



INTEGRATING RELIGIOUS VALUES: PAI TEACHER STRATEGY TO IMPROVE STUDENT DISCIPLINE

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Abstract:

This research aims to reveal and analyze the strategies of Islamic Religious Education (PAI) teachers in integrating religious values to improve student discipline at the Salafiyah Madrasah Aliyah (MA) Pajarakan, Probolinggo. This madrasa plays an important role in forming students' character based on the teachings of Salafiyah Islam. Through a qualitative approach, this research involves observation, interviews and document analysis to understand in depth how PAI teachers use religious values as a basis for achieving the goal of improving discipline. The research method uses descriptive qualitative research, case studies at MA Salafiyah Pajarakan, Probolinggo. The research method used is a qualitative approach with data collection through interviews, observation and in-depth documentation integrating religious values: pai teacher strategies for improving student discipline. The research results show that PAI teachers at MA Salafiyah Pajarakan adopt a holistic and integrated strategy in integrating religious values in daily learning. They not only deliver teaching material, but also act as role models for students. The instillation of religious values is integrated into every aspect of school life, from formal lessons to extracurricular activities. Teachers' activeness in providing guidance, advice and religious approaches also plays a role in shaping students' character and discipline.

Keywords: *Religious Values, Strategy, Discipline*

INTRODUCTION

Education is the main pillar in the formation of the character and potential of children as the successor generation of the nation. (Indryani, 2019). What is the indicator of the success of an educational institution to obtain qualified graduates is reflected in the achievement of learning with the value of each subject presented to the educational institutions. The success of the teaching learning process (education) depends on internal conditions and factors (from within the student) as well as external factors, including: learning facilities, parents' participation, learning habits, learning activities, motivation for achievement, learning discipline, attitude towards school and other basic abilities. The effective and adaptive management of the madrasah is the foundation for maximizing the potential of students in achieving academic success and forming a personality that is rooted in the teachings of Islam. (Muhammad Hasan, 2021).

The learning capacity factor is quite an important factor compared to some other factors. Having a strong learning discipline will bring positive feelings to the student, such as satisfaction, calmness, pleasure, and joy in the implementation of the rules. Then instead will eliminate negative feelings on the student like fear, anger and irritation against the rules (Lutfi, M., Maula, R., Zainab, I., & Jazilurrahman, 2021). A

disciplinary attitude in learning will sharpen the skills and memory of students to the material given because students learn on their own consciousness as well as students will always be motivated to always learn which will ultimately encourage improvement of students' learning outcomes.

Islamic Religious Education (PAI) plays a central role in shaping the character and morals of students, especially in educational environments based on religious values such as Madrasah Aliyah (MA) Salafiyah Pajarakan in Probolinggo. This madrasah, with the foundations of Salafi Islamic teachings, has a strong commitment to educating students not only academically but also in the moral and spiritual aspects. One aspect that is the main focus in this context is student discipline (suhermanto, 2023).

Discipline plays a vital role in creating a conducive learning environment and provides a strong foundation for character development. In an effort to improve student discipline, PAI teachers at the MA Salafiyah Pajarakan perform a strategic role. They serve not only as teachers, but also as spiritual guides who bring religious values into every aspect of student life. (Pratiwi, 2023).

Previously, there were several previous studies that discussed the effectiveness of PAI teacher's activity in improving student learning discipline, among them (1) Arum Sutra Nirwana and Mujahidin, 2023, the results of the research showed that: 1. The role of teacher PAI in increasing student discipline. As for the teacher as motivator, teacher as guiding, as well as as the driver of the teacher in enhancing students' discipline in SMPN 2 Mojoagung. (2) Ria Sari Anggriani, 2023, The results of his research concluded that PAI teachers implemented strategies that involve students actively in learning activities so that both brave learning activities and face-to-face learning activities can be dominated by students. Forms of active involvement are carried out by giving students the opportunity to ask, convey, display material and answer questions from their friends so that each student is required to engage in person. Every teaching learning activity is always filled with group discussion activities so student participation is high. Teachers position themselves as facilitators and teach when there is an abnormality to material discourse. Students are asked to assemble tasks in person and perform them face-to-face so that teachers can return to motivate students for enthusiasm and zeal in learning. The teachers also showed enthusiasm in educating so that the students also have the spirit in receiving the lessons given in particular PAI lessons. (3) Yolenta Varista Teha dkk, 2023, results of his research, teachers should continue to develop resonance methods in learning activities and teachers must also improve the ability in presenting learning by applying innovative methods so that students have new experiences and motivated to follow learning especially in the subjects of IPA SD Low Class.

In an effort to continuously improve the quality of education and student character formation, the MA Salafiyah Pajarakan at Probolinggo implements significant innovations through the strategy of teachers of Islamic Religious Education (PAI) which focuses on the integration of religious values to improve student discipline. PAI teachers at the MA salafiyah pajarakan not only perform traditional roles as teachers, but they also become active agents of change in guiding and shaping student character through religious approaches. (Hidayat, Dr. Rahmat, 2019). One of the prominent innovations is the application of a comprehensive and integrated strategy in integrating religious values into the daily curriculum. Educational experts from MA Salafiyah Pajarakan stated that PAI teachers' activity in providing learning is not only limited to the formal aspects, but also absorbed in extracurricular activities and spiritual guidance. "We believe that religious values, if properly applied, can be a powerful pillar in shaping students' character, including their discipline," said a senior PAI teacher. In addition, MA Salafiyah Pajarakan also applies creative and interactive learning methods that combine religious values with everyday life. It aims to make the learning experience more relevant and in-depth for students, so that religious values are not only understood theoretically, but also reflected in the real actions of students (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2023).

Successful implementation of this strategy is not only seen in improved student discipline, but also in positive student responses to PAI learning. Students report that they feel more connected to religious values, which in turn motivates them to be more committed to discipline and positive character development.

This innovation reflects Pajarakan's commitment to addressing the challenges of modern education by combining Islamic traditions with progressive educational methods. As a prominent educational institution in Probolinggo, MA Salafiyah Pajarakan has become an inspiring model for other schools that want to explore the potential of religious strategies in improving discipline and student character formation.

RESEARCH METHODS

This study uses a qualitative method of case study by conducting research intended to describe the problem as well as conduct an analysis of the problem that occurs. Researchers gather data through several stages such as; observation, observation directly at the research site (Harahap, 2020). Interviews, interviews with a number of informants at the research site. Observations, visits to the research site, study of documentation, analysis of documents related to research. The site of the research was conducted at the MA Salafiyah Institute Pajarakan Probolinggo. The accurate data obtained from several informants who were able to inform and describe the events on the ground, among them: 7 informants, with the Initial Head of the School (BK), Deputy Head of School (NA), Waka Curriculum (AA), Teachers (MF, US), as well as representatives of the parents of the students (US, MF). It can be seen that the source of the information received from five informants including the head of the school, MA Salafiyah Pajarakan Probolinggo, subsequently the vice-head of the MA, then the waak of the curriculum and the last teacher-teachers as implementers of the program and the impact felt by parents of students on their pupils. (AS, MF). The initial process is the collection of data, then the reduction of the data grafted in the form of a record, then display the data to understand the set of data that is then carried out the conclusion drawing from the data studied (Sugiyono., 2018).

RESULTS AND DISCUSSION

The effectiveness of PAI teacher activity in improving student learning discipline in the Salafiyah MA teaching probolinggo can be realized through PAI teaching approach to all students so that students are enthusiastic to come to school, follow the learning process of teaching in the classroom and abide by the rules of the school in force. "As the head of the school, I understand that teachers and students are the most important elements in the learning process so that both activity and discipline are very important and must be truly pure from the heart of conscience so that the process of learning goes without any obstacles. (Mahendra & Febriani, 2019). Therefore, we impose a rule of points on students who violate the rules of the school and a member reword or a reward to students who are diligent and obedient to the applicable school rules. As for PAI teachers, the school is involved in training, seminars related to PAI and also religious education studies, so the results of the training are expected to have knowledge of different and innovative learning models. It is in line with the result of an interview with Master PAI stated that, "when I teach we often use fun and varied methods, so that students feel not saturated with learning, besides, each second hour of teaching teachers give religious and ethical advice or akhlaqil karimah so students have Islamic character. The importance of developing Islamic character is not neglected in our educational journey. We ensure that Islamic values are integrated into every aspect of learning and character development."

It is according (Maunah, 2009, pp. 59) the term teaching method consists of two words, namely "method" and "teaching". The method comes from the Greek (metha + hodos. Metha means through and hodos means alternative or way. So the "teaching method" is one of the ways that must be passed in presenting the teaching material in order to the goal of teaching. Hadi Santoso in Binti Maunah (2009: 55) says

that indeed the way or method of teaching is "art" in the heart of "the art to teach". With the proper commitment and activity of PAI teachers can improve the learning discipline of students in MA Salafiyah teaching Probolinggo can become an educational institution capable of responding to the demands of the times, upholding high Islamic values, and produce pupils who excel academically and morally noble. In addition, we actively engage the student guardian community as part of our holistic approach in educating the student. Collaboration with the community of student guardians helps to introduce Islamic values in the daily life of the student at home, enriching their learning experience. (Fatimah & Kartikasari, 2018).

This is in line with the results of the research interview with the student guardian (US) namely "As the parents of a student participant at MA Salafiyah this morning, we are very happy to join the community of student guardians where the school always provides information about the development and the state of our children in the school. Besides, with the presence of this community we feel actively involved in the educational process of our child". Besides the interview with other pupil guardian (MF) said "I am grateful to the school for having done a lot of effort in giving the education of the madrasah for academic success and good character, this has had a positive impact on the development of my child. As parents, we have been given the facility to access the latest state of the child, may this our children have a strong Islamic character". We feel supported and involved in the educational process of our children. This special application that facilitates communication and collaboration becomes an effective means in strengthening the relationship between madrasah and parents. We believe that education at the MA Salafiyah Pajajaran Probolinggo provides a strong foundation for our son to grow up not only as an academically intelligent individual, but also to have a good Islamic character. (Ningrum et al., 2023).

"As an educator at the MA Salafiyah Pajajaran Probolinggo, I confidently stated that the implementation of strategies and models of learning beargam became a supportive thing in the learning process. It can also attract student talent interests to race and continue to discipline learning, we can present learning materials in a more dynamic and interactive way, in accordance with the developments of the times (Akhmad & Maryani, 2020). Besides, the importance of the formation of Islamic character is also our primary concern. We actively integrate Islamic values into every aspect of learning, so that students not only develop academically, but also in understanding and practicing Islamic teachings in everyday life. In addition, we are constantly engaged in professional development, especially in relation to PAI. Training and regular workshops help us develop the skills needed to optimize the potential of technology to support better learning and management of madrasah."

The Importance of Integrating Religious Values

The integration of religious values in the MA Salafiyah Pajajaran Probolinggo has a very high relevance in shaping the student's Islamic character. In this educational environment, religious values such as honesty, patience, and help are closely linked to Islamic principles, providing a strong moral foundation for student character formation. (Sandiko et al., 2022). In fact, at MA Salafiyah Pajajaran sees religious values as a strong moral foundation. The integration of these values helps students understand and apply the teachings of Islam in everyday life. Thus, students not only learn about religion but also apply those values in every one of their actions.

The importance of integrating religious values is also reflected in elevated ethics and discipline of students. The teaching of Islam provides guidelines on good behavior and discipline in living daily life. PAI teachers at MA Salafiyah Pajajaran ensure that these values are integrated into the curriculum to create a disciplined and moral learning environment (Mulianti, W. O., & Sulisworo, 2023). The integration of religious values in the MA Salafiyah Pajajaran also aims to harmonize formal education with religious education. Students are not only given academic knowledge, but also empowered to live a life with religious guidelines that guide every aspect of their lives. The integration of religious values helps create harmony between the intellectual and

spiritual development of students, so that they not only succeed in their studies but also grow as values-conscious and responsible individuals. Religion is integrated into the curriculum to give additional motivation to students. They not only learn to academic success but also as worshippers of God. The integration of religious values gives deeper meaning to the learning process, increasing the motivation of students to maximum achievement. MA Salafiyah Pajarakan sees the integration of religious values as an investment in the future of students. By equipping students with ethics and religious values, the institute plays a role in forming individuals who are not only academically competent but also able to live lives with integrity and concern for each other. By recognizing the importance of integrating religious value in the MA Salafiyah Pajarakan, it can be concluded that the institution is not only committed to the development of academic aspects of students, but also to the formation of a strong character and morality based on the teachings of Islam. (Setiawan & Hamdan, 2019). This integration provides a solid foundation for students to face the challenges of life and become positive contributors to society.

PAI Master of Islamic Religious Education (PAI) at MA Salafiyah Pajarakan implements a holistic strategy by combining formal and informal teaching. In addition to providing PAI material formally in the classroom, they are also active in providing spiritual guidance and supporting students through religious-oriented extracurricular activities. The PAI teacher at MA Salafiyah Pajarakan is not only a teacher, but also a role model for students. By showing religious practices in everyday life, they form an inspiration for students to internalize religious values in their actions (Jamilah, 2023). PAI teachers' holistic strategy also includes the integration of religion values into extracurricular activities such as book studies, studies, and religious social activities. It helps students to experience religious values directly in a more relaxed and creative context. PAI teachers at MA Salafiyah Pajarakan apply a creative and interactive learning approach to make PAI material more interesting and relevant to students. Group discussions, educational games, and daily life simulations are integrated into learning to strengthen students' understanding of religious values (Huda, 2022).

In addition to formal learning, PAI teachers provide spiritual guidance and counselling to students. It serves as a means of providing religious insight into the personal or social problems faced by students, helping them face conflicts and challenges from a religious perspective. PAI teachers are active in various religious activities such as worship, study, and charity. Their participation in these activities not only enhances the bond between teachers and students, but also demonstrates the commitment of PAI teachers in applying religious values in a real way. They use this data to continuously improve and develop more effective religious strategies in shaping students' character and discipline. (Sugiantiningsih, I. A., & Antara, 2019).

PAI teachers at MA Salafiyah Pajarakan also collaborated with external religious institutions to support a holistic approach. This collaboration involves guest speakers, religious training, and other programs that can enrich the student's religious experience. Through this holistic strategy, PAI teachers at MA Salafiyah Pajarakan effectively create a learning environment that is more than just formal teaching. They act as facilitators of student character formation and discipline, integrating religious values into every aspect of student life in school and outside school.

The Importance of the Salafist Education Model

The success of Pajarakan's Salafi MA in integrating religious values to improve student discipline demonstrates the importance of the Salafi education model. This model combines a strong Islamic tradition with a progressive approach to education, inspiring other educational institutions to follow the same footsteps.

Through the integration of religious values, PAI's teachers' strategy at MA Salafiyah Pajarakan not only focuses on academic formation, but also shapes the character of students who are solid, disciplined, and integrated, in accordance with the values of religion that they embrace. MA Salafiyah Pajarakan sets out a model of Salafiah education, which focuses on the sustainability and application of the Salafiyah

Islamic tradition (Abidin, 2020).

The Salafist education model at MA Salafiyah Pajarakan places Islamic values as the primary foundation in every aspect of learning. Students not only gain academic knowledge, but are also guided to internalize Islamic moral and ethical values in everyday life. MA Salafiyah Pajarakan emphasizes the teaching of classical books and religious literature based on the understanding of Salafus Shalih. It ensures that students obtain authentic Islamic teachings that are consistent with the understanding of Salaf. The Salafist education model at MA Salafiyah Pajarakan advances the integration of Islamic science with general education. Students not only gain an in-depth understanding of Islamic teachings, but are also equipped with general knowledge relevant to the challenges of the times. Teachers in MA Salafiyah Pajarakan not only as teachers, but also as spiritual guides who help students in the formation of character and spirituality (Asmuki, 2018). This model creates a close relationship between the teacher and the student, where the teacher has a broader role in guiding the student's holistic development.

MA Salafiyah Pajarakan believes that preserving the authenticity of Islamic doctrine is the key to the integrity and firmness of the Muslims. The Salafist education model is a means to convey the teachings of Islam without distortion and to preserve their purity. The Salafist education model at MA Salafists Pajarakan involves empowering religious communities. Collaboration with local and national religious institutions became an important part of this model, enriching student religious experiences and widening the positive impact of the Salafi model. Through the Salafi education model, MA Salafiya Pajarakan aims to form a generation that is not only critical and knowledgeable, but also with a strong Islamic character. This education creates a strong foundation for the personality and moral development of students in accordance with Islamic principles.

So in the success of MA Salafiyah Pajarakan in applying the Salafiah education model made it an inspiring model for other educational institutions. This model provides examples of how Islamic education can be thoroughly integrated into every aspect of school life, creating a holistic learning environment and empowering students spiritually. Through the application of the Salafi education model, MA Salafiya Pajarakan demonstrates that the sustainability and authenticity of Islamic teachings can be effectively integrated into the context of modern education, creating an environment that supports the development of students fully.

CONCLUSION

Probolinggo, the integration of religious values by teachers of Islamic Religious Education (PAI) proved to be an effective strategy in improving student discipline. The study revealed that the Salafist education model at MA Salafiyah Pajarakan creates a holistic environment in which religious values are not only applied in the PAI classroom, but also absorbed in every aspect of student life. PAI teachers at MA salafiyah pajarakan implement holistic strategies that include formal teaching, spiritual guidance, extracurricular activities, and counselling. This approach aims to shape the student's character in a comprehensive way, making religious values a major pillar in shaping the ethos of learning, discipline, and positive behavior.

Research results show that integrating religious values not only improves student discipline, but also creates a motivating and relevant learning environment. Students not only experience academic growth, but also internalize religious values in their daily lives. Furthermore, the Salafist model applied in the Pajarakan MA Salafists made a significant contribution to the success of this strategy. This approach not only brings students to the theoretical understanding of the teachings of Islam, but also connects them to their practical lives, forming a generation that is not only knowledgeable but also Islamic in character.

As a result, the Pajarakan Salafiyah MA is not only an educational institution, but also a centre of sustainable character and moral formation. Successful integration strategies of religious values by PAI teachers at MA Salafiyah Pajarakan provide

inspiration and guidance for other educational institutions that want to dig religious potential in improving discipline and student character formation. Thus, the integration of religious values in the MA Salafiyah Pajarakan can be regarded as a successful step in forming a generation that is competent, integrated, and based on Islamic values.

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