

Implementation of Religious Character Values Through Local Content Learning of PKQ (Qur'anic Morality Education) at Al-Asyraf Tazakka Islamic Elementary School in Bandar - Batang

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Abstract

This study aims to identify the values of character education in the local content material PKQ (Qur'anic Character Education, along with its implementation in Madrasah Ibtidaiyah alAsyraf Tazakka Bandar. The method used is qualitative with the type of research type of field research (Field Research). while the research data sources were obtained from the results of observations, interviews, and documentation. The results showed that: 1. The suitability of the content of PKQ (Qur'anic Character Education) material from the perspective of religious character values includes, the attitude dimension (religious, social care, patience, earnestness, enthusiasm for knowledge, discipline, avoiding despicable morals, love for others), the knowledge dimension, and the skills dimension. 2. Strategy for Planting strengthening character education through local content material PKQ (Qur'anic Moral Education) at Madrasah Ibtidaiyah al-Asyraf Tazakka Bandar-Batang through providing and understanding knowledge, habituation and acculturation, exemplary, and strengthening and assessment, 3.Supporting Factors for the Implementation of Character Education Planting through PKQ Local Charge Material (Qur'anic Character Education), namely its integration with daily learning activities at MI al-Asyraf and supported by extracurricular programs that support the cultivation of student character, 4. As well as the placement of the subject schedule at the last hour, the lack of student self-control to focus on learning.

Keywords: implementation, religious character education values, PKQ (Qur'anic morality education)

A. Introduction

National character development is an effort to fulfill the mandate of Pancasila and the Preamble of the 1945 Constitution which is motivated by various problems in the world due to the influence of globalization such as the decline of national culture and moral values which have an impact on the fading of national identity. In line with the digital world that is increasingly accessible, strengthening character education for students from primary to higher education levels is very important because it will affect the quality of a nation in the future. If not, it will connote negative things such as increased criminality, deviant behavior, moral degradation and other phenomena that trigger the weakening of the nation's identity as a dignified nation. (Kusmawaty, 2020: 83)

Commissioner of the Indonesian Child Protection Commission (KPAI) Aris Adi Leksono stated that KPAI complaint data showed that child abuse in early 2024 had reached 141 cases. Of all the complaints, 35 percent of them occurred in the school environment or education units. The results of supervision show that violence against children in education units tends to be carried out in groups. This tendency is due to the weakness of early detection of the growth of social circles that have a negative effect, the condition of the crisis and moral decadence indicates that it has an impact on changes in student behavior. (Ilham, 2023: 381)

Many people think that this condition is thought to have originated from the learning process that tends to teach moral education as a text and does not prepare students to respond and face contradictory lives. For this condition, character education began to receive attention from many parties. Therefore, the right way to overcome these problems is to start from the education sector by making religious character education a priority educational goal for peaceful national development through programs that are attempted in the process of strengthening and instilling values in the nation's children. So that students are able to practice morals well, it is necessary to deepen / character itself. With a good understanding of morals, students will have guidelines and footing in everyday life. Children will know what is wrong and right

According to Zubaedi (2011) character education is character education plus, which is essentially a teaching program that aims to develop the character and character of students by living the values and beliefs of society as a moral force in their lives through honesty, trustworthiness, discipline, and cooperation that emphasizes the affective domain (feelings/attitudes) without leaving the cognitive domain (rational thinking) and the skill domain (skills, data processing skills, expressing opinions and cooperation). (Deni, 2023: 273)

In the Qur'an surah an-Nisa verse 9 reads:

وَلْيَحْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ ۗ فَلْيَتَّقُوا اللَّهَ
وَلْيَقُولُوا قَوْلًا سَدِيدًا

which means "And let those fear Allah who should leave behind them weak children, of whom they fear for their welfare. So let them fear Allah and let them speak the truth". (Q.S. An-Nisa verse 9).

In this verse, Allah requires every Ummah not to leave behind them a generation that is weak, helpless and has no competitiveness in the competition of life. This verse can also be interpreted in general that there is a Qur'anic message to every Muslim to try as hard as possible so that the generation after him is a generation that is stronger than the others. In the

Qur'an, human perfection does not only lie in the physical dimension, but also through the spiritual dimension, so that humans will always remain in their position as the best creatures. Development on the physical side alone will only drop humans to the lowest place (*asfala safilin*). The development of the spiritual dimension will produce praiseworthy morals. (Dede Ahmad, 2023: 7891).

Based on the description above, the cultivation of religious character is not just a discourse, in Islam instilling religious character is fundamental, as the Prophet was sent to be a prophet and apostle as a perfecter of good morals for his people.

In this regard, the organizers of education in MI al-Asyraf, form a local content material called PKQ (Islamic character education), as a control for students in acting, behaving and character based on Islamic values, as well as an effort to instill religious character in the daily lives of students. So this article will try to explain how the implementation of religious character values through PKQ (Islamic character education) local content material at MI al-Asyraf Bandar-Batang along with its supporting and inhibiting factors.

B. Methods

This research, the method used in this research is descriptive qualitative is a type of field research (Field Research) The ultimate goal of this research is to understand what has been learned from perceptive. Researchers can participate directly in the field, record the results of what happens, interpret and give meaning and analyze reflections on various documents based on findings in the field objectively and make detailed research reports. The data collection uses documentation, observation and interviews in accordance with the reality in the field. The subjects in this study were 1 from the principal of MI al-Asyraf, 1 teacher who taught PKQ material. The data analysis technique used by researchers is three steps of activities carried out through this approach, namely data condensation, presenting data (display data), and verification / drawing conclusions

C. Discussion

Definition of PKQ (Quranic Character Education)

Qur'anic character education (PKQ) is a superior subject in Madrasah Al Asyraf, this lesson is a continuation of BTHQ so after they finish they are expected to be able to understand and practice the material in Qur'anic Character Education which includes, Hadith, Mahfudzot, and Selected Verses. The time of the activity or lesson is that in one week each class gets a schedule of one jampel for 45 minutes, like other subjects.

PKQ is material that integrates selected verses, hadith, mahfudzot and daily prayers, and from this PKQ material it is hoped that students can understand it and practice it in their daily lives while still reflecting a religious character based on Islamic values.

The suitability of the content of PKQ (Quranic Character Education) material from the perspective of religious character values

1. Attitude Dimension

In the attitude dimension, the behavior of students is formed through character education that has been inserted in PKQ material, character education as follows:

a. Religious

The dimension of religious values is reflected in several materials from PKQ that reflect religious values that are contained and spread into each chapter, for example in the 3rd grade material, there is a chapter on the Pillars of Faith, namely:

الإِيمَانُ أَنْ تُؤْمِنَ بِاللَّهِ وَمَلَائِكَتِهِ وَكُتُبِهِ وَرُسُلِهِ وَالْيَوْمِ الْآخِرِ وَتُؤْمِنَ
بِالْقَدْرِ خَيْرِهِ وَشَرِّهِ (رواه مسلم)

From the hadith above, students are expected to understand the meaning of faith, to what and who we must believe as a Muslim, this is the basic material that needs to be taught to students from an early age. As for other material, namely in the chapter on the virtue of prayer, namely الدُّعَاءُ مُخُّ الْعِبَادَةِ (رواه الترمذي), from this hadith also makes students understand that the dimension of worship in which there is "prayer" teaches students that only to Allah we surrender and ask for help as a servant who cannot do anything without the power of his Rabb. Strengthening the religiousness of students at MI al-Asyraf has a fairly good predicate, with the habituation of worship activities.

b. Social Care

Social character values are also reflected in the PKQ class 3 muamalah chapter, which is about the following hadith خَيْرُ النَّاسِ أَحْسَنُهُمْ خُلُقًا

, وَأَنْفَعُهُمْ لِلنَّاسِ, teaching students that humans are social creatures, who need each other's help, and the best people are the most useful for others.

c. Passion for knowledge

Cultivating the spirit of demanding knowledge is also taught in the chapter of demanding knowledge, one of which is explained in the selected verse regarding the virtues of demanding knowledge, namely يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ, with the cultivation of the spirit of studying from PKQ material, it is hoped that students will understand the obligations, the importance, as

well as the benefits of studying, increasing curiosity in depth and also expanding from something that is being studied, seen and also heard..

d. Serious

Seriousness is very necessary in achieving something, as in the PKQ material mentioned about the mahfudzat *مَنْ جَدَّ وَجَدَّ*, it is hoped that it can motivate students to be serious in everything, especially seriousness in pursuing knowledge.

e. Patience

Patience is an important character that should not be forgotten, therefore in PKQ material there is a chapter on patience, in which it is explained about the virtues of patience, and how to control patience. It is hoped that students can control themselves and their emotions by introducing patience in the material and practicing it in everyday life.

f. Discipline

The assessment of the development of the discipline value dimension received a good predicate on the grounds that there is an invitation and also giving awareness to always be disciplined in what is given to students, such as in completing the tasks of practice questions in the PKQ book..

g. Love of Neighbor

Developing the character value of love for others is a value that is shown by behavior or actions that show pleasure in socializing, showing friendliness and compassion for fellow friends, such as in PKQ material regarding the chapter of Adab.

h. Avoiding despicable morals

Understanding of avoiding disgraceful behavior is also contained in PKQ material, in the chapter on disgraceful morals, understanding the consequences of disgraceful morals, so that it is hoped that students can control themselves from behaving poorly, which is far from reflecting Islamic morals.

2. Knowledge Dimension

Coverage of the material includes the completeness, breadth, depth and suitability of the material with the basic competencies and core competencies as is also aligned between the learning objectives 1) at the beginning of the chapter with the content or content of the material in each chapter. 2) the breadth of the material presented based on the indicators found is the presentation of concepts, definitions, explanations of material, and training contained in the textbook in accordance with the needs of the subject matter containing the achievement of competency standards and basic competencies. 3) the depth of PKQ material through descriptions of material that has been displayed in accordance with the cognitive, affective, and psychomotor domains required in accordance with the competency standards and basic competencies. The level of difficulty and

complexity of the material is adjusted to the level or grade of each class and the cognitive development of students.

3. Skill Dimensions

Developing the skills dimension clearly and implicitly regarding thinking, reasoning and communication skills in this textbook can be seen from the packaging of interesting material because it has made descriptions, images, concepts, photos, historical stories, figures, sketches and interesting questions that can arouse students' interest to study further. In addition, there are also several commands to be able to have good communication by presenting the results of their work or tasks in groups or individually in front of the class..

Planting Strategy for strengthening character education through local content material PKQ (Qur'anic Moral Education) at Madrasah Ibtidaiyah al-Asyraf Tazakka BandarBatang

The strategy of planting and strengthening character education at MI al-Asyraf Tazakka in shaping students' personalities well is through 3 processes, namely providing and understanding science, habituation and good role models with the following strategy explanation:

1. Provision and understanding of science

Providing understanding to students is done by using intracurricular activities. Intracurricular activities are learning activities carried out by schools on a regular and scheduled basis, which must be followed by all students. The intra-curricular program contains various activities to improve graduate competency standards through basic competencies that must be possessed and must be achieved by students. The cultivation of character values through understanding or sharing of knowledge carried out by educators at Madrasah Ibtidaiyah al-Asyraf Tazakka with teaching and learning activities which instill character values in each subject there specifically in PKQ (Qur'anic character education) lessons through material that has been tucked in each chapter. The provision of this understanding is expected to instill the value of character values at school and can be applied in everyday life.

2. Habituation and Acculturation

Habituation activities are carried out by students by always using 5S, namely smiles, greetings, greetings, politeness and courtesy. Habituation using 5S is always applied by the school environment to students. The next habituation activity is when before and after the KBM starts first doing praying activities together. The third habituation is with the dhuha prayer activities in congregation, where students are taught to get used to wudu properly according to the procedures for wudu that have been learned, then proceed with the habit of arranging their own prayer saff, and every day male students have the opportunity to learn to be imams, muadzin. Likewise with dhuhur prayer activities. Strengthening the cultivation of further character values is to familiarize students with good eating manners, through snack time and lunch activities, as well as

instilling discipline in every intracurricular, co-curricular and extracurricular activity as well as in things that require sensitivity around such as throwing garbage, maintaining cleanliness and so on. It is hoped that students will have a high sense of responsibility in developing themselves.

3. Exemplary

Exemplary is an attitude in instilling good morals, customs, and habits that should be taught and familiarized by giving a real example. Exemplary in the world of education is an approach or method that is influential and proven to be the most successful in preparing and shaping and developing the potential of students. The exemplary form of MI al-Asyraf Tazakka school is usually given an example by its educators and education personnel. By striving to be a good example for students by maintaining all the behavior of words and implementing regulations that are appealed to students. In addition, strengthening the cultivation of character values is familiarized by Educators by modeling things that become students' habits, such as throwing garbage in its place and keeping the school environment clean. Mutual respect, helping each other and maintaining good relationships between fellow school residents and also parents of students, also not tired of reminding and giving advice to students regardless of time and place

4. Reinforcement and Assessment

It is also necessary to give an assessment in terms of cognitive and affective. Cognitive is the extent of student knowledge in responding to a problem and affective is related to student attitudes. For example, giving value to the recitation of the Qur'an, the value of understanding religious studies, memorizing surahs, praying and so on. Effective assessment can be seen in the attitude towards teachers, administrators and friends in everyday life. Affective assessment is seen from the student's attitude during this time.

Supporting and inhibiting factors in the implementation of character education through local content material PKQ (Quranic Character Education)

From some of the implementation processes and results in educating student character through batik local content learning as the researchers have explained above, there are supporting and inhibiting factors in educating character through batik local content learning. There are two kinds of factors, namely supporting factors and inhibiting factors..

1. Supporting Factors

Supporting factors are all things that support or make something happen, so that MI al-Asyraf can be successful and the activities carried out can run smoothly then get maximum results. (Syarifatul, 2022: 45) Based on the results of observations and interviews that have been conducted by researchers in applying the character education model through the implementation of local content PKQ (Qur'anic Character Education), it

cannot be separated from the existence of these supporting factors, namely, material that is integrated with daily school activities, and many extracurricular activities that aim to instill character.

Materials are integrated with daily school learning activities

In learning activities at MI al-Asyraf applies full day school learning, so that ¼ of student activities are at school, so the school facilitates activities that support student growth and development, especially in the development of religious character, such as duha prayers in congregation, eating snacks in class in an orderly manner, tahsin tahfidz activities, lunch, and dhuhur prayers, it is done every day from entering school to going home, every student is fostered by the formation of good character.

Character cultivation through extracurricular activities

There are many extracurricular activities at MI al-Asyraf that can be a supporting factor in character building in accordance with the PKQ material they learn in class. Among them are activities such as important Islamic dates, Eid al-Adha, Mulid Nabi, Eid Fitri, Hari santri schools usually make educational events especially in Islamic studies such as Islamic stories, and child motivators, there are also tasmi' activities for students who have completed memorizing juz 30, 29, this is in accordance with the objectives of PKQ learning, besides that there are also Ramadan camp activities, alAsyraf Show, cooking class, outing class, and as well as a counseling guidance program for children who need more attention in developing their character.

2. Inhibiting Factors

Inhibiting factors are factors that make anything unsuccessful, so that the agenda that has been planned later the results are less than optimal or can also be said to fail (Syarifatul, 2022: 45), things that become inhibiting factors in the implementation of PKQ learning (Qur'anic Character Education) at MI al-Asyraf include lack of student interest in participating in learning. As well as the placement of the subject schedule in the last hour, the lack of self-control of students to focus on learning. The following is as the result of an interview from one of the PKQ teachers:

"The inhibiting factor in PKQ learning is the lack of student interest in participating in learning, because many students are lazy to write, and memorize, usually in the lesson I ask each child to come forward one by one to read in front of the blackboard in front of their classmates." miss Niar

Lack of student interest in learning

Before learning, the thing that needs to be considered is how students' interest in the learning. However, based on observations in the field, it can be concluded that the inhibiting factor in running the learning well is the lack of student interest in participating in PKQ learning, this is due to the content of the material which describes the attitude of everyday life, so that some students tend to underestimate learning, besides that the cause of students' lack of interest is due to students' laziness in writing long Arabic letters, also requiring students to memorize selected verses, hadith and mahfudzat with Arabic writing which is quite long and takes a lot of time to memorize well.

Placement of subject schedules in the last hour of learning

Things that need to be considered also before starting teaching and learning activities are the distribution of time allocations, and lesson schedules. One of the inhibiting factors of learning is the placement of the course schedule in the last hour of learning, this is very influential in achieving effective learning, because learning in the afternoon also affects students' interest in participating in learning because there is a sense of boredom and fatigue and the desire to go home immediately, and in connection with PKQ material (Qur'anic character education) is a subject that requires student concentration to be able to understand and memorize the material well, because the material they memorize will later become their basic guide in behaving in everyday life.

Lack of self control of students' focus in participating in learning

Self-control needs to be taught to students, especially when they have stepped on the learning period at school, one of the inhibiting factors is also in the lack of self-control of students' focus in participating in learning, namely where students still do not have self-control not to be influenced by their friends who do not want to follow learning properly, seeing their friends who are busy playing and ignoring the teacher, making some students not focus on learning. Likewise, the lack of self-control of some students not to give negative influence to friends who want to focus on learning. When one student invites his friend to play, other students will be affected, finally the learning becomes uncondusive, and the teacher is overwhelmed to regulate class conditions. So that is the challenge for the teacher to be able to change the class conditions back to effective.

D. Conclusion

1. The suitability of the content of PKQ (Quranic Character Education) material from the perspective of religious character values includes, the attitude dimension (religious, social care, patience, earnestness, enthusiasm for knowledge, discipline, avoiding despicable morals, love for others), the knowledge dimension, and the skills dimension.
2. Strategies for planting strengthening character education through local content material PKQ (Qur'anic Moral Education) at Madrasah Ibtidaiyah

- al-Asyraf Tazakka Bandar-Batang through providing and understanding knowledge, habituation and acculturation, exemplary, and strengthening and assessment.
3. Supporting Factors for the Implementation of Character Education Planting Through PKQ Local Charge Material (Quranic Character Education), namely its integration with daily learning activities at MI al-Asyraf and supported by extracurricular programs that support the cultivation of student character. Faktor Penghambat Terlaksananya Penanaman Pendidikan Karakter Melalui Materi Muatan Lokal PKQ (Pendidikan Karakter Qurani) yaitu kurangnya minat siswa dalam mengikuti pembelajaran. Serta penempatan jadwal mata pelajaran di jam terakhir, kurangnya self control siswa untuk fokus mengikuti pembelajara

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