

PAI Learning and Strengthening Students' Belief Education at SMA Swasta BUDISATRYA Medan

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ABSTRACT

This study aims to determine the approach used in Islamic Religious Education learning to improve students' creed education, efforts made by Islamic Religious Education teachers to improve students' creed education, and changes in students' personalities after Islamic Religious Education teachers' efforts in strengthening students' creed education at SMA Swasta BUDISATRYA Medan. This research method uses descriptive qualitative methodology and a kind of field research, with data collection through interviews, observation and documentation. The data analysis techniques used are, data reduction, data presentation, data verification, and conclusion making are the data analysis procedures used. The results of this study are: 1) The approach used in PAI learning in strengthening students' faith education such as: Practicing approach, habituation approach, emotional approach, rational approach, functional approach, and exemplary approach. 2) PAI teachers' efforts in strengthening students' faith education are learning and habituation. Learning activities in the form of PAI teaching and learning activities, which include all PAI material in one book. While habituation activities, namely, religious activities or worship practices. 3) Changes in students' personalities after the PAI teacher's efforts in strengthening students' creed education, for example, some students have experienced changes, such as having a sense of tawadhu to both parents and teachers, and so on, but there are still some students who do not follow the activities carried out by PAI teachers to form better students.

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INTRODUCTION

Adolescence is a period that is very supportive in adjusting religious attitudes, such as adjusting five daily prayers, reading the Qur'an, adjusting prayers, being devoted to parents and others. With the right management and approach, this method can advance moral values, to achieve everything the teacher must try (Hartini et al., 2021). Because the implementation of education anywhere cannot be separated from the element of teachers as educators (Syarnubi, Syarifuddin, et al., 2023). Teachers can be a very decisive component in the overall education system (Syarnubi, 2019a). Teachers have a very important role and have a great responsibility so that they become an influential figure in educating the nation's children (Syarnubi, Fauzi, et al., 2023). There is one of the deepest problems in the world of Islamic education in Indonesia is the weak faith or belief of students (Syarnubi & Fahiroh, 2024). Low or weak religious faith essentially reflects students' understanding and belief in Islamic teachings (Syarnubi et al., 2021). This is a very important question because faith is the most important foundation of Islam and provides a foundation for every Muslim in living his life.

Aqidah is the basis and foundation of Islamic teachings, it is very important that Aqidah is developed through education. One of the true principles is one and will not change from era to era (Hakim, 2022). In an increasingly globalized world, students are exposed to values and perspectives that conflict with religious teachings, leading to value conflicts, which can affect their beliefs (Andari, 2023). These conflicts really need to be addressed wisely so that students are not affected by the negativity of the current development of the times (Syarnubi, 2016).

Education does not only prioritize reading and writing, but more than that (Fauzi, M., Lestari, A.R.S., & Ali, 2023). Education is expected to be able to instill social and religious values that can live and be maintained in community life (Syarnubi et al., 2022). In the educational process there is an effort to gain knowledge from not knowing to knowing, which is referred to as learning (Syarnubi, 2023). Learning in education aims to improve human abilities (Syarnubi, 2020). Learning Islamic Religious Education (PAI) at the Senior High School (SMA) level has a major impact on strengthening students' faith. In this modern era, challenges to students' faith and morals are increasingly complex, influenced by the development of technology, information, and global association (Syarnubi et al., 2024). Therefore, PAI teachers must be creative in delivering the material, using interesting methods such as discussions, case studies, and the use of educational technology (Syarnubi, 2019b). In addition, the integration of religious values in various school activities and collaboration with parents in belief education are also important factors in strengthening students' faith and morals (Syarnubi, 2022).

Islamic Education Learning and Strengthening Students' Aqidah Education has a connection with previous research, namely research conducted by Suwanto and A. Andari, in 2023 with the title "Al-Washliyah's Contribution in Strengthening Students' Aqidah". The results showed that Al-Washliyah Islamic educational institutions have helped students strengthen their aqidah. One of Al-Washliyah's main goals is to provide high-quality education that is relevant to the times.

Based on the observations of researchers while carrying out research at SMA Swasta BUDISATRYA Medan, there are gaps that arise between students, such as the number of students who cannot read the Qur'an, but there are efforts made by PAI teachers to help students to be able to read the Qur'an, namely by teaching students to read Iqro' which is the initial way to be able to read the Qur'an.

From the background description above, the problem formulations in this study are: 1) What are the approaches used in PAI learning in strengthening students' faith education at SMA Swasta BUDISATRYA Medan? 2) How are PAI teachers' efforts in strengthening students' faith education at SMA Swasta BUDISATRYA Medan? 3) How is the change in students' personality after the PAI teacher's efforts in strengthening students' faith education at SMA Swasta BUDISATRYA Medan?

The objectives of this study are as follows: 1) To find out the approach used in PAI learning in strengthening students' faith education at SMA Swasta BUDISATRYA Medan 2) To find out the efforts of PAI teachers in strengthening students' faith education at SMA Swasta BUDISATRYA Medan 3) To find out the changes in students' personalities after the efforts of PAI teachers in strengthening students' faith education at SMA Swasta BUDISATRYA Medan.

METHODS

Using qualitative descriptive techniques, this research methodology collects qualitative research data in the form of narratives and images, rather than numerical data (Sirajuddin Saleh, 2017). Field research covers this type of research. Primary and secondary data were used as data sources in this research. While secondary data was collected from references, other sources related to the research, and recorded interviews with specific informants, primary data was obtained from these sources. Data collection techniques include documentation, interviews, and observation. Triangulation is a method of collecting different data from many sources used in qualitative research. Continuous observation, which is carried out until the data becomes saturated, produces significant variations (Sugiyono, 2013). The author can decide on the data analysis approach after deciding on the research methodology, data sources, and data collection strategy. Finding and synthesizing data that has been methodically collected through observations, interviews, and notes is the process of

data analysis. In qualitative data analysis, Miles and Huberman stated that display reduction and data inference/verification is an interactive process that is carried out repeatedly until the data becomes saturated (Sugiyono, 2013).

The data analysis techniques used are data collection, data reduction, data display, and data conclusion drawing/verification. The data reduction process here is documented thoroughly and in depth about what the author encountered in the field. The author carries out this process by summarizing the data, selecting, and focusing on the most important things. This process is carried out in the field through observation, interviews, and other activities that are relevant to the focus of the research. Furthermore, the presentation of data is given in the form of descriptive text with descriptions and relationships between categories. Thus, an understanding of strengthening students' faith through PAI learning can be obtained. In data analysis, the last step is to complete the data to verify the data that has been done by the author. If the data verification is correct, then conclusions and results will be made along with interpretations that are in accordance with the research focus (Jannah, 2023).

FINDINGS AND DISCUSSION

A. Approaches Used in PAI Learning in Strengthening Students' Belief Education at SMA Swasta BUDISATRYA Medan

SMA Swasta BUDISATRYA Medan is a public school with little coverage of PAI learning, so it is very important for PAI teachers to strengthen students' belief education through PAI learning. Providing knowledge of true belief education is the most important basis for students. Islamic religious education is very important in schools because it is the basis of learning other sciences, which produces religious and knowledgeable students. So, it is right to say that Islamic learning is the main pillar of education in schools. It is recognized that PAI in the field faces many problems, one of which is the insufficient number of lesson hours. Teachers have to provide extensive material to students in a very short time. To maximize the time spent on PAI materials, effective approaches are needed to deliver the material. These methods can be used as a guide, for example:

- a) The faith and habituation approach, which teaches students that Allah Swt is the One True God.
- b) Experiential approach, allowing students to practice and feel the impact of practicing worship and morals in life issues
- c) Rational approach, helping students know what is right and wrong
- d) Emotional approach that aims to encourage students' feelings to act according to the teachings of Islam
- e) Functional approach that uses the Quran, Hadith, faith, morals, and various other material standards
- f) Exemplary approach, an example where religion teachers, teachers of other topics, and all school groups are considered good (Syarif, 2017).

Based on observations and interviews conducted by researchers, there are several approaches from PAI teachers in PAI Learning for Strengthening students' Akidah, including:

a. Experience approach

With this approach to instill Islamic values, students are given the opportunity to experience useful knowledge either individually or in groups. The practice referred to here is certainly an educational experience because students have a direct opportunity to interact with the situation they are facing.

b. Habituation approach

The purpose of this approach is to instill the habit of doing virtues that are in accordance with Islamic values. Through habituation, students have the opportunity to become more familiar with Islamic teachings in everyday life. For example, teachers encourage the habit of praying in congregation by providing material and guidance on the proper and correct way to pray and ablution according to the guidance of the Prophet Muhammad Saw. In addition,

teachers encourage the habit of reading the Qur'an by motivating and guiding students in reading it, and also providing additional lessons to students who are not yet good at reading the Qur'an. Another habit is by giving infaq on a certain day every week, the teacher teaches that giving infaq is a way to share with others.

c. Emotional approach

The existing approach in learning Islam is an emotional approach, which aims to encourage students' feelings to understand the teachings of Islam and identify good and bad things. This method is considered the best, because it affects the formation of students' personalities. For example, teachers can listen to students' stories and complaints, give them advice and solutions to their problems, and encourage them with inspiring Islamic stories.

d. Rational approach

The rational approach uses students' minds to learn and accept the power and greatness of Allah SWT. By using their minds, students can distinguish between good and bad actions, and they can also use their reason to show and justify the existence of Allah SWT.

e. Functional approach

This approach intends to provide knowledge that is useful for students in life. So, students can use the knowledge of Islam that they learn from their teachers to be applied in their daily lives. To be more successful in the functional approach can use the demonstration method and also practice.

f. Exemplary approach

Exemplary approach means showing good or showing a good example. For example, an educator acts or behaves well to everyone, it will provide an example of good deeds to his students. To determine learning success, educators must show good and positive behavior. This is because the teacher will be a good example in the eyes of students, whom they will see as role models or role models in their daily lives who can be used as role models in behavior or attitude. The best way to instill Islamic values in students is to show real-life examples from the educator himself.

B. Efforts of PAI Teachers in Strengthening Students' Akidah Education at SMA Swasta BUDISATRYA Medan

Efforts are defined in KBBI as efforts and endeavors (to achieve goals, solve problems, or find solutions). However, in this study, "effort" refers to activities or actions carried out with all energy and thought to achieve certain goals. Teachers have the duty to educate and teach students so that they become intelligent people. Therefore, the teacher's job is to provide knowledge to students according to their abilities and expertise (Afi Parnawi, 2023).

PAI teachers' efforts in strengthening students' belief education are divided into two parts, namely, learning and habituation. This is based on direct observation of the school and interviews with PAI teachers. Learning activities are carried out in class by using PAI teaching and learning activities, which include all PAI material in one book. While habituation activities are carried out in various forms, namely, the habituation of praying before the learning process begins, then the practice of worship is carried out in various activities such as prayer, ablution, taking care of the body, and reading the Qur'an and Iqro' until khataman qur'an. To support the smooth running of Fardu kifayah practice activities, PAI teachers use Audiovisual media through videos that are shared with each student so that they understand how to take steps in bathing, praying, and even burying the body. Strengthening akidah education in self-development carried out by PAI teachers is khataman qur'an. This activity features selected students to chant the memorization of Juz Amma in front of all invitations consisting of teachers, all students and student guardians. With this activity sharpening the confidence of students to dare to appear in front of many people. Other reinforcement is the habituation of good morals including the habit of students to say greetings to people when they meet, say good words, keep the class and school environment clean, pray before and after learning, visit their friends who are sick, respect and appreciate all school residents. While in terms of worship, related to congregational prayer, because the school musholla is used by all units and the number of levels in the school ranging from elementary,

junior high, high school, vocational school, it is not possible to accommodate all students, so students who want to pray in the mushollah are welcome. Another habit is reading the Qur'an and Iqro' if still Iqro'. Students are trained to love the Qur'an, enjoy reading it, and practice it in everyday life, this activity is carried out on Thursdays every week.

From the results of the interview with the principal regarding the strategies used by the school to strengthen students' faith education, namely, by having a structured and systematic learning program that refers to the national curriculum and is enriched with additional relevant materials. This program includes classroom learning, worship practices, and Islamic studies. These activities are designed to deepen students' understanding of Islamic teachings and familiarize them with religious practices in daily life. We also organize special events such as commemorating Islamic holidays, and religious competitions that involve all students. Then, we build close cooperation with parents. The school also realizes that strengthening the creed is not only the responsibility of the school but also requires full support from the family. Therefore, the school holds meetings for parents to provide an understanding of how to educate children in an Islamic manner at home and also encourages parents to be actively involved in religious activities at school. In addition to classroom learning, the school also channels Islamic values in various school activities, both academic and non-academic. For example, during the flag ceremony, moral and religious messages are inserted. In daily activities, such as during breaks and extracurricular activities, the school also ensures that the school environment supports the strengthening of students' faith and morals. Furthermore, the school involves teachers who have high competence in PAI and good morals, so that they can be a good example for students. That way, in addition to learning from the material taught, students also gain additional knowledge from their teachers' daily behavior and attitudes. The school believes that the real example of educators is the most effective method to instill Islamic principles in students.

C. Strategies for Changing Students' Personality After the Efforts of Islamic Education Teachers in Strengthening Students' Akidah Education at SMA Swasta BUDISATRYA Medan

Behavior coaching in schools is different and cannot immediately ensure that student behavior will change. However, if students carry out behavioral habituation well, their behavior will gradually get better. Muhibbin Syah explains some characteristics of changes that distinguish learning behavior as follows: (Hazriyani et al., 2017)

- a) Deliberate and conscious changes in the learning process are referred to as intentional changes.
- b) Positive and active learning processes result in change known as positive and active change.
- c) Changes resulting from an efficient or beneficial learning process are referred to as effective and functional changes.

According to researchers, after PAI teachers made efforts in strengthening students' faith education at SMA Swasta BUDISATRYA Medan, students' personalities did not change as Muhibbin Syah said. Although some students have experienced changes, such as having a sense of tawadhu either to parents or teachers at school. This matter is shown by students when students obey all the teacher's words during the familiarization of activities carried out by PAI teachers, students have good morals such as saying greetings to people when they meet, saying good words, keeping the class and school environment clean, students are accustomed to starting learning by reading prayers before learning and short surahs, in terms of aspects of worship, There are some students who perform prayers at the beginning of time even though it is not specified that all students perform congregational prayers because the school mushollah is used by all units, there are also some students who have been able to memorize the Qur'an and memorize the surahs in Juz Amma, There are even some students who dare to perform in front of several guests invited by the school to perform the surahs that students have memorized. This activity trains students to appear confident in front of many people. For example, there are still students who are noisy and unfocused during the learning process, students are less interested in participating in activities carried out by PAI teachers, there are still some students who are lazy to read the Koran and there are still students who are lazy to worship.

The examples of students' bad personalities described above show that educators have not performed their PAI duties at school optimally. Moral and moral lessons are very complex issues, and the responsibility for the moral and moral problems of students cannot lie solely on the Islamic religious education provided by schools. As a result, lay people believe that Islamic religious education does not teach students morals and good behavior. This view contains a deeper message that society wants Islamic religious education to be given the best possible treatment in schools to improve students' intelligence, morals, ethics and morals. Moreover, the role of parents in supporting Islamic religious education and strengthening students' faith is very important. Therefore, the school understands that religious education does not only occur at school, but must also be supported by the family environment. Therefore, the school strives to establish close cooperation with parents, the school organizes regular meetings with parents to discuss students' academic and spiritual development. In these meetings, the school provides reports on student progress as well as suggestions and recommendations to support PAI learning at home. The school also opens a talking space for parents to convey their input and questions. With the establishment of good cooperation with any party, the goal of education will be achieved and successful.

CONCLUSION

SMA Swasta BUDISATRYA Medan is a public school with little coverage of PAI learning, so it is very important for PAI teachers to strengthen students' faith education through PAI learning, for example, there are a number of different approaches used in PAI learning to increase students' beliefs. These include: emotive, emotional reaction, logical, functional, habituation, experiential, and exemplary approaches. The efforts of PAI teachers in strengthening students' faith education are divided into two parts, namely, learning and habituation. Both types of learning activities are carried out in the classroom in the form of PAI teaching and learning activities, which include all PAI materials in one book. Meanwhile, habituation activities are carried out in various forms, namely, reading the Qur'an and Iqro', memorizing Juz Amma and prayers after prayer, reading prayers before starting the learning process, and practicing mandatory prayers and fardhu kifayah.

Changes in students' personalities after the efforts made by PAI teachers, for example, some students have experienced changes, such as having a sense of tawadhu both to parents or teachers at school and so on. But there are still some students who are noisy in class and not focused during the learning process, students are less interested in participating in activities carried out by PAI teachers, there are still students who are lazy to read the Koran and there are still students who are lazy to worship.

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