

# Implementation of the Teacher's Executive Method in Forming Akhlakul Karimah in Class III A MSI 02 Keputran City of Pekalongan

<sup>1</sup>Musdalifah, <sup>2</sup>Roma Aristiyanto, <sup>3</sup>Sofiyudin Arif, <sup>4</sup>Slamet Nur Chayat

<sup>1,2,3,4</sup>UIN K.H. Abdurrahman Wahid Pekalongan

Email: <sup>1</sup>[fah.alifah@gmail.com](mailto:fah.alifah@gmail.com); <sup>2</sup>[arisaris811@gmail.com](mailto:arisaris811@gmail.com)

<sup>3</sup>[sofiyudinarif@gmail.com](mailto:sofiyudinarif@gmail.com); <sup>4</sup>[slametnurchayat@gmail.com](mailto:slametnurchayat@gmail.com)

## Abstract

*The moral crisis today is the responsibility of all parties, including in the world of education. Schools shape the morals of students through various methods, one of which is through the example of the teacher. The purpose of this study is to describe how the implementation of the Teacher's Exemplary Method in Forming Students' Akhlakul Karimah, as well as to find out the Supporting and Inhibiting Factors. This research method uses a qualitative research approach. The research subjects used were students of class III A MSI 02 Keputran City of Pekalongan. From this study it was found that the implementation of the exemplary method in forming students' akhlakul karimah by the teacher involved several stages, namely planning, implementation, and evaluation. As for the supporting factors include: 1) there is cooperation from all school members, 2) there are school programs that support it, and 3) there is an appeal that is always given regarding the importance of forming the akhlakul karimah students, while the inhibiting factors include: 1) there is differences in students' attitudes at home and at school, and 2) Some parents of students are busy working.*

**Keywords:** akhlakul karimah, method, teacher's example

## A. Introduction

Judging from the development of an increasingly modern era, moral tendencies are a natural thing and are often seen in early childhood, so this is a factor in the existence of a moral crisis. In line with the opinion of Mahyuddin said that the decline in morals that occurs nowadays doesn't only occur in adults but also occurs in children to adolescents, so that many complaints are heard from parents, education experts, and people who are involved in the world education, religion and social, related to the moral decline of students (Mahyuddin, 2020, p. 165). Suhartono and Roidah Lina argue that morals occupy a very important position, one of the most important goals is the development of morals in a comprehensive manner, including one's relationship with Allah SWT as well as himself and others, both individually and collectively (Suhartono & Lina, 2019, p. 1)

Discussing the moral crisis cannot be separated from the akhlakul karimah that can influence it. For the world of education, the formation of akhlakul karimah is a responsibility that must be realized, because the purpose

of education itself isn't only on cognitive aspects and skills but also on social and spiritual competence. So it is important for the world of education to determine the method of forming akhlakul karimah for each student, so that the achievement of educational goals isn't always only in the cognitive aspect but also spreads to the spiritual and social aspects which are manifested through akhlakul karimah in each student. As for what is related to moral education that has taken place in Indonesia since the past, it has emphasized more on an exemplary and responsible approach. This is in line with the vision of Indonesian education put forward by KI Hajar Dewantara, the father of National Education who explained that education "*ing ngarso sung tulodho. Ing madya mangun karso, tut wuri handayani*". This means that the teacher in front gives a role model, in the middle gives motivation, and behind gives encouragement. Substantially in line with moral education which emphasizes an exemplary approach by feeling and by heart (Nashihin, 2017, p. 1)

In Ali Mustofa's research, he proved that exemplary education in education is an effective method/way of preparing children from a moral, mental and social point of view (Mustofa, 2019). Furthermore, Siti Qurratul Aini's research, et al., also stated that the teacher's example will have a positive impact on student development and influence the formation of student character and personality, both in terms of behavior, attitudes and habits in the school environment and in the wider environment (Aini & Syamwil, 2020). From these studies, it is stated that there are important indicators that the teacher's exemplary method can form good student character, not much different from what was done by MSI 02 Keputran Kota Pekalongan which also applies the teacher's exemplary method in forming the akhlakul karimah of its students.

This study aims to determine the implementation of the teacher's exemplary method in shaping students' morals in class III MSI 02 Keputran City of Pekalongan, as well as the supporting factors and inhibiting factors.

## **B. Discussion**

Based on the results of research regarding the implementation of the teacher's exemplary method in shaping students' morals in class III at MSI 02 Keputran City of Pekalongan, the following results are obtained:

### **1. Planning**

M. Yusuf Mallombasi said that planning is the process of planning a work program that will be carried out with consideration and input and approval from related parties (Mallombasi, 2021, p. 6). At this planning stage, class III A teachers carried out, namely:

First, analyze the vision and mission of the school. MSI 02 Keputran has a vision, namely "Creating a generation of Muslims who are faithful, knowledgeable, have good morals and have national insight and love the environment and their homeland" and the mission is "Instilling virtuous values and commendable character." From the existence of this vision and mission, it can be concluded that the formation of morals is one of the educational goals in MSI 02 Keputran, therefore to realize this goal the class

III A teacher uses the swallow method, with this method it is hoped that students can imitate the good morals practiced by their teacher.

Second, analyze school programs. Rezka Arina Rahma explained that program development was carried out strategically by taking into account the following steps: environmental studies, assessment of various issues, forecasting, formulation and determination of objectives, implementation (Rahma, 2021, p. 8). As for what is relevant to the formation of morals at MSI 02 Keputran, namely the morning TPQ activities, the activities of tadarus Al-Qur'an and reading asmaul husna, shaking hands with the teacher before entering school in the morning, the 3M movement, dhuha prayer, dhulur prayer congregation, pilgrimage to Sapuro's grave, honesty canteen, class picket, school cleaning work.

Third, determine the evaluation instrument used. Evaluation is basically giving consideration or price or value based on certain criteria (Sudhana, 2002, p. 111). As for the evaluation instruments commonly used by class III A teachers in order to assess students' attitudes in the form of observation instruments, self-assessments, and peer-to-peer assessments.

Fourth, understand the character of students. Ahmad Izzan and Saehudin explained that the most important types of student characters in Islamic education are patient, honest, humble, qana'ah, tolerant, obedient, trustful, khauf, and gratitude (Izzan & Saehudin, 2021, p. 84). In understanding student character, the class III A teacher conducts analysis and grouping student characteristics contextually or through self-observation, after knowing the character of each student, it will be easier for the teacher to instill exemplary methods in students.

## **2. Implementation**

After the planning program has been completed, the next stage is implementation. As for the implementation stage, the class III A teacher does it in the following way:

First, come to school on time. Arriving on time is a reflection of discipline. Ahmad Tafsir said that discipline is self-awareness that arises from the deepest mind to follow, obey the rules and legal values that apply in a certain environment (Tafsir, 2018, p. 131). Therefore, in order for this attitude of discipline to be instilled in a person, habituation is needed, moreover in the world of education, implementing habituation alone isn't enough; it is necessary to set an example or example by educational staff, be it principals, teachers, or staff members in schools.

Second, come to class on time. Koesoema and Anggraeny who said that one example of exemplary teachers can be realized is by arriving on time to class (Ahmad & Anggraeny, 2020, p. 101). As for implementing the attitude of coming to class on time, the class III A teacher always enters class on time during class hours. Even when his lessons are held after recess, he always tries to arrive on time.

Third, dress neatly at school. Dressing neatly isn't only required for students, but teachers must also dress neatly as an effort to set an example for students. Like the class III A teacher, he always dresses neatly according

to a predetermined schedule. This is a real form of implementing the exemplary method that the class III A teacher is doing.

Fourth, participate in Dhuha prayer with students. Dhuha prayer is a school program intended to introduce sunnah prayers and familiarize students with practicing sunnah prayers in everyday life. As for the example that the class III A teacher gave in the form of participating in accompanying and carrying out Dhuha prayers with students. This is as revealed by Murniati in her research that morals are formed through exemplary methods as has been implemented, teachers are always disciplined in teaching their students to have noble morals (Murniati, 2019, p. 65).

Fifth, accompanying and participating in tadarus of the Qur'an and reading asmaul husna in class with students. Tadarus Al-Qur'an and reading Asmaul Husna is a daily program held by MSI 02 Keputran, this program is carried out in the morning after the morning BTQ activities are finished before learning begins. As for this exemplary form given by class III A teachers in the form of participation in tadarus Al-Qur'an and reading asmaul husna with students as well as accompanying students in class.

Sixth, say hello when entering. Saying greetings when entering class is good morals, so that the class III A teacher always sets an example to students by saying it when they are about to enter the classroom.

Seventh, always comply with the 3M movement. Class III A teachers set an example for students to always adhere to the 3M movement well. Then if it is connected with the current situation, complying with 3 M is part of maintaining a healthy body.

Eighth, always tidy up the desk in the office. The behavior of always tidying up work desks in the office is an effort to set an example by class III A teachers. This exemplary aims to foster students' good morals in the form of a love of cleanliness which is manifested by an attitude of always maintaining tidiness.

Ninth, show a friendly attitude or smile cheaply. A friendly and smiling attitude is a manifestation of the 5S motto applied at MSI 02 Keputran. In order to provide an example of 5S behavior, the class III A teacher always teaches with kindness, and invites students to participate actively when learning takes place. In addition, the class III A teacher often invites his students to joke and laugh to lighten the mood so that learning isn't boring.

Tenth, speak good words. Speaking good words is a form of akhlakul karimah. Therefore, the class III A teacher always makes it a habit to set an example in terms of speaking well, one of these examples is to call the student's name not by name but accompanied by "Mas/Mbak". This effort is an anticipation of the habits of students who prefer to call their friends' names by pseudonyms or the names of their parents which are the object of reproach (Prsetya & Marzuki, 2016, p. 225).

Eleventh, reading basmalah when starting learning and reading hamdalah when finishing learning. Class III A teachers always provide exemplary as well as habituation to class III A students by reciting basmalah

when they want to study and hamdalah when they finish studying. So that this habit becomes a culture or routine activity.

### **3. Evaluation**

First, the attendance sheet. The attendance sheet at MSI 02 Keputran is used by class IIIA teachers as a tool to check student attendance and also student participation in carrying out Dhuha prayers. With this absence, the teacher can find out between students who are diligent and not in carrying out dhuha prayers.

Second, observation. Observation is an evaluation tool used by class III A teachers to assess students' attitudes by observing the visible behaviors of students. Muslis Fajar Wicasana explained that observation is an assessment technique carried out by educators using the senses directly. Observations were made using previously designed instruments (Wicasana, 2012, p. 25).

Third, self-assessment. Self-assessment is one of the evaluation tools used by class III A teachers with the aim of training students in assessing themselves. Besides that the use of this evaluation is carried out for the need for synchronization between the results of the assessment from observations with the assessment carried out by individual students. Through self-assessment, students can be encouraged to reflect on the process and learning outcomes that have been achieved and then the results of that reflection are used to encourage themselves to be more involved during the learning process (Sumardi, 2020, p. 6).

Fourth, assessment between friends. Assessment between friends is one of the evaluations carried out by asking students to assess each other's friends. Ranu Iskandar explained that peer-to-peer assessment is an assessment technique carried out by a student (evaluator) on the student being assessed. As with self-assessments, peer-to-peer assessment results can also be used as confirmation data. Apart from that, assessments between friends can also be used to foster several values such as honesty, tolerance, appreciation, and objectivity (Iskandar, 2019, p. 56).

### **4. Supporting Factors**

First, there is cooperation from all school members. One example is when it's time for Dhuha prayer or during other school programs, teachers and school staff also monitor students in class III A. If something is violated, they are immediately reminded. In addition to the school, this collaboration was also shown by the guardians of class III A where they also took part in setting an example while the students were at home.

Second, there are supporting school programs. It was found that one of the supporting factors for moral formation can be carried out through school programs, which include handshakes and greetings, picking up trash, and cleaning the school grounds.

Third, there is an appeal that is always given regarding the importance of forming the akhlakul karimah of students. The application of the exemplary method by class III A teachers can be supported by appeals

that are always given to all teachers, so that the formation of noble character can be supported through cooperation between school members.

#### 5. *Obstacle Factor*

First, there are differences in students' attitudes at home and school. Sometimes some students show a different attitude between being at school and when they are at home. Usually, this difference is also influenced by the playing environment or the environment around the student's home.

Second, some of the students' parents are busy working. Parents with various busy schedules are sometimes unable to spend time educating their children at home, and some of them leave their children entirely to the school to educate them. If this is allowed to continue, the formation of morals can only be monitored when at school, but when students are at home there is no more monitoring from parents.

### C. Conclusion

In the implementation of the exemplary method in forming akhlakul karimah class III A students carried out by the class III A teacher several stages include: 1) Planning: Analyzing the school's vision and mission, Analyzing school programs, Determining the evaluation instruments used, Understanding student character. 2) Implementation: Come to school and class on time, dress neatly while at school, participate in dhuha prayers with students, accompany and participate in tadarus of the Qur'an and read asmaul husna in class with students, say greetings when entering class, always adhere to the 3M movement (washing hands, wearing masks, and keeping a safe distance), always tidying up the desk in the office, showing a friendly attitude or smiling cheaply, speaking good words, reading basmalah when starting learning and reading hamdalah when finishing learning. 3) Evaluation: carried out with attendance sheets, observation sheets, self-assessments, and assessments between friends.

Supporting factors in the application of the exemplary method as an effort to form akhlakul karimah include the existence of cooperation from all school members, the existence of supportive school programs, the existence of appeals that are always given regarding the importance of forming akhlakul karimah students, while the inhibiting factors include the existence of differences in students' attitudes. when at home and at school, some parents are busy working.

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