeply understand the phenomenon of character formation of students through Islamic culture. This study was conducted in a school with 6 classes and 127 students, located in Bandar Baru District, Pidie Jaya Regency, Aceh Province. Data collection was carried out through direct observation of learning practices in the classroom and school environment to observe how character values are applied through the application of Islamic culture in student activities, both in learning and extracurricular activities. In addition, in-depth interviews were conducted with various key informants, including the principal, vice principal, class teachers, and Islamic Religious Education (PAI) teachers, to explore information about policies, strategies, and experiences in forming student character. Documentation techniques were also used to collect

and analyze documents such as curriculum, syllabus, and learning modules in order to find elements of character that are integrated into the education process.

The data analysis process in this study was carried out using the interactive model from Miles and Huberman, which consists of three main stages. First, the data reduction stage is carried out by sorting and simplifying data from interview notes, observations, and documentation, so that only relevant and significant data is used in the analysis. Second, the data that has been sorted is presented in the form of a systematic description to facilitate drawing conclusions. The final stage is drawing conclusions and verification, where researchers interpret the data to find patterns, relationships, and meanings that can answer the formulation of research problems. This process is carried out repeatedly and continuously until the data reaches saturation point, ensuring the accuracy and validity of the research results.

3. Results and Discussion

Research result

SMP N 7 Bandar Baru is an elementary education institution in Bandar Baru District, Pidie Jaya Regency, Aceh, under the supervision of the Pidie Jaya Education Office. This school implements the Merdeka Curriculum which focuses on competency-based learning and student character development, with teachers acting as facilitators to support flexible and contextual learning. In addition, this school actively carries out extracurricular activities such as sports, arts, and other skills to develop students' interests, talents, and characters, such as cooperation, responsibility, and discipline. SMP N 7 Bandar Baru has. The following are research findings based on the focus of this research, namely;

1. The Role of Teachers in Forming Student Morals through the Application of Islamic Culture

Teachers have a strategic role in shaping character through Islamic school culture. Teachers not only act as transmitters of knowledge, but also as role models who instill the values of empathy, tolerance, and respect for differences through integration into the learning curriculum. They create a safe and comfortable environment, maintain open communication with students, parents, and the school committee.(Sulistiyono, 2021).

In the learning process, teachers emphasize character education through activities that instill the values of empathy and tolerance, and implement Islamic school culture. They provide examples of good behavior in daily interactions, reprimand students with a personal approach, and set consequences for Islamic school culture behavior. Teachers also actively socialize the impact of Islamic school culture through socialization, and involve students in resolving conflicts peacefully.(Sarafina & Dafit, 2024).

Teachers of SMP Negeri 7 Bandar Baru Pidie Jaya, be it the principal, teachers, students, administrative staff, school committee, and school guards. Where all parties have a very important role in driving religious life in the school environment, especially in developing Islamic culture. In Teachers, especially the principal and teachers must maintain a good work ethic, to guarantee the image of the school and improve the quality of the education and learning process continuously which can encourage increased faith and piety of students through the development of Islamic culture in the school environment of SMP Negeri 7 Bandar Baru Pidie Jaya. Because seeing the condition of student morals and the current condition of the school environment, it has become a must for every school to provide guidance to its students, namely through the development of Islamic culture in the school environment(Putra & Srirahmawati, 2020).

In developing this Islamic culture, it really needs the principal's policy and the commitment of all teachers so that the development of Islamic culture runs continuously. And the commitment in question is a form of sincerity that is confirmed in each teacher council

starting from the principal/vice principal, teacher council, students, school committee, school administration, and school guards, to carry out the Islamic culture that will be developed in the school environment. This can be explained through the theory put forward by Kontjaraningrat, about the need for joint formulation of agreed religious values that need to be developed in schools, to then build joint commitment and loyalty among all teachers towards the agreed values.(Joseph & Waas, 2024).

2. Teachers' Strategies in Forming Students' Character through the Application of Islamic Culture

Teachers of SMP N 7 Bandar Baru apply various strategies to shape students' characters through a structured, interactive, and compassionate value-based approach. One of the main strategies is to provide students with an understanding of the concept of Islamic school culture, by explaining the definition, types, and impacts through real examples. Teachers also use active learning methods, such as group discussions, simulations, and role-playing. Through role-playing, students learn to experience firsthand the position of perpetrator, victim, or observer, which helps increase their awareness of the importance of empathy and appreciation.(Sultan, 2019).

Table 1 Class Teacher Strategies in Forming Student Character Through the Application of Islamic Culture

Strategy	Explanation	Objective
Providing an understanding of the concept of Islamic school culture	The teacher explains the definition, types, and impacts of Islamic school culture with relevant real examples.	Increasing students' awareness of Islamic school culture and its impact.
Using class discussion method	Students are invited to share experiences or discuss cases related to Islamic school culture openly.	Provide reflective space for students to understand their behavior.
Implementing simulation and role-playing methods	Students practice situations as perpetrators, victims, and observers of Islamic school culture in certain scenarios.	Helping students understand the role and impact of emotions in Islamic school culture situations.
Train students to be good listeners	Teachers train students to listen actively and support healthy social interactions.	Building students' abilities to support harmonious social relationships.
Teaching students to report Islamic school culture	Students are taught to report Islamic school culture with the guarantee of confidentiality of their identity.	Creating a sense of security for students to speak Islamic school culture.
Engaging students in creative activities	Students create posters or visual materials that support Islamic school cultural values.	Increasing student involvement in promoting Islamic school cultural values.
Building a positive circle	Group discussions were conducted to identify and prevent Islamic school cultural behavior.	Identifying and understanding Islamic school cultural behavior for further prevention.

Involving students in social action and sharing activities	Students are invited to participate in social activities to build solidarity.	Cultivate a sense of caring and togetherness among students.
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In addition, SMP Negeri 7 Bandar Baru Pidie Jaya is a government-owned public educational institution that seeks to make Islamic values as Islamic culture. This can be seen from the Islamic culture that has been developed over time, starting from rituals to social activities. The missions developed at SMP Negeri 7 Bandar Baru Pidie Jaya include "the realization of quality education based on imtaq, Islamic culture, and noble character." By implementing several methods, namely: Politeness in speaking with the board of teachers, Reading the Yasin letter or wirid together and lectures on Fridays, wearing Muslim clothing or Islamic clothing, maintaining social interactions in accordance with Islamic norms, Disciplined in coming to school on time, Cultivating greetings, smiling, greetings, and shaking hands between fellow school residents, respecting each other, helping and sharing with school residents, maintaining the beauty of the room and a clean school environment, the board of teachers is gentle in speaking, providing friendly and fast service, reading prayers before and after studying, reading the Yasin letter or wirid together on Fridays, reading short verses before the teaching and learning process takes place, cultivating infaq or millionaires in the afterlife every Friday, commemorating Islamic holidays (PHBI, Commemorating Islamic holidays (PHBI).

3. Supporting and Inhibiting Factors

In an effort to form character through Islamic culture at SMP N1 Bandar Baru, several factors were found that influenced the success of the program.

a. Supporting and inhibiting factors

No.	Research Focus	Findings
2	Factor Supporters and Inhibitors in the Implementation of Islamic Culture in Forming Students' Religious Character in	- Factors Supporter is the existence of human resources adequate facilities and infrastructure - Inhibiting factors are: Limited time and adequate facilities for character building. Student resistance to character education programs, especially in terms of discipline and responsibility. Parents who are less active in implementing Islamic culture at home.

In the implementation of a program, of course, nothing is perfect, there must be several supporting and inhibiting factors in the implementation process. Likewise with the implementation of Islamic cultural values in the formation of student morals at SMPN 7 Bandar Baru, Pidie Jaya, because in every program or policy implemented by an educational institution, it always faces two sides of the coin, namely support and challenges. This also

applies to efforts to implement Islamic culture implemented by teachers at SMP Negeri 7 Bandar Baru Pidie Jaya. Various factors, both internal and external, play an important role in supporting or inhibiting the success of the implementation of Islamic cultural values in the formation of student morals.

The implementation of Islamic culture in SMP Negeri 7 Bandar Baru Pidie Jaya is designed to create a learning environment that not only focuses on academic aspects but also the development of students' morals and personalities. Although it shows significant results, although the implementation of Islamic school culture can be said to be successful in the school, it still has supporting factors that are applied, this

In general, there are several supporters of Islamic school culture that have been successfully implemented at SMP 7 Bandar Baru, including:

1. Participation and motivation of the teachers' council

As stated by the principal of SMPN 7 Bandar Baru. The Principal explained that the implementation of Islamic culture has become the main focus in every activity at SMP Negeri 7 Bandar Baru Pidie Jaya which involves all teachers at the school.(Murni & Syahriani, 2022)

2. Facilities and Infrastructure

An activity or activity if not equipped with facilities and infrastructure will certainly not run optimally. With the availability of facilities and infrastructure will make it easier to carry out all activities. Facilities and infrastructure are also supporting factors in implementing Islamic culture in schools(Fitri, 2020).

The inhibiting factors based on interview data are mostly caused by the density of teaching time carried out by teachers and the breadth of the material so that it has an influence and is said to be able to be an obstacle. One of the main obstacles faced in implementing Islamic culture is the limited time and resources.(Haryadi, 2021).

3. Conclusions and Suggestions

The implementation of Islamic culture in the formation of students' morals at SMP Negeri 7 Bandar Baru, Pidie Jaya Regency shows that teacher exemplary behavior is a key factor in instilling moral and spiritual values in students. Through the attitudes, speech, and behavior of teachers that reflect Islamic teachings, students are encouraged to imitate and internalize the values of honesty, discipline, responsibility, and respect for others. Islamic culture that is consistently applied in learning activities and outside the classroom is able to create a school environment that is conducive to the formation of students' Islamic character. Thus, teacher exemplary behavior is not only an educational method, but also an effective means in the formation of sustainable noble morals.

In addition to being role models in daily behavior, teachers also act as agents of change who instill Islamic values through the integration of learning and habituation. Efforts such as making greetings, praying before studying, reciting the Qur'an, and providing advice based on Islamic values have been proven to strengthen students' character. The consistent example of teachers inspires students to form a self-identity based on noble morals. This shows that moral education based on Islamic culture not only forms positive behavior, but also builds a solid moral foundation for the younger generation in facing the challenges of the times.

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