



THE ROLE OF MADRASAH IN BUILDING STUDENTS' LEARNING INDEPENDENCE THROUGH QUR'ANI SPIRITUAL VALUES IN LEARNING ACTIVITIES AT MTS NURUL QUR'AN

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Abstract:

Madrasah Tsanawiyah Nurul Qur'an is an educational institution that combines general education and Qur'anic spiritual values in daily learning activities. This research tries to explore the role of MTs Nurul Qur'an in building student learning independence through the implementation of Qur'anic spiritual values in the teaching and learning process. The research methodology used is a qualitative approach using observation methods, in-depth interviews and document analysis. Observations were carried out to observe the implementation of spiritual values in learning activities, while in-depth interviews were conducted with teachers, students and parents to obtain a comprehensive perspective regarding the role of madrasas in supporting students' learning independence. Document analysis was carried out on the curriculum, learning modules and student evaluation results. The research results show that MTs Nurul Qur'an has succeeded in building student learning independence through several strategies. First, by integrating Qur'anic values such as honesty, discipline, responsibility and sincerity in every subject through emphasizing the importance of good intentions in studying and applying the learning etiquette taught by the Prophet Muhammad. Second, there is a tahfidzul Qur'an program which is routinely carried out every morning before starting formal lessons. This program not only improves students' ability to memorize the Al-Qur'an, but also trains discipline and perseverance in studying. Apart from that, madrasas also provide extracurricular activities that strengthen spiritual values and independent learning, such as express Islamic boarding school activities, yellow book studies, and leadership training. These activities help students to apply the values they learn in everyday life and improve their skills in working independently and in groups. This research concludes that the integration of Qur'anic spiritual values in learning activities at MTs Nurul Qur'an has a significant positive impact on student learning independence. By building strong character and noble morals, students not only become more independent in learning but also have strong intrinsic motivation to continue developing themselves. These findings provide valuable insights for other educational institutions that wish to implement a similar approach in an effort to build independence and superior student character.

Keyword: *The Role of Madrasas, Student Learning Independence, Qur'anic Spiritual Values*

INTRODUCTION

MTs Nurul Qur'an, an Islamic educational institution, plays an important role in

shaping students' character and learning independence through a holistic and integrated approach (Khotimah et al., n.d.). Education at MTs Nurul Qur'an is not only based on achievement but also the formation of the spiritual values of the Qur'an which are the fundamental basis for students' daily lives. In this way, this madrasa strives to give birth to a generation that is not only intellectually intelligent, but also has noble morals and strong faith.

The important role of madrasas in building student learning independence cannot be underestimated. In the midst of the challenges of globalization and rapid social change, students are expected to be able to become independent, critical and adaptive individuals in facing various dynamics of life (Education, 2024). Qur'anic spiritual values at MTs Nurul Qur'an, such as honesty, responsibility, discipline and sincerity, are an important cornerstone in the learning process. These values are not only taught theoretically, but are also applied to every aspect of life in madrasas, so that students can feel and internalize them directly.

MTs Nurul Qur'an applies various learning methods that support the development of student learning independence. For example, the tahfidzul Qur'an program, the tahfidzul Qur'an program is also one of the main learning methods in this madrasah. Students are invited to memorize the Al-Qur'an every morning before starting formal lessons. This program not only improves their memorization abilities, it not only aims to improve the students' ability to memorize the Al-Qur'an, but also trains discipline, perseverance and good time management (Viky Firmansyah & Tarbiyah Muhammadiyah Paciran Lamongan Science College, n.d.). In addition, various extracurricular activities, such as express Islamic boarding schools, yellow book studies, and leadership training, provide space for students to develop interpersonal and leadership skills. This approach ensures that education at MTs Nurul Qur'an is not only cognitive but also affective and psychomotor.

Moreover, the role of teachers at MTs Nurul Qur'an is very important; teachers guide and direct students to achieve independence in learning. Teachers not only teach, but also motivate and guide students who are always ready to accompany them in the learning process. A harmonious relationship between teachers and students creates a conducive learning environment so that students feel appreciated and supported in developing their potential (Arini et al., n.d.). Teachers act as guides and teachers in the comprehensive independent learning process of students at MTs Nurul Qur'an, as teachers and spiritual guides. They educate Qur'anic values through example, interaction with students while at the madrasa (Achmad Karimulah & Nur Ittihadatul Ummah, 2021). They are free to provide direction and guidance on academic and spiritual aspects in a responsible manner.

MTs Nurul Qur'an teachers provide training to students to develop critical and analytical thinking skills. By using projects and discussions, teachers help students explore topics and hone problem-solving skills. So, the aim here is to provide provisions for students so that they can have the ability to think independently and creatively about the future challenges they will face.

MTs Nurul Qur'an with Qur'anic spiritual values seeks to foster them in teaching and learning activities to produce a generation of excellence and character. In this way, students are ready to face academic challenges and have strong moral and spiritual provisions to face future life. This junior high school uses several strategies and approaches to build student learning independence through Qur'anic spiritual values. This article will discuss further the various strategies and approaches implemented at MTs Nurul Qur'an in building student learning independence through Qur'anic spiritual values.

RESEARCH METHODS

The approach used in this research is a qualitative approach. According to Marinu Waruwu, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative

research as a process of investigating social phenomena and human problems. Qualitative research is also defined as a strategy to search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, focused and multi-method, natural and holistic in nature, prioritizing quality, using several methods, and presented narratively in scientific research (Master et al., n.d.)

Meanwhile, according to Lexy J. Moleong: Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language in a special natural context (Rijal Fadli, 2021) in data analysis, qualitative is carried out interactively and continues continuously until completion, so that the data is saturated. The data analysis used in this research consists of four important parts, namely data collection, data reduction, data presentation, and conclusions of research results (Monariska, 2019)

Location and Address, MTs Nurul Quran Patokan is located on Jl. Ir. H. Juanda No. 41, Patokan Village, Kraksaan District, Probolinggo Regency, East Java, located to the north of the Pantura coastal road connecting the cities of Probolinggo and Situbondo, with a land area of 2,625 m². Because MTS Nurul Quran was born in an Islamic boarding school environment, MTS Nurul Quran really prioritizes Islamic education. For this reason, schools try to integrate religious values into every aspect of students' lives both inside and outside the classroom. And MTS Nurul Quran not only focuses on student education, but is also committed to providing a positive impact on the surrounding community. This school often holds social and community activities to strengthen relations between the school and the community.

The school continues to innovate in teaching and management methods to create a more effective and efficient learning environment. MTS Nurul Quran continues to update technology and learning methods to support the teaching and learning process. With good accreditation and various efforts made, MTS Nurul Quran continues to be committed to improving the quality of education for students. This school tries to create a conducive learning atmosphere and supports optimal student development.

Data has an important position in research, because data is a depiction of the variables studied and functions as a tool for testing hypotheses. Whether the data is correct or not really determines the quality of the research results. Meanwhile, whether the data is correct or not depends more on whether the research instruments used to collect the data are correct or not. Therefore, in every research problem, the instrument must be carefully worked out before the research is carried out. Instruments are research data collection tools, so they must be trustworthy, correct and scientifically accountable (valid) (Andi Fitriani Djollong, 2014). The data sources can be divided into two, namely:

Observation is an empirical scientific activity that is based on field facts and texts, through five sense experiences without using any manipulation. The purpose of observation is description, in qualitative research it produces theories and hypotheses, or in quantitative research it is used to test theories and hypotheses. To be able to approach social phenomena, an observer needs to have close access to the setting and research subject. Carrying out observation techniques must pay attention to ethical principles, namely, respect for human dignity, privacy and confidentiality of the subject (respect for privacy and confidentiality), justice and inclusiveness (respect for justice and inclusiveness), taking into account the benefits and harms caused (balancing harms and benefits). The observation method, if positioned as one part of a methodological spectrum that involves proportional data collection techniques and strategies, will achieve a high level of reliability, thus becoming the fundamental backbone for all methods for finding strategic development policies (Hasanah, n.d.).

RESULTS AND DISCUSSION

The research results show that MTS Nurul Qur'an has a significant role in building student learning independence through Qur'anic spiritual values. Key findings include:

Integration of Qur'anic Values in the MTS Nurul Qur'an Curriculum has succeeded in integrating Qur'anic values in its curriculum. Religious and general subjects are taught with a values approach, such as honesty, discipline, responsibility and sincerity. One concrete example of its implementation is in mathematics lessons, students are taught to appreciate the greatness of Allah from the order and beauty of numbers and patterns.

Tahfidzul Qur'an Program*The Tahfidzul Qur'an Program is one of the flagship programs at MTS Nurul Qur'an. Every morning, before starting formal lessons, students are required to memorize verses of the Koran. This program does not only focus on memorization, but also on instilling the values of discipline, hard work and tenacity. Students involved in this program demonstrate improvements in time management skills and learning independence.

Extracurricular Activities Madrasas also have various extracurricular activities to instill the spiritual values of the Koran. Activities such as express Islamic boarding schools, yellow book studies, and leadership training help students apply the values learned in everyday life. Activities like this develop students' independence and teamwork spirit.

Teachers as Guides and Models The teachers at MTS Nurul Qur'an play a role not only in teaching but also in guiding and exemplifying the values that are the inspiration for the Al-Qur'an. The teacher's personal approach and mentoring helps students internalize these values in all aspects of their lives. A close and loving relationship between teachers and students allows the creation of a learning environment that is supportive and conducive to independence.

Impact on Students* The influence of applying Qur'anic values on student learning independence is very significant. Students who are actively involved in programs at MTS Nurul Qur'an show improvements in: Discipline and Time Management: Students are better able to manage their own study time without relying on external encouragement. Intrinsic Motivation: Qur'anic values motivate students to study with sincere intention, not just to get good grades. Independence: Students are able to complete learning tasks more independently and show initiative in developing themselves.

PREPARATION OF AN INTEGRATED CURRICULUM

Integrated Curriculum is an educational approach that combines various scientific disciplines and values into one coherent and interrelated curriculum. This approach aims to provide a holistic learning experience to students, so that they can understand the relationship between academic knowledge and life values, including spiritual and moral values. So that Qur'anic spiritual values can be internalized well, MTS Nurul Qur'an needs to develop a curriculum that explicitly combines academic aspects and religious values (Program et al., n.d.). Each subject must reflect values such as honesty, discipline, responsibility and sincerity. For example, in science lessons, students are invited to admire the greatness of God through natural phenomena. In mathematics lessons, the concepts of justice and fairness can be linked to logic and balance.

CONSISTENT DAILY IMPLEMENTATION OF THE PROGRAM

A consistent daily program is an important strategy in building regular and sustainable study habits for students. At MTS Nurul Qur'an, implementing a consistent daily program can help students internalize the spiritual values of the Qur'an and develop learning independence. Daily programs such as tahfidzul Qur'an carried out every morning before formal lessons are very effective in instilling discipline and order (Wuryandani et al., n.d.). The program can be expanded with a short reflection session at the end of the day where students are invited to evaluate their activities and relate them to Qur'anic values. This helps students to be more aware and internalize these values in everyday life.

EXTRACURRICULAR ACTIVITIES THAT SUPPORT SPIRITUAL VALUES

Extracurricular activities are an important part of education that provide opportunities for students to develop skills, interests and character outside the formal curriculum. At MTS Nurul Qur'an, extracurricular activities are designed to support the spiritual values of the Qur'an and help students internalize these values in everyday life. Extracurricular activities should be designed to support the development of students' spiritual values and independence (Al Haddar, 2016). For example, express Islamic boarding school activities, yellow book studies, and leadership training can be used as a forum for implementing the values taught. In addition, activities such as life skills programs can help students develop practical skills that support their independence.

INCREASING THE ROLE OF TEACHERS AS GUIDELINES AND MENTORS

Increasing the role of teachers as guides and mentors is certainly an important step to support children's academic, social and emotional interests. Teachers not only have the function of being instructors who transfer knowledge, but also mentors who provide direction, support and motivation to students. At MTS Nurul Qur'an, this role is very important because it is related to the process of internalizing the spiritual values of the Qur'an in creating learning independence for students. Teachers must be empowered to act as more than just teachers. They need to become mentors and spiritual guides for students (Widiatmoko & Dirgantoro, 2022). Training and development programs for teachers on how to integrate Qur'anic values in teaching and mentoring must be carried out regularly. Teachers also need to be trained in effective guidance and counseling techniques to help students overcome personal and academic problems.

USE OF EDUCATIONAL TECHNOLOGY

Educational technology is the use of technology to support the teaching and learning process in order to increase the effectiveness of learning and enrich students' learning experiences. In today's digital era, educational technology plays an important role in creating an interactive, flexible and engaging learning environment. The use of educational technology can support a more interactive and interesting teaching and learning process. Islamic content can be incorporated into e-learning platforms to provide students with a richer learning experience (Hanifah et al., 2021). For example, the digital tahfidz application helps students memorize the Koran in a fun and interactive way. Apart from that, the use of multimedia in learning can help students understand the subject matter better and connect it with Qur'anic values.

STUDENT MENTORING PROGRAM

The student mentoring program is an initiative designed to provide academic, emotional, and social support to students through structured tutoring. At MTS Nurul Qur'an, this program aims to help students develop learning independence, internalize the spiritual values of the Qur'an, and overcome the challenges they face in the learning process. Building a mentoring or mentoring program that involves alumni or parents as companions can help students develop their learning independence (Mayadiana Suwarma et al., 2023). Mentors can provide guidance and advice based on their experience, as well as assist students in evaluating their learning progress. This program can also create closer relationships between schools, students and communities.

EVALUATION AND MONITORING

Evaluation and monitoring are two important elements in the management and implementation of educational programs, including at MTS Nurul Qur'an. Both are used to ensure that the program implemented meets the stated objectives and runs according to plan. It is important to carry out regular evaluation and monitoring of the implementation of Qur'anic values in teaching and learning activities. The evaluation instrument used must be able to measure the extent to which these values have been internalized by students (Ma'ruf, n.d.). The evaluation results can be used to make

improvements and adjustments to the program to make it more effective. Apart from that, feedback from students and parents also needs to be considered to ensure that the program is implemented according to their needs.

PARENTAL AND COMMUNITY INVOLVEMENT

Parent and community involvement in education is very important to create a holistic learning environment and support maximum student development. At MTS Nurul Qur'an, this involvement not only helps in the teaching and learning process, but also in shaping students' character and spiritual values. Parents and communities must be involved in the education process to ensure that the values taught at school are also applied at home and in the surrounding environment (Irma et al., 2019). Parenting programs and community activities can help strengthen cooperation between schools and parents towards Qur'anic values. For example, parenting workshops that teach how to educate children with Islamic values, or social service activities that involve students and the community to practice the values of sincerity and responsibility.

PROVISION OF RESOURCES AND FACILITIES

The availability of adequate resources and facilities is an important aspect that supports the smooth teaching and learning process at MTS Nurul Qur'an. Good facilities not only create a conducive learning environment but also support Qur'anic spiritual values. So Madrasas must ensure the availability of resources and facilities that support the implementation of Qur'anic values in learning activities (Sanjaya et al., 2016). For example, a library equipped with Islamic literature, classrooms that support active and collaborative learning, and adequate prayer facilities. Apart from that, access to educational technology must also be considered to foster an innovative and interesting learning process.

CREATING A CONDUCTIVE LEARNING ENVIRONMENT

A conducive learning environment is an environment that supports the teaching and learning process optimally, both from a physical, social and psychological perspective. At MTS Nurul Qur'an, creating a conducive learning environment is very important to help students achieve good academic performance and internalize the spiritual values of the Qur'an. A conducive learning environment is very important to support student learning independence. Madrasas must create an atmosphere that is safe, comfortable and full of support for students (Setiawan & Mudjiran, 2022). This can be done by ensuring that there are harmonious relationships between students, teachers and school staff, and the development of a positive and inclusive school culture. Programs that promote togetherness, tolerance and mutual respect must be implemented consistently.

By implementing the solutions above, MTS Nurul Qur'an can strengthen its role in building student learning independence through Qur'anic spiritual values. This solution is not only beneficial for students' academic development, but also for the formation of their character into individuals with noble character and ready to face future challenges with strong knowledge and faith. Hopefully this solution provides useful insights and can be implemented well at MTS Nurul Qur'an.

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