



IMPLEMENTATION OF ISLAMIC VALUES AND CHARACTER EDUCATION IN ENGLISH TEACHING MATERIALS FOR STUDENTS IN ISLAMIC BOARDING SCHOOLS

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Abstract: Implementation of Islamic Values and Character Education in English Teaching Materials for Students in Islamic Boarding Schools. Islamic values and character education in English teaching materials for students in Islamic boarding schools are very urgent to be implemented, especially in the world of education because many non-educational student behaviors have penetrated our educational institutions recently, such as the phenomenon of physical violence and verbal abuse, sexual harassment, drug abuse, corruption and abuse that occur at various levels and circles in the school world. After conducting a preliminary study at Modern Darussalam Islamic Boarding School, Kepahiang, it can be concluded that Modern Darussalam Islamic Boarding School, Kepahiang is an educational institution that is very concerned about the importance of Islamic values and character education in the content of various subjects, especially in English subjects. This research use descriptive qualitative approach. In collecting data, the writer used observation, interview, and documentation techniques. This research produced three findings, namely from the aspects of planning, implementation, and evaluation, namely creating an integrative character curriculum, respecting the creativity of students, and strict supervision of morals.

Keywords: Islamic Values, Character Education, English Teaching and learning Material, Islamic Boarding School

Abstrak: Implementasi Nilai-Nilai Islami dan Pendidikan Karakter dalam Bahan Ajar Bahasa Inggris Bagi Santri di Pondok Pesantren. Nilai-nilai islami dan pendidikan karakter dalam bahan ajar bahasa inggris bagi santri di pondok pesantren sangat urgen untuk diimplementasikan, terutama dalam dunia pendidikan karena banyak perilaku santri non-kependidikan yang akhir-akhir ini merambah lembaga pendidikan kita, seperti fenomena kekerasan fisik dan pelecehan verbal, pelecehan seksual, penyalahgunaan narkoba, korupsi dan penyalahgunaan yang terjadi di berbagai tingkatan dan kalangan di dunia sekolah. Setelah melakukan studi pendahuluan di Pesantren Modern Darussalam Kepahiang, dapat disimpulkan bahwa Pesantren Modern Darussalam Kepahiang merupakan lembaga pendidikan yang sangat memperhatikan pentingnya nilai-nilai Islam dan pendidikan karakter dalam muatan berbagai mata pelajaran, khususnya dalam mata pelajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Dalam pengumpulan data, penulis menggunakan teknik observasi, wawancara, dan dokumentasi. Penelitian ini menghasilkan tiga temuan yaitu dari aspek perencanaan, pelaksanaan, dan evaluasi yaitu menciptakan kurikulum karakter yang integratif, menghargai kreativitas siswa, dan pengawasan moral yang ketat.

Kata kunci: Nilai-Nilai Islam, Pendidikan Karakter, Bahan Ajar Bahasa Inggris, Pesantren

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A. INTRODUCTION

Character education is an active effort to form habits and inculcate character values so that the character of the child will be engraved from an early age so that he can make good and wise decisions and practice them in everyday life (M. Hidayat et al., 2022).

Character education is becoming increasingly urgent to be implemented in our educational institutions considering that various kinds of non-educational behavior have now penetrated our educational institutions. These behaviors include: thin solidarity between individuals, phenomena of violence, sexual harassment, business mania through schools, corruption, brawls and loss of honesty values, fraud in the implementation of national exams, educational planning that has not been well planned, implementation and evaluation of character education not maximal (Peterson, 2020).

The above phenomenon further strengthens the reasons for the Ministry of National Education to actualize character education programs simultaneously at all levels of education. This can be started by disciplining them in worship, respecting time by arriving on time at school, obeying and obeying parents and teachers, respecting and loving friends, and understanding and loving the natural surroundings, having a sense of responsibility for all the actions they do, and love Indonesian language and culture (Dewi & Alam, 2020).

Thus, Indonesia's downturn caused by moral degradation that can damage the nation's character will be overcome by preparing a young generation who truly has character, and is implemented in a systematic manner in educational institutions from an early age (M. Hidayat et al., 2022). On issues related to this character, efforts to improve education do not only require improvements on the managerial side, efforts are also needed to improve education in the nature of providing student skills or commonly referred to as soft skills, self-development and character building through the provision of activities that will shape character in the extra-curricular so that it will form students who are noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Depdiknas, 2003).

After conducting a preliminary study at the Modern Darussalam Islamic Boarding School, Kepahiang, it can be concluded temporarily, that the Modern Darussalam Islamic Boarding School, Kepahiang is an educational institution that is very concerned about the importance of character education. It can be seen from the habits that are carried out at school. Such as: 1) Getting used to a clean environment at school (clean), 2) Discipline in participating in every activity at school, 3) Congregational prayers, 4) Saying greetings when meeting teachers and friends, 5) Shaking hands/shaking hands when you just come to school and when you want to go home, 6) apply Islamic values in the packaging of subjects not only in religious subjects, but also in other general subjects, such as in English subjects, etc.

From the explanation above it can be assumed that the school is a school that is very serious about implementing Islamic values and carrying out character education in each subject, which is marked by the existence of several activities that can foster good character in students, implementing co-parenting, and using an integrative learning system, which has the potential to grow the character of students who are reliable.

Education has undergone a long process. Education, in a general sense, is the process of transferring knowledge from one person to another or from one generation to another, and lasts a lifetime, as long as humans are still on earth, education will continue. According

to Kamal, education is various efforts made by a person (educator) against someone (students) in order to achieve maximum positive development (Kamal, 2017).

The implementation of Islamic values, especially the talk about character, has long been the subject of discussion and concern for psychologists and Islamic educators. But basically the initiator of character education for the first time was Rasulullah PBUH, the formation of character which was exemplified directly by the Prophet Muhammad SAW is an essential manifestation of the application of character desired by every generation (Siswanto, 2020). Character can also be understood as the values of human behavior related to God Almighty, oneself, fellow human beings, and the environment which are embodied in thoughts, attitudes, feelings, and actions based on religious norms, laws, manners, culture, and customs (Amrullah, 2022).

Character education is not new to the world of education. Historically character education has been known since 1988 which was pioneered by the dian didactic school, but under the name character education. As stated earlier, that education is a process of internalizing culture into a person and society so that people and society become civilized. So education is a strategic tool to shape character.

Character education can be integrated into learning in each subject. Learning materials related to norms or values in each subject need to be developed, made explicit, related to the context of everyday life (Dewi & Alam, 2020). Thus learning character values is not only at the cognitive level, but touches on internalization, and real experiences in the daily lives of students in society. Character is closely related to habits and habits that are continuously carried out. Therefore, to teach a certain character to someone, it takes practice and practice continuously until it grows into a habit. But educating good habits is not enough (Fahham, 2013).

Therefore, the component that is considered in character education is to foster the desire to do good (desiring the good). The desire to do good comes from the love of doing good (loving the good) (Rozikin & Astutik, 2021). In other words, forming character means cultivating the habits of mind, heart and action, of which the three (thoughts, hearts and actions) are interrelated. This is as expressed by Thomas Likhona who states that a person will have a complete character if parents (family) or educational institutions (schools) pay attention to three closely related components in the creation of a good character. The three components in question are: Moral knowing, Moral feeling and Moral action (Asmendri, 2014).

Character education in schools is also closely related to school management or management. The management in question is how character education is planned, implemented, and controlled adequately in educational activities in schools. This management includes: values that need to be instilled, curriculum content, learning, assessment, educators and education staff and other related components (Mahmud et al., 2022). Thus school management is one of the effective media in the application of character education in schools.

In character education, of course there are many values that must be given to students. However, some of these values need to be planned in detail so as not to cause ambiguity in their implementation.

In this case, there are several expert opinions that formulate several values that must be taught to students. Asmendri explained that there are several national character and cultural values, including: a) Religious, b) Honest, c) Tolerant, d) Discipline, e) Hard work, f) Creative, g) Independent, h) Democratic, i) Passion know, j) National spirit, k) Love the motherland, l) Appreciate achievements, m) Friendly/communicative, n) Love peace, o) Love to read, p) Care for the environment, q) Care for social, and r) Responsibility (Asmendri, 2014).

B. METHOD

This research is aiming at describing the planning, implementation, and evaluation for the implementation of Islamic values and planning for character education in English courses for students at Modern Darussalam Islamic Boarding School, Kepahiang.

This study used descriptive qualitative method. The descriptive method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. With the aim to make a systematic factual and accurate description of the facts and the relationship between the phenomena investigated (Fadli, 2021). The data collection method in this study was carried out using three methods, namely interviews, observation, and documentation. In this study, researchers understood and internalized the implementation of Islamic values and character education in English subjects in the Darussalam Kepahiang modern Islamic boarding school environment for the academic year 2021/2022.

C. FINDING AND DISCUSSION

Research Finding

Modern Darussalam Islamic Boarding School, Kepahiang makes serious efforts to create a school atmosphere and student environment that actively helps the growth and development of good character in these students. So that in the form of implementing character education at the Modern Darussalam Islamic Boarding School, Kepahiang, it is not merely manifested in several forms of activities that must be carried out and followed by students. However, from designing the curriculum to the methods and approaches used, it has been designed so well. So that gradually results in the formation of good character for students without them knowing it.

a) Creating an Integrative Character Curriculum

Forming character is not as easy as imparting other knowledge to students, it takes more effort, not only teaching theories or concepts about the meaning of a good deed, but there needs to be habituation that can later create character for students. Forming a perfect character curriculum is also something that must be implemented in an educational institution in order to produce a generation with good character.

Thus, the school prepares a series of well-organized efforts, starting from the character curriculum which is explicitly conveyed in the "good morning, Darussalam" activities, to learning using the Communicative language teaching method, and Contextual Teaching. With these approaches, children not only have cognitive prowess, but also have a deep understanding. The English teacher at Modern Darussalam Islamic Boarding School said that we really emphasize the habituation of the learning environment in several subjects to several teachers and homeroom teachers, where later students will feel the benefits, as well as be easier to remember than lecturing continuously in class. Such as learning about Greeting and introduction which inserts Islamic values with good words and good tone of voice. In this lesson we invite students and teach them how to be compassionate and love those who are also their brotherhood in Islam (N. Hidayat & Bujuri, 2020).

To implement the self-development program, Modern Darussalam Islamic Boarding School, Kepahiang familiarizes students with orderly participation in flag ceremonies, gymnastics, worship, and maintenance of personal hygiene and health.

b) Appreciating Student Creativity

Modern philosophy requires that an award is not only something that is material in nature but also something that is immaterial that is important to be given to students who have good achievements or performance. As a modern institution, the Modern Darussalam Islamic Boarding School, Kepahiang provides awards in the form of scholarships and other awards (Aljena et al., 2020). This is done to foster children's enthusiasm for participating in learning at Modern Darussalam Islamic Boarding School, Kepahiang using an achievement point or star system to encourage students to learn English (Khomsah et al., 2023). Based on the observations of researchers in the field, children are very happy and very proud when they get achievement points, so they compete to get these points. This can also be seen through the researcher's interview with the English teacher who stated that usually they directly or indirectly give rewards, for example giving achievement points, every time they do homework they get a score of 100 three times in a row, they get points and the children are very enthusiastic about race with other friends. In this case the principal also said that by giving awards to students for the best work they created had an impact on the growth of a responsible attitude towards their duties, not only in their daily tasks, but the students also felt very happy. once if we give the task to be a school representative in the competition, they make it very happy. There is a point for motivating children, children being directly involved in learning is also motivation, besides that there are also trophies and prizes given by the teacher. Moreover, we are currently developing a multiple intelligences system, so any work that is owned by students must be given good appreciation, so that it continues to develop (Yunengsih & Syahrilfuddin, 2020).

c) Strict Supervision of students' Morals

Morals are the impact of good habits carried out by schools to shape the character of students. And the most visible evaluation is by looking at the daily morals of students (Amrullah, 2022). Therefore the school also makes strict regulations regarding the supervision of the morals of students. Apart from being a unique school, strict monitoring of student behavior is perhaps one of the reasons for parents choosing to send their children to Modern Darussalam Islamic Boarding School, Kepahiang. In terms of clothing, it has been formally determined that female students' clothing is Muslim clothing, while students' clothing has something unique, namely the trousers are long. This is one of its functions, namely that children can perform congregational prayers, because this is required by the school. In addition to clothing, appearance also gets attention. The wearing of bracelets, earrings (for boys), hair polish, tattoos and other attributes that are not Islamic is strictly prohibited by schools (Peterson, 2020).

For students whose quantity of positive behavior is the most, they will get rewards, and vice versa, for students who make many mistakes, they will get educational punishment.

Discussion

The efforts to realize character education at the Islamic Elementary School level will not be achieved optimally if it is not supported by planning, implementation of supervision and evaluation that is continuously carried out by the school. However, the school is not the only party that has the right and influence in creating the good character

of students. The family and the wider community also have an active role. However, as a structured institution, of course the formation of the character of students in schools can be more manageable, managed and measured for success, as was done by the Modern Darussalam Islamic Boarding School, Kepahiang. So the following exposure is a discussion of research results.

a) Creating an Integrative Character Curriculum

As previously stated, character building needs to be carried out as a whole, not only in cooperation between citizens and the wider community, but also from the structure of the curriculum it must be set holistically or integrally. This character-based holistic curriculum is based on the spirit of K-13 (2013 Curriculum) and is implemented using student active learning approaches, integrated learning, developmentally appropriate practice, contextual learning, collaborative learning, and multiple intelligences, all of which can create an effective and fun learning atmosphere. , and can develop all aspects of the human dimension holistically.

Practically, at Modern Darussalam Islamic Boarding School, Kepahiang, all of the descriptions above have been applied in the implementation and development of educational programs, especially character education programs. The details are as follows:

- 1) Providing opportunities for teachers to become classroom managers who creatively enliven the learning atmosphere in translating the contents of the minimum standard curriculum demanded by the central government by providing freedom in determining learning media to be carried out at the Modern Darussalam Islamic Boarding School, Kepahiang. So that every day there are always changes that make students always enthusiastic about following every lesson.
- 2) Involving students actively in the teaching and learning process in class so that the teaching and learning process starting from preparation to class evaluation becomes a process that has meaning for students. At Modern Darussalam Islamic Boarding School, Kepahiang is realized by involving students in creating teaching materials, such as making learning media that is fun and can be used by all class members.
- 3) Involving the teacher community to develop learning models and use of facilities for the advancement of education in a professional manner.
- 4) Involving parents and other communities in the community through school community projects.

Efforts to realize character education at the Islamic Elementary School level will not be achieved optimally if it is not supported by planning, implementation of supervision and evaluation that is continuously carried out by the school. However, the school is not the only party that has the right and influence in creating the good character of students. The family and the wider community also have an active role. However, as a structured institution, of course the formation of the character of students in schools can be more manageable, managed and measured for success, as was done by the Modern Darussalam Islamic Boarding School, Kepahiang. So the following exposure is a discussion of research results.

b) Appreciating Student Creativity

Giving rewards or prizes is one way to motivate student learning, as well as a form of appreciation for student creativity. Lots of forms and kinds of rewards

(gifts). According to Aljena et al, there are various kinds of prizes ranging from symbols, recognition, to objects (Aljena et al., 2020).

1) Rating or Symbol

The form of prizes that are often used is in the form of teacher ratings or numbers, stars or points. Giving ranking prizes in the right way is a very appropriate reward when it is associated with student effort, achievement or ability. Therefore, the use of symbols can be done as much as possible with various aspects of student success. The important thing that the teacher must know is that in giving value as a prize, it must be adjusted to the efforts of students for what they have done. At the Darussalam Modern Islamic Boarding School, Kepahiang, giving rewards with this symbol takes various forms, because technically it is handed over to the respective subject teachers and homeroom teachers. There is a star shape that is placed on a large board made of paper which is placed in the corner of the classroom.

2) Awards

This prize can be something that has the meaning of "attention" to students. For example, students succeed in making handwork or making their own work. Because these results are very good compared to the work of other students, these results are exhibited in front of the class or shown to other students or maybe to the public when there is an exhibition opportunity at school. The word praise can be categorized as giving attention and acknowledging the success of students. The manifestation of appreciation using this speech can vary. At Darussalam Modern Islamic Boarding School, Kepahiang used to use the words: *great! You improve it again, Alhamdulillah, your score is perfect today, maintain it!*, and many more.

3) Gifts in the form of objects

In the reality on the ground, teachers have done a lot, namely giving gifts in the form of items that are thought to have value for students. These prizes can be in the form of stationery, game tools, books or trophies. In giving this gift the teacher is required to be more careful in considering it compared to other prizes. Due to limited sources of funds, teachers must really choose and determine the children who really deserve it. If rewards can strengthen students' motivation in learning and also generate positive behavior, then punishment can "weaken or stop" negative behavior. The function of punishment is to stop behavior that is not in accordance with the rules. Punishment is also necessary to avoid violations of rules and regulations. It should be noted, however, that not all punishments are necessary or desirable to people as a means of all rules and regulations. Many types of violations can be solved in a simple way by the teacher without using any punishment at all. Modern Darussalam Islamic Boarding School, Kepahiang applies this reward and punishment system not only to activities that have an academic nuance, but is applied to non-academic activities as well.

c) Strict Supervision of Morals

Strict supervision of morals is one form of continuous monitoring. Continuous monitoring is a form of character building implementation. Some of the things that are always monitored with regard to these morals include: 1) the morals of students towards teachers, 2) the morals when carrying out worship at the mosque, 3) the morals of students in treating their friends.

In addition to the several morals that must be monitored, there are several things that must also be monitored, that in character building, there are several attitudes of students that must be monitored by the teacher, including: 1) discipline

in entering school, 2) eating habits in the canteen, 3) habits that are carried out in class and 4) habits in speaking.

The form of supervision at the Modern Darussalam Islamic Boarding School, Kepahiang, is not only manifested in the form of regulations, but the Principal forms a team of teachers and employees whose job is to monitor the children's character. Among the things that are supervised are, 1) discipline in coming to school supervised by school security, 2) implementation of congregational prayers, 3) order following the flag ceremony by the teacher on duty alternately, 4) disposing of trash in its place, guarding speech, and not teasing his friends are supervised by all the teachers of the Modern Darussalam Islamic Boarding School, Kepahiang.

D. CONCLUSION

Based on the research focus, data presentation, discussion results and research findings, it can be concluded that the implementation of Islamic values and character education in English teaching materials for students in the Darussalam Modern Islamic Boarding School environment, Kepahiang are in the form of creating an integrative character curriculum by providing opportunities for teachers to become class managers who creatively enliven the learning atmosphere in translating the contents of the minimum standard curriculum demanded by the central government by providing freedom in determining learning media to be carried out at Darussalam Modern Islamic Boarding School, bitterness. So that every day there are always changes that make students always enthusiastic about following every lesson. Then, appreciating student creativity in the form of giving rewards or prizes is one way to motivate student learning, as well as a form of appreciation for student creativity. Finally, having strict supervision of morals which is carried out continuously is a manifestation of the implementation of character building and the implementation of Islamic values in English subjects in Islamic boarding schools.

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