

IMPROVEMENT THROUGH PAI LEARNING AT JAMBI MEDAN PRIVATE SCHOOL

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Abstract: *This research aims to: (1) determine the morals of Jambi Medan Private Middle School students; (2) To find out how guidance is provided by teachers in handling student morals through PAI learning at Jambi Medan Private Middle School; (3) To determine the factors supporting the moral development of students at Jambi Medan Private Middle School; (4) To find out the obstacles that occur in moral development at Jambi Medan Private Middle School. This thesis was prepared based on field data using a qualitative approach. Data was collected using observation, interviews, documentation. Researchers use qualitative descriptive analysis techniques, namely in the form of descriptions of data instead of numbers that are collected thoroughly from actual field data results. The research results show that: (1) the morals of students at Jambi Private Middle Schools are good (a) students obey school regulations; (b) students performing sunnah prayers; (c) students behave politely towards teachers and friends. (2) How to carry out coaching: (a) provide advice and input to students; (b) carry out the obligations commanded by Allah, and the orders of parents; (c) giving light punishments to students who violate school rules, for example being late. (3) supporting factors for moral development: (a) providing tausyiah to students; (b) shaking hands to create a sense of solidarity between teachers and students; (c) calling parents to help monitor students' behavior at home. (4) knowing what obstacles occur in developing students' morals: (a) students obey the teacher's words, (b) in the school environment students guard themselves so as not to commit immoral acts, (c) every student is aware of the mistakes they have made.*

INTRODUCTION

Since the development of science and technology, humans have experienced quite a bit of it today, this can be seen from its negative impact on human attitudes and actions, both as religious and faithful humans, as well as as individual and social creatures. (Mahjuddin 2009).

Morals are an issue that must receive attention, especially among educators, the public, shops, community leaders and others. In general, failure in moral development is caused by several factors, including: First, a weak grip on religious foundations which causes a loss of self-control as a result of which humans can do whatever they want in committing violations without being reprimanded; Second, the moral development carried out by parents, school authorities and the community has not been effective. Third, the rapid flow of a materialistic, hedonistic and secularistic culture of life. And fourth, there is

still no government that truly carries out the nation's moral development. (Miftah Anugrah, et al 2017)

we talk about morals, then it is no different from if we talk about the aim of moral development education, which according to experts says that the aim of education is the formation of morals. always disturbing the community and the surrounding environment. This is characterized by several factors that can give rise to unfavorable attitudes or behavior, including:

1. Lack of Worship to Allah SWT.
2. Influenced by the surrounding environment.
3. Not practicing religious teachings properly and correctly.
4. Not knowing the meaning of the pillars of faith and Islam.
5. Lack of supervision from parents.
6. Free association. Thinking that he is all-powerful so he forgets that God is all-powerful.

THEORETICAL STUDY

Religious Education is seen and believed to be one of the main efforts for developing students' morals, because Religious Education plays a direct role in the quality of a person's faith and piety, so that Religious Education truly becomes a part of the person as a controller. in his life.6 People who do not have morals, their actions and behavior will be far from praiseworthy. Basically, these morals are closely related to human events, namely khaliq (creator) and makhluk (creature).

The characteristics of Islamic morals include: a. Universal; Appreciate human character which consists of various dimensions; C. Simple; D. Realistic, and e. Convenience. So in essence, morals are a condition or characteristic that has penetrated the soul and become a personality so that from there an action arises spontaneously and easily without being premeditated and without needing to think about it. 10 (Galih Siagian, Zainal Arifin 2018)

A deeper study of the concept of morals that has been formulated by past Islamic education figures such as Al-Ghazali shows that the ultimate goal of moral education is the formation of positive character in students' behavior. This positive character is nothing other than the incarnation of God's noble qualities in human life. (Miftah Anugrah, et al 2017)

Moral education according to al-Ghazali has three dimensions, namely

1. Self dimension, namely the person with himself and God,
2. Social dimensions, namely society, government and interactions with other people, and
3. The metaphysical dimension, namely faith and basic understanding. (Yoke Suryadarman, Ahmad Hafidzil 2015)

Al-Ghazali further classified the most important moral education that must be known as follows:

1. Good and bad deeds,
2. The ability to do this,
3. Know the moral condition, and
4. The nature of being inclined towards one of two different things, and favoring one of them, good or bad. (Yoke Suryadarman, Ahmad Hafidzil 2015)

Parents and teachers have an important role in instilling moral values in children because parents are responsible for educating and raising children in an Islamic environment. It is so important to instill morals in children, there are several things that need to be taught to children, as follows: a. teaches honesty, b. teaches tolerance, c. teach good manners, d. practice patience, etc. (R. Bambang Sumarsono 2015)

RESEARCH METHODS

This research uses qualitative research, using language and words obtained from the results of direct interviews with participants, documentation and data analysis techniques. (Moleong, J Lexy 2000)

DISCUSSION AND RESEARCH RESULTS

Sahlan Hasibuan, Islamic religion teacher, stated that:

So that students have good attitudes and behavior like students in general. Some students have morals that play a good role in setting an example for their friends around them. However, there are also students whose morals do not match the teacher's expectations. This can also trigger bad relationships at school because it creates disrespectful attitudes and behavior. The way to deal with student morals like that is first done by giving positive direction to students, educating them in an Islamic way, not always giving punishment, if students do not comply with morals at school then as a teacher reprimand and give good direction to students. they. students by giving advice so that they are aware, secondly, efforts are made so that obligations at home, for example prayer, are not neglected. Sometimes, if the time coincides with the Islamic study schedule, it is mandatory to perform congregational prayers in the prayer room, carry out Islamic activities such as lectures, read the Koran before starting to study. Supporting factors used to anticipate students' morals are the lecture method, telling about verses from the Koran relating to the etiquette of teachers and parents, telling what the consequences are if you go against teachers and parents, for example disobedience to parents and from there they will realize the importance of respecting teachers. and parents. Another factor is by shaking hands, maintaining ukwah between residents and increasing solidarity between teachers and parents between school friends, then regarding the issue of respecting parents, we provide a way if there is a problem we have to communicate with parents so that we know how to do it. do. actually the child when at home. The obstacle they face is when they find it very difficult to monitor students even though they are already outside the school while at the school there are still several people who are affected. Because students here don't just have one religion, there are other religions.

However, as a teacher, he must be a role model for his students as someone who is used and imitated so that the teacher's goals can be achieved, one of which is changing the students' attitudes into nulkamill people. Every teacher emphasizes that students can really make themselves useful to others both at school and outside the school environment.

He stated that the morals of students at school are different, but these differences do not reduce their learning achievements at school. Observations from religious teachers mean that each student has a different character, in social interactions at school he still maintains his attitude and behavior towards friends, and this teacher gives the value that students still have good morals.

This was also expressed by Darwin Hasibuan as a guidance and counseling teacher who said: That every student at school behaves well when there is a teacher but will change and become a naughty student if there is no teacher, this was expressed because of the results of their hard work. direct observation. It is hoped that students' attitudes can make social changes in schools for the better. To anticipate this, I usually directly monitor the student concerned, his movements at school, reprimand him and advise him and give him positive directions, slowly he will definitely follow my good directions, hopefully this will make an impression on him. that he made changes little by little to himself. As for the supporting factors, we remind or invite them to worship, every hour of religious subjects,

especially Islamic religion, we do a recitation before going into the material. It can be seen that students will behave well and respectfully when the teacher is nearby, but will start acting up again when the teacher is gone. They do this to show their attitude as good students in the eyes of their teachers.

Darwin Hasibuan also expressed the same thing as Syahlan, that they still prioritize good morals in front of teachers at school, and do not forget their obligations as students who excel at school.

CONCLUSION

Based on the description above, existing problems and discussions, the author can provide the following conclusions:

1. Student behavior at school is good, the majority of students have good roles and behave well as students, however, there are also students at school who have bad morals. Forms of bad morals that occur at school include fighting, smoking, fighting with teachers, disrespecting teachers at school, and so on. Meanwhile, good morals that can be obtained from students are: arriving on time, wearing neat uniforms according to the rules, speaking polite words, mutual respect between teachers and friends, not having class fights.
2. Moral development carried out by teachers through PAI learning media is by providing direction to students, giving advice to students so that students slowly realize their mistakes and return to behaving like students in general who obey school regulations.
3. Supporting factors in student moral development are providing support to all students, teachers who have implemented morals, providing direction or guidance to students who have not behaved well. Remind students of what they will gain if they disobey their parents and teachers, by providing spiritual guidance to students so that they are aware of the importance of always loving and being filial to their parents and teachers.
4. The obstacles faced by teachers in developing students' morals are that there are many obstacles that a teacher must overcome to give birth to people with noble morals, things that are felt to be beyond the limits of a student's abilities happen to students, such as brawls, smoking, truancy and so on. Others still happen, but among the students who break the rules, there are still students who obey the rules at school.

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