



Teachers' Practical Approach in Embedding Islamic Values in Students' Daily Activities

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ABSTRACT

The instillation of Islamic values in students' daily activities plays a vital role in shaping their character and morality. Teachers, as primary educators, hold a highly strategic role in integrating Islamic values into the students' daily lives. This study aims to explore the practical approaches employed by teachers in instilling Islamic values within the school environment. This research adopts a qualitative descriptive approach using the library research method. The approach focuses on collecting data from various written sources to gain a deep theoretical understanding. Consequently, this study does not involve experiments or direct field data collection but emphasizes the analysis of relevant literature. The findings indicate that the approaches employed by teachers include setting examples through good morals, direct teaching of Islamic values across various subjects, and utilizing extracurricular activities and habituation in students' daily activities. Teachers also use everyday situations to connect events with moral lessons and Islamic teachings. Through these approaches, students can understand and internalize Islamic values in their lives, fostering the development of good character in line with Islamic teachings. The instillation of these values is not limited to cognitive aspects but also encompasses the affective and psychomotor dimensions of students' daily behavior.

ABSTRAK

Penanaman nilai-nilai Islam dalam aktivitas harian siswa merupakan bagian penting dalam pembentukan karakter dan moralitas mereka. Guru, sebagai pendidik utama, memiliki peran yang sangat strategis dalam mengintegrasikan nilai-nilai Islam ke dalam kehidupan sehari-hari siswa. Penelitian ini bertujuan untuk menggali pendekatan praktis yang dilakukan oleh guru dalam menanamkan nilai-nilai Islam di lingkungan sekolah. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode studi kepustakaan (library research). Pendekatan ini menitikberatkan pada pengumpulan data dari berbagai sumber tertulis untuk mendapatkan pemahaman teoritis yang mendalam. Oleh karena itu, penelitian ini tidak melibatkan eksperimen atau pengumpulan data lapangan secara langsung, melainkan berfokus pada kajian literatur yang relevan. Hasil penelitian menunjukkan bahwa pendekatan yang dilakukan oleh guru meliputi pemberian teladan melalui akhlak yang baik, pengajaran langsung mengenai nilai-nilai Islam dalam berbagai mata pelajaran, serta pemanfaatan kegiatan ekstrakurikuler dan pembiasaan dalam aktivitas harian siswa. Guru juga memanfaatkan situasi sehari-hari untuk mengaitkan setiap peristiwa dengan pelajaran moral dan ajaran Islam. Dengan pendekatan tersebut, siswa dapat memahami dan menginternalisasi nilai-nilai Islam dalam kehidupan mereka, yang diharapkan dapat membentuk karakter yang baik dan sesuai dengan ajaran agama Islam. Penanaman nilai-nilai ini tidak hanya terbatas pada aspek kognitif, tetapi juga pada aspek afektif dan psikomotor siswa dalam berperilaku sehari-hari.

PRELIMINARY

Law of the Republic of Indonesia No. 23 concerning the national education system (Sisdiknas) Chapter II Article 3 concerning the function of national education states that: National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Aisyah & Fitriyah, 2024).

Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim said that strengthening character education for students can be realized through various policies of the Ministry of Education and Culture that focus on efforts to realize Pancasila Students. Starting from elementary education to higher education. Where Pancasila Students have six main characteristics, namely critical thinking, creative, independent, faithful, devoted to God Almighty, noble character, cooperation, and global diversity (Wahyuni, 2024). It was further stated that in addition to various policies that lead to the formation of the Pancasila Student profile, the mechanism for disseminating character development is carried out with content to educational units, families, and communities coordinated by the Ministry of Education and Culture's Character Strengthening Center (PPKK) (Aisyah & Fitriyah, 2024).

Education is a conscious effort made by families, communities, and governments through guidance, learning and training activities, which take place in schools and outside schools, to prepare students to be able to play a role in various living environments appropriately in the future. Islam wants noble morals, because it maintains human existence as an honorable creature according to its nature. Morals are the main foundation (basis) in the formation of a complete human person. Morals in Islam are not conditional and situational morals, but morals that truly have absolute value.

With the development of an increasingly modern era, especially in the current era of globalization, it increases concerns about the problem of national morals, especially in the field of information, because children are faced with first, a life driven by the era of globalization media which can entertain, educate, and teach but at the same time can mislead those who continue without stopping. Second, controversial life models which greatly influence children to get caught up in negative things (Susiatik & Solichah, 2021).

Value comes from the Latin *vale're* which means useful, capable, powerful, valid, so that value can be interpreted as something that is considered good, useful, and most correct according to the beliefs of a person or group of people. The value means something that is useful and considered good, both according to the views of a person or a group of people. Value is something that is attached to something else that is part of the identity of that thing. Material and abstract forms in nature cannot be separated from value.

In the world of education, the moral values and manners of students have a high position. So important is manners, that Islamic Religious Education also emphasizes students to uphold these values and can be applied in everyday life. Not only in the world of education that pays attention to children's manners, but in the community environment, the most important problem that is highlighted and becomes a polemic is about manners, which is the heart of society that is born from a culture and is upheld and has been going on for a long time. An attitude of manners is something that is very urgent and must be considered by all parties, especially parents, teachers, and all levels of society because a person's quality can be seen and assessed from the level of their manners, both in thinking, speaking, and behaving and acting in everyday life (Ahmad, 2022).

One of the efforts that can be done by Indonesian educational institutions is to instill good character in their education process. Education without character is not balanced, especially with religious character, very few students have a religious personality in everyday life from small to large things, with the increase in this religious character, students have good morals, good manners and are civilized. Moreover, in this modern era, many students have minimal manners, to teachers and parents, so that not infrequently they fight and act impolitely to parents and teachers, in the end according to them it is normal for students at a young age.

Education requires teachers as experts, the material delivered must meet the requirements because choosing the right strategy to achieve learning objectives It is very necessary for teachers, especially Islamic religious education teachers, to have a strategy. Strategy can also be said to be the result of someone's opinion that analyzes objects as they are because there is something to be achieved. As teachers or prospective teachers, we must have a strategy to equip students by realizing optimal direction. Where

the strategy is a pattern of becoming an Islamic religious education teacher must have and prepare a strategy to provide students with provisions in teaching related to Islamic education, especially in instilling students' religious character.

Teachers become the main actors as determinants of the success of character formation in schools. Not only determined by teachers, but also the support of parents at home as the first educators to have a good character that will make students excel and have a positive impact to determine success in the future. Instilling a character is an effort or effort that is done deliberately to produce the next generation who have good morals and can then place themselves in all circumstances.

Social care is a behavior that always wants to help others who need help and can respect others regardless of race, ethnicity and religion based on personal awareness. The character of social care is one of 18 characters that must be developed in Indonesia, especially in every student in educational units. This was conveyed from the results of Arif's research, saying that strengthening the thinking of students' souls must be carried out optimally to help strengthen the identity of the nation that cares about others regardless of race, culture, and religion (Masyruhah, et.al., 2022). In forming a good character, education in values and morals is needed, one of which is the value of honesty.

Honesty becomes an antique and difficult thing to get, it is necessary to instill the value of honesty because it will be the basic capital for the formation of an independent personality and good moral attitudes for students. Therefore, the value of honesty needs to be instilled both in schools and in the family environment. Honest behavior can be the foundation for students to become good people. With the foundation of honesty that is inherent in students, it will foster trust, responsibility, and discipline. Because an honest character is different from other characters, an honest character is a character that comes from the heart while other characters come from the soul.

If a teacher has instilled honesty in students from an early age, then when they grow up, students will not forget the honest character that has been instilled by the teacher, so that students will love the truth of every action they do. With this, instilling an honest character becomes an important point in the formation of student character to become better and have noble morals.

However, nowadays, honesty is very difficult to find in the world of education, the value of honesty is no longer the essence of life's guidance but has become a tool to fight for various narrow interests. In other words, honesty which should be an ethical value that colors everyday life has been educated to be a sweetener on the lips in the school environment, while behavior and actions are far from the values of honesty (Munif, et.al., 2021).

Lately, there are many students who act as they please without considering the environment and people around them. Many students are less or even impolite to their peers, older people. And they unknowingly harm the environment and others with their actions without any sense of responsibility. Education in early childhood is the beginning of human education. Students need to adjust all their growth and development, both their attitudes and behavior, to grow rapidly and be accepted in society (Dahlan, 2022).

As an Islamic religious education teacher, in carrying out his duties at school in teaching and learning activities, he not only conveys Islamic religious knowledge to students but also places more emphasis on practicing and getting used to religious activities supported by simple knowledge and understanding of the teachings of the religion in question to be applied in everyday life.

The practice of religious teachings in Islamic religious education is something that is very important, because students are not only required to simply know, memorize, and master the subject matter, but students are required to be accustomed to practicing Islamic teachings including in the practice of prayer. So, the application of Islamic values in character education is very important to build a generation with noble morals. Through the integration of Islamic values in various aspects of education, both academic and non-academic, students can be equipped with strong characters and be able to contribute positively to society. Therefore, it is important for all parties, including educators, parents, and the community, to work together in implementing character education based on Islamic values effectively. Based on the description above, this study discusses how teachers' practical efforts in instilling Islamic values in students' daily activities. Islamic religious education teachers must have their own strategies to shape and instill Islamic values in students so that students have good character.

METHOD

This study uses a qualitative descriptive approach with a literature study method. This approach emphasizes data collection from various written sources to gain a deep theoretical understanding. Therefore, this study does not involve experiments or direct field data collection, but rather focuses on a review of relevant literature to explore the application of Islamic values in character education.

The main sources in this study include scientific journal articles and related research reports. The selected articles are journals that are relevant to character education, Islamic values, and moral formation in the school environment. In addition, previous research reports that discuss the integration of religious values in the curriculum are also used as the main references. These sources were selected because of their academic credibility and significant contribution in providing theoretical and empirical information. The data collection technique was carried out through documentation studies, namely by collecting, reviewing, and recording information from relevant literature. Data were obtained from various sources, both electronic and printed, available in libraries or academic databases. This process involves selecting appropriate literature, in-depth reading, and recording important points that are directly related to the research objectives.

The collected data were analyzed using content analysis techniques, which allowed researchers to identify key themes, concepts, and patterns in the literature. The analysis process included classifying information, grouping themes based on specific topics, and compiling data to provide a comprehensive understanding of the application of Islamic values in character education. To ensure data validity, this study used the source triangulation method. This step was carried out by comparing data from various sources to ensure the consistency of the information obtained. The use of articles from various authors, publishers, and research contexts strengthened the validity of the findings and conclusions produced.

FINDINGS AND DISCUSSION

Findings

The application of Islamic values in character education is carried out through various forms of approaches, including the integration of Islamic values in the curriculum, character building through extracurricular activities, and the role of teachers as role models. The main values applied include honesty, patience, a sense of responsibility, and caring. In its implementation, schools integrate Islamic material in certain subjects, such as Islamic Religious Education, but also include teaching values indirectly through daily practices in the school environment. In addition, activities such as praying together, reading the Qur'an, and moral discussions are also a means of forming strong and noble characters in students. The role of teachers is very important here, where they function not only as teachers, but also as examples that demonstrate Islamic behavior that can be emulated by students in everyday life.

At the elementary education level, emphasizing the importance of habituation and role models in internalizing character values in early childhood. Instilling good values from an early age is crucial to shaping the mentality and character of the nation in the future. In addition, formal education in elementary schools can shape students' character through habits and rules in the learning process. Therefore, character education based on Islamic values can be started from an early age and continued to higher levels of education.

The application of Islamic values in character education is an important aspect in building a generation with noble character. Character education based on Islamic values not only serves to increase knowledge, but also to shape the personality and morality of students. In this context, various studies show that Islamic religious education has a significant influence on the formation of student character at various levels of education.

Overall, the application of Islamic values in character education has proven effective in forming a generation with noble character. Through various approaches, both in formal schools and Islamic boarding schools, character education based on Islamic values can help students develop good personalities, high morals, and positive attitudes in everyday life. Therefore, it is very important for educational institutions to continue to integrate Islamic values into their curriculum and educational practices.

Discussion

Practical Approach of Teachers to Instill Islamic Values

This study reveals that the implementation of Islamic values in character education is carried out through various approaches, including the integration of Islamic values in the curriculum, character strengthening through extracurricular activities, and the role of teachers as role models. The main values applied include honesty, patience, a sense of responsibility, and caring. In its implementation, schools integrate Islamic material in subjects such as Islamic Religious Education and teach these values indirectly through daily practices in the school environment. Activities such as praying together, reading the Qur'an, and moral discussions are also a means of forming strong and noble characters in students. The role of teachers is very important here, where they not only function as teachers, but also as role models who demonstrate Islamic behavior that can be emulated by students in everyday life.

The application of Islamic values in character education is an important factor in building a generation with noble character. Character education based on Islamic values is not only aimed at increasing knowledge, but also at shaping the personality and morality of students. In this context, various studies have shown that Islamic religious education has a significant influence on the formation of student character at various levels of education.

Religious values must be deeply instilled because religious activities cultivate religious values. Instilling the values of worship in students' religious attitudes is necessary. This is because students will struggle to develop religious attitudes and religious values are embedded in them. This becomes a religious habit and even ingrained due to the application of daily religious values by Islamic religious education teachers. Students' religious insight will develop by itself and be embedded in them.

Methods of Instilling Islamic Values in Students' Daily Activities

The learning method is a way of organizing lesson content, delivering lessons, and managing learning activities using various learning resources that teachers can use to support the creation of effective and efficient learning processes. The methods used are using exemplary methods, habituation, and storytelling. In addition, it is also carried out through daily activities starting from memorizing short letters, hadiths, and daily prayers as well as through religious activities. This method is used because it is considered appropriate, interesting, and fun (Mujib & Agustian, 2023). An approach that emphasizes the repetition of positive activities that are in accordance with Islamic values until they become habits for students. Some forms of habituation applied by teachers include:

First, the habituation method

The habituation method is an approach in which an educator trains his students to get used to doing good deeds. Educators should accustom children to uphold their beliefs and have good morals, so that children grow up with strong Islamic beliefs and high morals in accordance with the teachings of the Qur'an. This habituation must be carried out consistently so that it becomes an ingrained habit. Mulyasa explained that in educational psychology, the habituation method is known as operant conditioning, which aims to teach students to get used to commendable behavior such as discipline, studying hard, working hard, being sincere, honest, and being responsible for every task given. Habituation is a process that is carried out intentionally and repeatedly to make it a habit. In this case, teachers should not forget to accustom children to praying first before eating. In addition, teachers also accustom children to memorizing short letters, hadiths or daily prayers which are carried out in the morning before learning begins or at the end before the learning process is finished.

The implementation of the habituation method by teachers is carried out by using polite and refined language in communicating, both inside and outside the classroom. In addition, students are accustomed to being disciplined and punctual in starting learning and maintaining cleanliness, such as washing hands. The instillation of religious values is also applied through the habituation of children to shake hands with teachers in the morning before entering the classroom. Every day, there is a teacher on duty who waits in front of the school gate to greet students. In addition to shaking hands, teachers also accustom students to reading short letters or daily prayers that are read at the beginning of each lesson.

Second, Storytelling or Story Method

The story method or story is one way to provide learning experiences for children by bringing stories to children orally. This method is used to tell stories of the Prophet or fairy tales about animals.

These activities are the school's efforts to instill religious values in students. In this method, teachers usually first study the story that will be conveyed, then the children are gathered to listen to the story. Furthermore, from the story, it is hoped that students will be able to take values from the story from characters such as honesty, diligence, forgiveness, and courage (Mujab & Agustian, 2023).

Usually filled with stories of the Prophet and the Messenger. The story is called qashash, which means a story to be understood and used as one way to convey Islamic teachings contained behind the story, for example, aspects of faith, worship, and morals. The storytelling method using real images is used to instill religious values very suitable and appropriate, because based on the characteristics of children, namely children have a great curiosity. Because of the child's perception, this world is filled with interesting and amazing things. This raises a high sense of curiosity in children. Curiosity varies greatly, depending on something that attracts their attention. Therefore, teachers provide interesting stories to children with language that children can understand, and the story is added with pictures so that children are interested and curious which will then raise children's curiosity.

Third, the Exemplary Method

There are two types of role model methods. First, role modelling that is done intentionally, followed by planning and specific goals to change children's behavior and mindset through role model examples. Second, role modelling that occurs unintentionally, without special planning. In this case, educators become public figures who provide good examples in their daily lives, and the influence of these examples occurs naturally, depending on the quality and seriousness of the educator himself. Through this role model method, the internalization of Islamic character values is very closely related. Students tend to imitate the behavior of their teachers, because psychologically, children do tend to imitate, both positive and negative. In addition, humans naturally need role models in their lives, which is a basic human nature: imitation (taqlid) (Alfarid, et.al., 2023).

Islamic Values in Students' Daily Activities

From several methods of approach that are in accordance with Islamic values to become habits for students. Some forms of habituation applied by teachers include:

- 1) Daily Prayer: Teachers guide students to read prayers before and after teaching and learning activities, both in class and outside class.
- 2) Islamic Greetings and Sayings: Students are taught to start interactions with greetings (Assalamu'alaikum) and good Islamic greetings, such as "Alhamdulillah" and "Masha Allah".
- 3) Worship Activities: Getting used to praying the Dhuha prayer before starting teaching and learning activities and praying the Dhuhur prayer in congregation.
- 4) Islamic Weekend: Every Friday, students are invited to do specific activities, such as reading Surah Yasin together or giving alms.
- 5) Demonstrate an honest attitude, for example by providing objective and transparent assessments.
- 6) Speak politely and courteously.
- 7) Help students understand the meaning of sharing through joint social activities, such as giving alms to those in need.

From the Islamic values that have been carried out by teachers, it can be seen the development of Islamic values in children indirectly, namely: first, children imitate and have good behavior. Second, more polite, and more respectful of others by being taught to greet others and shake hands when meeting. Third, children more often tell the experiences they have had at school and taught by their teachers.

CONCLUSION

Based on the description above, it can be concluded that the teacher's practical approach in instilling Islamic values in students' daily activities is very important in educating a generation that is not only academically superior, but also has good morals and social responsibility. Based on various studies and practices in the field, it can be concluded that this approach is effective when carried out in a holistic manner, involving various aspects of students' lives, and starting from the teacher's role model. Some common methods applied are through Teacher Role Model (Teachers must be real examples in implementing Islamic values, such as discipline, honesty, cooperation, and a sense of responsibility).

Integration of Islamic Values in Learning (Subject matter must be linked to Islamic teachings, such as creating a relationship between theory and practice in daily life). Habituation (Teachers must make Islamic values part of students' daily routines, such as reminding them of prayer times, speaking politely, and maintaining cleanliness). Learning through Experience (Involving students in social activities, charities, or projects that directly support Islamic values). This approach not only educates students to understand Islamic teachings, but also trains them to apply them in their daily lives. The expected result is students who are not only intelligent in science, but also have good character and become individuals who are useful to society.

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