



# EDUCATOR'S STRATEGY TO INSTILL RELIGIOUS VALUES IN BABUSSALAM JUNIOR HIGH SCHOOL IN SELAYAR DISTRICT

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## ABSTRACT

This research aims to determine the results of educators' strategies in instilling moral values in the religious lives of students at Babussalam Middle School, Selayar Islands Regency. This study used qualitative research methods focusing on descriptive text or speech data about people or observable behavior. Sources of data are used in the form of primary and secondary data. Methods of data collection based on observation, interview guidelines, and documentation. Data analysis used Miles and Huberman's model analysis, namely data reduction, data presentation, and conclusion. Then, the next step to check the validity of the data is triangulation, member check, and using reference materials. The study indicated that educators at SMP Babussalam Selayar not only make approaches with problematic students, but also communicate with parents of students to share information related to student development, then together fostering, directing, and guiding students to be good children and no longer do actions that are not supposed to be done

**Keywords:** Teaching strategy; moral values; teacher

## 1. INTRODUCTION

Education is a conscious effort carried out by the government, community, and families through learning activities, training, and guidance in schools and outside schools to prepare students to live appropriately in the future. In other literature, education is a human endeavor to foster a personality through the values that exist in society (Isna, 2001). Education that is carried out correctly will lead to superiority, quality of reason, and clarity in thinking. Besides that, can understand the essence of existing truth and will get used to it by doing good habits and deeds, always behave well, and always inviting students to think carefully and profoundly, always

encouraging creativity and thinking about nature and living things (Al-Abrasyi, 1996). In Islam, the cultivation of moral values is very important, especially in the current era of globalization. Education The religion of Islam is prioritized because it is contained in its deep power, based on faith, and to strengthen one's faith (Muzarofah, 2020).

The inculcation of moral values is important because nowadays the development of the times, science, and technology have many negative effects. Education must be able to balance itself with the inculcation of moral values to prevent deviant behavior. With the changes in the current era of globalization, many people forget and do not pay attention to morals in their lives.

The decline in the quality of morals is now visible, including the occurrence of various crimes such as rape, robbery, and corruption. Advances in science and technology are often misused for negative activities, such as spreading unverified adult content and criminal activity on social media. The challenge of education is how to provide a benchmark to balance and improve the bad sides of the development of knowledge and technology. Technological developments are unavoidable, and what can be done is prepare a generation that is capable of welcoming the progress of the times, a generation that is Islamic but not technologically illiterate (Suharto, 2005).

The various events that are happening at this time are very concerning for the condition of our nation, especially in the student environment, such as brawls, drug abuse, speeding on the street, and other mischief committed by students. In this case, the world of education has a very important role or responsibility, especially in the cultivation of moral values.

Morals are something that must be possessed by every human being, in order to carry out vertical and horizontal relationships. According to Mubarok, morals are the inner state of a person, which is the source of the birth of actions, in which actions are born easily without thinking about the effects of these actions. People who have good morals will do good spontaneously, without any strings attached. Meanwhile, people with bad morals do evil spontaneously without thinking about the consequences for themselves or others (Majid & Andayani, 2012). This means that morality can have a good or bad connotation. Therefore, to instill noble morals in students, these morals must be instilled or formed as early as possible.

Good morals cannot be formed in the community only with lessons, instructions, or prohibitions. Because it is in the nature of the human soul to accept virtues, it is not enough for an

educator to say, "Do this and don't do that." Instilling moral values, educator requires a very long process, and there must be an approach used by the educator. Education will not be successful unless it is pursued with good examples and role models. An evil person will not leave a good influence on the souls of those around him. That good influence will only be obtained by observing the people around us, then admiring the manners we practice in everyday life. That's when people will learn their lesson and follow in the footsteps of genuine love (Masy'ari, 1990). This means that the formation of morals can be carried out continuously by using habituation and an exemplary approach.

The task of an educator is indeed heavy; the task of an educator will be said to be successful if the behavior and actions of students improve. Good moral education will have an impact on humility and good behavior, both towards fellow human beings and the environment, and most importantly, towards Allah SWT.

## **2. METHODS**

This study took a descriptive, qualitative approach and was conducted at Babussalam Middle School in the Selayar Islands Regency. Qualitative research focuses on descriptive text or spoken data about observable people or behaviors. The data sources used in this study were primary and secondary. Methods of data collection based on observation, interview guidelines, and documentation. The data were analyzed with Miles and Huberman's model analysis, namely data reduction, data presentation, and conclusion. Then, the next step to check the validity of the data is triangulation, member check, and using reference materials.

## **3) RESULTS AND DISCUSSION**

### **The Obstacles Faced By Educators In Instilling The Moral Values**

Based on the results of observations, interviews conducted by researchers related to the obstacles faced by educators in instilling the moral values of students at Babussalam Selayar Middle School as shown in the table below:

Table 1. Obstacles faced

No	The Obstacles Faced by Educators in Instilling Student Moral Values
1	Limitation of sanctions
2	Student social factors
3	parent factor
4	Lack of student discipline
5	Lack of educators who foster students

The table above is an illustration of the obstacles faced by educators in instilling moral values in students at Babussalam Middle School, Selayar Islands Regency, and a more detailed explanation is as follows:

### 1) Limitation of Sanctions

Based on the results of the interviews, the researchers found reasons for educators to place restrictions on giving sanctions to students. This is in line with what was stated by the teacher of Islamic religious education at Babussalam Selayar Middle School, Muhammad Ilyas as the results of the following interview excerpt: “Educators at the research location do not want to have anything to do with the authorities, so the inculcation of moral values is not very effective,” (interview, 24 May 2021).

Based on the results of the interviews above, it can be concluded that the existence of rules that do not allow educators to be harsh or punish outside the rules set by the government, is one of the obstacles for educators at Babussalam Selayar Middle School in fostering student morals.

### 2) Student Social Factor

Based on the results of interviews with Islamic religious education teachers at Babussalam Selayar Middle School, Muhammad Ilysa as the results of the following interview excerpts:

“The social factor of students has a very large influence on the inculcation of moral values in Babussalam Selayar Middle School because students live in one environment so they need 24-hour supervision and the existence of special guidance carried out by educators both in dormitories and in the classroom,” (interview, 24 May 2021).

Based on the results of observations, the researchers found that the association between students became one of the obstacles in inculcating moral values because most of the students in the research location had bad morals, thus affecting other students. For example, some students like to

steal, smoke, and fight. This indirectly affects other students because they live in the same environment, namely the dormitory.

### **3) Parent Factor**

Based on the results of interviews with Islamic religious education teachers, Dudi Hermawan Rasyid as the results of the following interview excerpts:

“The misunderstanding, especially the lack of synergy with parents of students, means that there are several types of parents of students at Babussalam Middle School, those who really understand and understand the rules and, at the same time, work together to educate their children; but there are also unscrupulous parents of students who make unilateral decisions without consulting educators and tend to support or encourage what their children convey, and this is something that must be avoided because it can lead to misunderstandings and is only one-sided. So the lack of *tabayyun* towards the educators who educate them is also a one-sided obstacle in the learning process and the moral development of students,” (interview, 13 July 2021).

Based on the results of the interview above, it can be concluded that in applying the rules at Babussalam Selayar Middle School, they still face obstacles, namely the lack of attention of parents of students to the regulations applied at Babussalam Selayar Middle School, so that there are still many parents who protest against educators when sanctions are applied to them. violations committed by students.

### **4) Lack of Student Discipline**

Based on the results of interviews with Islamic religious education teachers at SMP Babussalam Selayar, Muhammad Ilyas as the results of the following interview excerpts:

“There are still students who lack discipline in receiving advice or learning given by educators, for example when students make mistakes and are given advice by educators, then afterward they make the same mistakes a second time and so on,” (interview, 24 May 2021).

From the results of the interviews above, it can be concluded that instilling moral values in Babussalam Selayar Middle School, there are still students who are indifferent to the advice or learning given by educators, but on the other hand, there are also many students who are obedient or disciplined about the advice given. given by educators and regulations applied in schools.

## 5) Lack of Educators Who Foster Students

Based on the results of interviews with Islamic religious education teachers at SMP Babussalam Selayar, Dudi Hermawan Rasyid as the results of the following interview excerpts:

“Students in Babussalam Selayar Middle School are required to live in dormitories with a large number of other students, and while educators are limited sometimes, there are some behavioral characteristics of students that cannot be controlled 24 hours a day, so they use the gaps at that time or are off guard. However, this does not mean that students commit serious violations; sometimes students are unable to discipline themselves. This could be due to the limitations of educators and their ability to direct because it also depends on certain conditions and certain time,” (interview, 13 July 2021).

From the results of the interviews above, it can be concluded that many students live together and a limited number of educators control the daily lives of students, so it becomes one of the obstacles for educators in instilling moral values in Babussalam Middle School, Selayar Islands Regency.

Based on the results of observations and interviews conducted by researchers related to educator strategies in instilling moral values in students at Babussalam Middle School, Selayar Islands district, as shown in the table below:

Table 2. Educator’s strategy

No.	Educator's Strategy for Instilling Moral Values in Students
1	Supervision
2	Application of rules or sanctions
3	Set a good example
4	Familiarize students to pray in congregation in the mosque
5	Doing good cooperation with students

The table above is an overview of educators' strategies for instilling moral values in students at Babussalam Middle School, Selayar Islands Regency, and a more detailed explanation is as follows:

### 1) Supervision

The results of interviews conducted by researchers with Islamic religious education teacher, Muhammad Ilyas as the results of the following interview excerpts:

“Not all students have good morals even though they have been given advice or under the supervision of educators, because when they were in the dormitory the students still did things that were not by the advice given,” (interview, 24 May 2021).

Based on the results of observations, the researchers found that students were always under the supervision of educators, this is because educators and students live in the same environment, so the inculcation of moral values in students is indirectly under the supervision of educators. But on the other hand, researchers also found that although living in the same environment does not rule out the possibility that there are students who do not get the inculcation of moral values because there are still a small number of students who are indifferent to the advice given by educators related to the inculcation of moral values.

## **2) Application of Rules or Sanctions**

Based on the results of interviews with Islamic religious education teachers, Muhammad Ilyas the results of the following interview excerpts:

“Rules or sanctions are applied to students who violate the rules, the purpose of imposing sanctions on students is to give a deterrent effect to students who are caught violating the rules,” (interview, 24 May 2021).

Based on the results of the interviews above, it can be concluded that educators apply sanctions to students who violate them to give a deterrent effect to students so they do not repeat or do the same thing a second time.

### **1) Set a Good Example**

Based on the results of interviews with Islamic religious education teachers, Muhammad Ilyas the results of the following interview excerpts: “Educators must be an example or role model for students,” (interview, 24 May 2021).

By the results of the interview above, it can be concluded that this is because students get a lot of information or understanding of good moral values from their educators, so educators must position themselves as people who The first is to apply this understanding in the form of action, and that action will be followed by students.

## 2) Familiarize Students to Pray in Congregation in the Mosque

Based on the results of interviews with Islamic religious education teachers, Muhammad Ilyas the results of the following interview excerpts:

“Students are required to pray in congregation at the mosque and if someone violates or does not participate in the congregational prayer, they will be given a penalty or sanction,” (interview, 24 May 2021).

Based on the results of observations, the researchers found that at the research location students were required to pray in congregation at the mosque, because there were regulations that required students to pray in congregation at the mosque and if anyone violated it would be given sanctions. On the other hand, praying in congregation is also a suggestion recommended to Muslims because it contains many virtues and can strengthen brotherhood among students.

## 3) Good Cooperation with Students

Based on the results of interviews with Islamic religious education teachers, Dudi Hermawan Rasyid as the results of the following interview excerpts:

“Teachers work well together. In addition to working with some troubled students, educators also foster, guide, and direct students to be good kids and stop doing things or violating rules by sharing information about students' development with parents. Teachers and parents of students are equally responsible for nurturing, guiding, and directing students to be good kids and stop violating rules,” (interview, 13 July 2021).

By the results of the interviews above, it can be concluded that educators at SMP Babussalam Selayar not only make approaches with problematic students, but also communicate with parents of students to share information related to student development, then together fostering, directing, and guiding students to be good children and no longer do actions that are not supposed to be done.

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