



INTERNALIZATION OF PAI VALUES IN FORMING STUDENTS' RELIGIOUS CHARACTER IN PRIMARY SCHOOL

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Abstract:

The process of unifying values within a person through appreciating, understanding, instilling and cultivating values, attitudes, teachings or beliefs from the surrounding environment which then unite and become knowledge that influences a person's life and is then reflected in daily behavior which is carried out intensively and continuously with the aim of to always maintain Islamic teachings, especially for students and graduates. The aim of this research article is to present information related to the internalization of PAI values in forming religious character in students at SD Negeri 1 Tiris Probolinggo. This research uses a qualitative, descriptive approach that focuses on PAI learning in efforts and efforts to shape the religious character of students at SD Negeri 1 Tiris Probolinggo, data collection techniques using interviews, observation and documentation which are analyzed descriptively. Meanwhile, the data analysis used is data reduction, data presentation, and drawing conclusions.

Keywords: *Internalization, PAI Values, Religious Character*

INTRODUCTION

Education in the SISDIKNAS Law No. 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills they need. and society. This law states that national education has the function of developing abilities and forming dignified national character and civilization in order to make the nation's life more intelligent. Meanwhile, the aim of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Dwi, Syaroh, and Mizani 2020) Education is the main content of the development of human life. Education can be interpreted as a door to recognizing and understand all aspects of human development. In Indonesia, the learning policy announced by the Government of the Republic of Indonesia is mandatory for 12 years. Education starts from elementary school to university (Zubaidi, Kamilah, and Jadid 2023) In Law no. 20/2003 concerning the National Education System, article 1 paragraph 1 states that education in Indonesia is defined as "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by himself, society, nation and state (Siti Muhaiminah 2020). Internalization is the integration of values within a person, or in psychology, it is the adjustment of beliefs, values, attitudes, behavior, practices and standard rules to a person. Islamic religious values are noble values that are transferred and adopted within oneself. So, internalization of Islamic religious values is a process of

fully incorporating Islamic religious values into the heart, so that the spirit and soul move based on the teachings of the Islamic religion. Internalization of Islamic religious values occurs through understanding religious teachings as a whole, and continues with awareness of the importance of the Islamic religion, as well as finding the possibility of realizing them in real life (Hidayatulloh et al. 2022). Internalization of Islamic religious values is guided by Al- The Qur'an is also the Sunnah which is the reference for Islamic educational institutions. Thus, it is best for every educational institution to also develop students' understanding of the values of Islamic religious education. (Reychananda and Falikah 2021)

The phenomenon that is happening now is that many students at school are disobedient to teachers, disrespectful to their elders, disorderly, lacking in worship, committing violence and other bad things. So efforts to internalize the values of Islamic Religious Education (PAI) in schools are very necessary for the development of students' personalities, so that students can fully understand, understand, appreciate and realize it in their daily lives. In this way, the objectives that have been set in learning Islamic Religious Education (PAI) can be realized well. Islamic Religious Education (PAI) is a conscious and planned effort to prepare students to know, understand, appreciate and believe in Allah SWT and then make this happen in their daily lives as Muslims with noble behavior. In Islamic religious education for students through guiding activities, teaching and learning, training, experience, example and habituation from teachers as educators. Islamic religious education in schools aims to grow and develop faith in students through the process of cultivating students' knowledge, understanding and experience of the Islamic religion. so that you can become a Muslim person who continues to grow in aspects of faith, piety and life public. The scope of Islamic Religious Education (PAI) subjects in educational institutions includes several components, namely the Al-Qur'an and Hadith, Aqidah Akhlak, Fiqh and Tarikh. Achieving a hope in PAI learning in school education is very dependent on the role of a teacher. Teachers have the main duties and responsibilities, namely managing learning so that the knowledge transfer process is more effective, efficient and dynamic (Santri, n.d.) Teachers from an Islamic perspective are a profession that very noble because teachers are responsible for preparing the next generation who are useful for religion and the nation, and always have faith in Allah SWT. One of the duties of PAI teachers is to educate students to become true Muslims who have strong faith, do good deeds and have ideal character so that they are able to become complete community figures in accordance with the guidance of Islamic teachings (Zubaidi, Kamilah, and Jadid 2023) These deviant events show that the character of Indonesia's young generation is at an alarming point. This does not mean that Segaran Tiris Probolinggo Elementary School is free from a free environment so that its students are not influenced by their character values. By internalizing the values of Religious Education at SDN Segaran Tiris Probolinggo, students will be equipped with religious knowledge which will become a guide for life in dealing with the relationships around them. Considering character education in building strong human resources (HR), the need for character education is something that cannot be separated from life.

The same research was conducted by Reychananda E.S, Tri Yumil Falikah (2021) regarding the Internalization of PAI Values in Shaping the Personalities of Muhammadiyah 5 Middle School Students in Yogyakarta that the aim of internalizing the values of Islamic religious education carried out in schools is aimed at shaping the souls of students so that they have personalities as a true Muslim with firm faith, good deeds and ideal character so that he is able to become a complete figure in society in accordance with the guidance of Islamic teachings. Another research was conducted by Muhammad Mushfi El Iq Bali (2019), Nurul Fadilah regarding the internalization of religious character at Nurul Jadid Junior High School, where this research produced a strategy for implementing the internalization of religious character at Nurul Jadid Middle School through two implementations, namely in intracurricular and extracurricular activities based on "Five Awarenesses and the Santri Trilogy" as a benchmark for character development which is the main foundation of the Nurul Jadid

Islamic Boarding School. (Mushfi et al. 2019) From the two studies above, it has not been discussed in depth about the internalization process, strategies and actions in the internalization process for students, so research is interesting to carry out, because the results will definitely go through a long process, and a long process in education requires strategies from both teachers and school principals.

RESEARCH METHODS

The research was carried out at SD Negeri 1 Tiris Probolinggo, whose address is Krajan Hamlet, Segaran Gudang Village, Tiris Probolinggo, in the article using descriptive qualitative methods. Descriptive research is a research method carried out to find out a picture of a situation and a thing which is then described as clearly and in as much detail as possible based on existing facts. The approach to research carried out by researchers is a qualitative research approach.

Research using a qualitative approach is an effort to present data with analysis of the thinking process from deductive conditions to inductive directions with factual data results in accordance with the situation and conditions in the field. Then the data that was successfully obtained and collected by the researcher produced written descriptive data. Thus, the method used is descriptive qualitative, which is a way of collecting data to highlight facts, circumstances and current situations.

RESULTS AND DISCUSSION

Islamic Religious Education is one of the religious education in Indonesia. According to PP Republic of Indonesia No. 55 of 2007 concerning religious education and religious education there are several differences, religious education is more focused on producing a generation that understands and is expert in religious knowledge. The learning process for religious education is in non-formal/informal education. (Ansori 2022)

The definition of Islamic religious education itself is religious education carried out in formal schools from elementary, middle to tertiary levels which is aimed at teaching, educating and instilling the values contained in Islam which aims to create students who have good knowledge and practice. perfect. The perfect Muslim referred to here is a Muslim who is able to understand and carry out his responsibilities as a servant, and is able to radiate love to all creatures of Allah SWT. (Sunarso 2020)

Islamic religious education in Indonesia is divided into four subjects whose position is equivalent to mathematics, science and social subjects. Islamic religious education in public schools is conceptualized in four subjects, namely Al Qur'an Hadith, Fiqh, Aqidah Akhlak and History of Islamic Civilization.

In the opinion of Abdul Rachman Shaleh, Islamic Religious Education is a conscious effort aimed at students believing, understanding, appreciating and applying the recommendations of the Islamic religion by being guided, taught or through training. PAI is implemented by always maintaining an attitude of tolerance towards other religions in relation to harmonious relations between religions in the context of society for the sake of realizing national unity. (Student 2021)

Internalization is defined as the combination or unification of attitudes, standards of behavior, opinions, and so on in the personality. (Dahlan 2016) According to Reber's opinion, as quoted by Mulyana, internalization is the integration of values within a person, or in psychological language, it is the adjustment of beliefs, values, attitudes, practices and standard rules to a person. (Dwi, Syaroh, and Mizani 2020) This understanding implies that the understanding of values obtained must be able to be put into practice and have implications for attitudes. This internalization will be permanent within a person. Another thing, according to Ihsan, is that internalization is an effort made to incorporate values into the soul so that they become one's own. So this internalization problem does not only apply to religious education, but to all aspects of education, in pre-school education, school education, secondary education, higher education and so on. (Kampus, n.d.)

Character education is very important to instill as early as possible. Because with

good character we do things that are appropriate, good and correct so that we can take part towards success in life, harmony between people and be in the corridor of good behavior (Nurchaili 2010). So in this case religious character is one of the values character values that are developed at school. Heri Gunawan defines religious character as character values related to the relationship with God which includes a person's thoughts, words and actions which are always based on divine values and religious teachings. (Dwi, Syaroh, and Mizani 2020)

The process of implementing PAI Internalization at SDN Segaran Tiris Probolinggo in forming religious character in students by means of habituation, example, coaching, enforcing rules, and motivation. This is carried out programmatically based on a special guidebook on the Development of Characteristics at SDN Segaran Tiris Probolinggo. By implementing methods of habituation, example, coaching, enforcing rules and motivation in forming religious character in students, schools strive to produce graduates who have noble, civilized character and have commendable ethics as provisions for life in the family, school and community environment. Various kinds of activities arranged by schools to develop students' religious character are as follows: 1. Congregational Prayer Movement a. Duha prayer Dhuha prayers are held at 06.30 WIB, before the school teaching and learning activities begin. Dhuha prayers are carried out in congregation for all students who are not midday. The leader of the dhuha prayer from class V and VI students who was directly appointed by the PAI teacher at SDN Segaran Tiris Probolinggo school. b. Midday prayer Dhuhur prayers are carried out in congregation by all Segaran Elementary School students from all grade levels. The leader of the Dhuhur prayer is carried out by teachers in turn following the schedule determined by the school. 2. Short Suroh-Suroh Deposits Short surah-suroh deposit as a requirement for taking the Even UAS for class VI students at SDN Segaran. This rote implementation is a series of all the exams that will be carried out by class VI students. 3. Have faith in God This activity was carried out on Friday after the KBM implementation at 1 o'clock finished. Every Friday, all students will set aside their pocket money to be donated to school and collected to their respective class leaders, from all grade levels. Shodaqoh on Friday is as sincere as possible and does not put pressure on students. 4. Memorize FA and Aqidul Khomsin This memorization is carried out by students in grades IV, V, VI during PAI lessons. And this activity is carried out in stages and sequentially according to class level. 5. Pray before studying and before going home This activity is held at 07.00 before the learning activities begin. This prayer activity before studying is carried out by all students at SD Negeri 1 Tiris together in the classroom. Meanwhile, praying before going home is carried out in the classroom which is led directly by the teacher who taught during the last lesson. 6. Reading short Surohs The reading of short surohs is carried out twice during break times and before learning activities begin. The reading of short surohs which are carried out before lessons, is usually read for 10 minutes after the prayer is read and is led by the class leader in turn. Meanwhile, short surah readings are carried out during break times, using a microphone in the teacher's office. This activity is carried out alternately by class representatives who have been scheduled by the teacher. 7. PHBI (Islamic Holiday Commemoration) PHBI (Commemoration of Islamic Holidays) At SDN 1 Segaran Tiris is held during the commemoration of Islamic holidays such as the Birthday of the Prophet Muhammad SAW, Isro' Mi'roj of the Prophet Muhammad SAW, the Holy Month of Romadhan, and so on. PHBI activities at SD Negeri 1 Tiris usually invite a speaker (Muballigh) to make the activities more solemn. This commemoration is a form of effort made by the school to increase feelings of gratitude and strengthen friendly relations between teachers and parents. 8. Social Service This activity is carried out at the end of every year by all class VI students. This activity is carried out routinely after carrying out the School Final Examination.

CONCLUSION

Based on the results of the research regarding the implementation of habituation in forming the religious character of students at SD Negeri 1 Tiris above, the researcher can conclude that the implementation of Internalization of Islamic Religious Education

in forming the religious character of students at SD Negeri 1 Tiris is carried out programmatically based on a special guidebook on the Development of Character, namely : 1. Congregational prayer movements, 2. Short suro-suroh deposits, 3. Bershodaqoh, 4. Memorizing FA and Aqidul Khomsin, 5. Praying before studying and before going home, 6. Reading short surohs, 7. PHBI Activities, 8. Social Service

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