

## Internalization of Islamic Values in Students in Learning Islamic Religious Education

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### ARTICLE INFO

#### *Keywords:*

Internalization;  
Islamic Values;  
Islamic Religious Education

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#### *Article history:*

Received 2021-07-11

Revised 2022-01-13

Accepted 2022-12-05

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### ABSTRACT

This study aims to determine the internalization of students' Islamic values through Islamic religious subjects, factors that support and hinder the internalization of Islamic values of MTs Tarbiyah Islamiyah Hajoran participants and the contribution of Islamic religious education subjects to the Islamic students of MTs Tarbiyah Islamiyah Hajoran. The author conducted research at Mts Tarbiyah Islamiyah Hajoran using a qualitative approach and the type of case study research. Data collection from this study used interview, observation and documentation techniques, while the data analysis techniques used were data presentation and conclusion drawing. The results of this study conclude that the efforts made to instill Islamic values in students at MTs Tarbiyah Islamiyah Hajoran, not only refer to cognitive or knowledge but also practice and social. Patience, enthusiasm and persistence from educators are the main keys to directing students to be better

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## 1. INTRODUCTION

Education is one of the aspects that has an important role in shaping students who have the main personality, but education becomes less than perfect if it only attaches importance to intellectual intelligence without being balanced with the religious spirit that every student should have. Education is also not only about the transfer of knowledge, but education is an effort in building the nation's generation so that the generation becomes better. Not only that, improving the quality of education specifically lies with teachers as the spearhead in the learning process in schools (Akmalia, Siahaan, & Mesiono, 2020). Likewise, the purpose of Islamic religious education is to strive for the formation of a deep creed to foster the basics of Islamic values through religious education which aims to educate the souls of students and instill ethics that lead to commendable deeds.

Islamic religious education is very willing to overcome the moral crisis that is brewing in our country. Admittedly or not there is currently a real and alarming crisis in society involving the most valuable treasure, namely the child. This crisis can be seen in the form of an increase in the number of

child violence which can be seen in the period from January to September 2020 reaching 5,697 cases with 6,315 victims (Ikhsan, 2020), academic cheating or cheating (Lusiane, L., 2019) crimes against friends, theft, deprivation and damage to other people's property have become social problems that until now have been difficult to overcome completely.

Religious education lessons are equated with other lessons, namely only cognitive aspects. Ideally, the evaluation of Islamic religious learning is not only in cognitive terms, but emphasizes more practitioners, so that the religious lessons that have been learned by students can be seen in daily attitudes and behaviors (Muhaimin, 2009, p. 241). As a result learning resources to support such domains are limited to textbooks. A child is considered successful in religious education if he has mastered several learning materials and can answer exam questions well. Seeing the many related to the decline of Islamic values, namely in the field of morals, educational institutions play an important role in overcoming the problems that cause the next generation of the nation to be unscrupulous, by developing abilities and forming a dignified disposition to educate the nation's life, so that the development of the potential of students to become people of faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

The results of the initial observations that the researchers made, provide the conclusion that educators and students are actively carrying out social activities in the school environment. In addition, practice in the classroom is seen to provide Islamic values in every learning carried out. This is something interesting, to be studied in more depth about the application of internalization of Islamic values carried out in MTs Tarbiyah Islamiyah Hajoran.

In addition, there are still many cases of delinquency among students. There are student fights, recklessness on the streets, smoking during class hours, acts of violence, thugs, liquor consumption, and so on. One of the recent events occurred in the South Sulawesi area. Launching from the online media detik.com, reporting on a fight that occurred between students. In the presentation of the news, it was explained that there was a student who suffered injuries from stone-throwing (Abduh, 2022).

The emergence of this case is not only due to the failure of Islamic religious education in schools which emphasizes more cognitive aspects, but how it can encourage teachers of Islamic religious education to pay attention to the solution again through the development of Islamic religious education learning that is oriented towards value education (effective).

MTs Tarbiyah Islamiyah Hajoran as one of the first-level secondary schools in Hajoran Village, Sungai Kanan District, Labuhan Batu Selatan Regency, is one of the first-level schools that organize Islamic-characterized education. This can be proven from the vision of the school, namely "to become a school that can inspire students to become students who are superior, independent, and have an Islamic character, and have a leader spirit. Following the Vision and Mission of the MTs Tarbiyah Islamiyah Hajoran school, it can be said that it is very concerned about the cultivation of Islamic values. When interviewing with the principal of MTs Tarbiyah Islamiyah Hajoran related to the internalization of Islamic values of MTs Tarbiyah Islamiyah Hajoran he said that this school applies Islamic values, especially the values of responsibility and honesty (Admin, 2017).

The relevant research, which is a study conducted by Ismatullah (2019) concluded that the internalization of Islamic values in the formation of the character of akhlakul karimah student in SMK Yaspi Syamsul 'Ulum runs in an orderly and orderly manner because the students are quite active and enthusiastic in carrying it out. To achieve better results, a supportive strategy is needed, including the method of giving suri tauladan (exemplary), religious lectures, advice, and punishment which must be carried out continuously and adjusted to the values to be conveyed.

Then another study conducted by Maisaroh (2018), gave an explanation of the internalization of Islamic values at the Kindergarten level. In this case, 3 values are instilled such as the value of akidah, the value of worship, and the value of morals. Another study conducted by Hakim (2012) concluded that the process of internalizing Islamic values towards student attitudes and behavior uses approaches: persuading and familiarizing growing awareness, demonstrating discipline, and

upholding the school's rules. His teaching methods include modeling, *ibrah* with storytelling, speech and *mau'zah* (suggestion), question and answer, demonstration, habit formation, field/real experience, assignment, outbound, and singing.

The purpose of this study is to find out the internalization of students' Islamic values through Islamic religious subjects, factors that support and hinder the internalization of Islamic values of MTs Tarbiyah Islamiyah Hajoran participants, and the contribution of Islamic religious education subjects to Islamic religious students MTs Tarbiyah Islamiyah Hajoran. This research is worthy of research because it looks at the current generation of Muslim students who are a bit ignorant of Islamic values. Many generations of Muslims commit criminal acts, neglectful in worship, and are weak in Aqidah. Realizing these conditions, it is necessary to have concrete and sustainable solutions. In this case, the internalization of Islamic values in students in PAI learning can be used as a tool to instill Islamic values, so that it will produce a young generation of Islam who are strong in aqidah, but also excel in worship and do good to each other among human beings.

## 2. METHODS

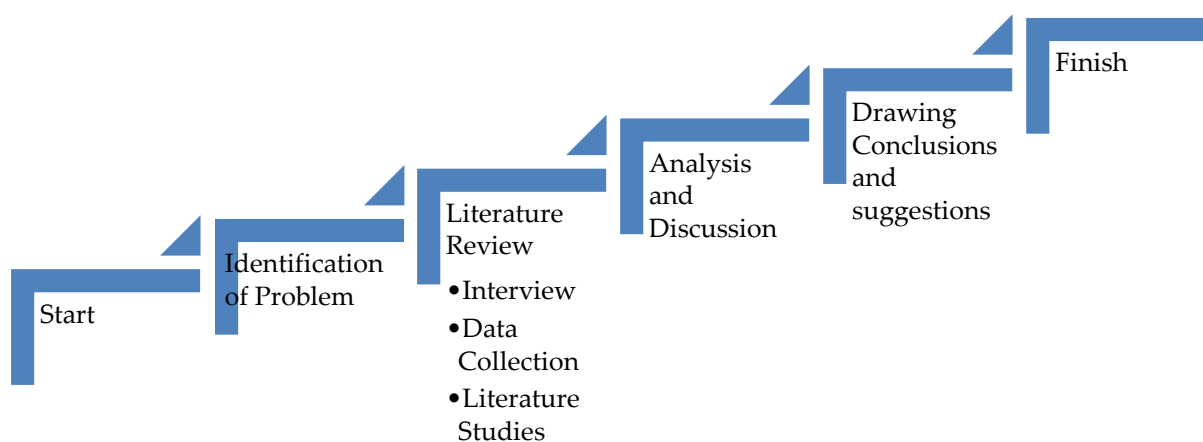
This research uses qualitative research methods, with a type of descriptive research that aims to obtain a clear, systematic, and appropriate picture of the facts and properties and the relationship of the problem being studied with various existing conditions and situations that arise in the current educational institution.

This research was carried out at MTs Tarbiyah Islamiyah Hajoran, Sungai Kanan District, Labuhan Batu Selatan Regency. Participants in this study were 5 people (the Principal, 2 IRE teachers, and 2 students). In obtaining data and information, this study uses primary data and secondary data as data sources. Meanwhile, data collection tools through interviews/ interviews, observations, and documentation as well as literature studies. Interviews were conducted to explore various information about the internalization of Islamic values of students in IRE learning. In this study, researchers interviewed the principal and 2 Islamic Religious Education teachers, and 2 students with random sampling. Observation is carried out to obtain data on the activities and processes of internalizing Islamic values carried out by teachers during the teaching and learning process. In this case, the researcher uses the medium of a notebook, to record any activity that occurs. From the existing records, an organization was carried out which grouped certain parts that were directly related to the internalization of islamic values of students in IRE learning.

Documentation is carried out to obtain data in the form of photos and other sources. Meanwhile, literature studies are carried out to obtain materials or sources as information from a theoretical foundation by studying and studying books related to the internalization of Islamic values of students in Islamic educational institutions. Researchers first look for information about the orientation of students' Islamic values during the teaching and learning process. From the various sources obtained, then organize more specific information, as reference material about the research focus. The study did not use populations, but according to situational or social situations consisting of three elements, namely places, actors, and activities interacting with each other.

The data that has been obtained from the interviews are compiled in a complete record after being supported by the results of observations and documentation. Then the data analysis technique that the researcher used in this study refers to a Milles & Huberman concept (Sugiyono, 2013), namely data reduction, data presentation, and conclusion. The data that has been reduced is data that provides a sharp picture of the results of researchers' observations related to the internalization of Islamic values of students at MTs Tarbiyah Islamiyah Hajoran. Then the researcher presents data that has been compiled systematically in the form of narrative texts to later provide convenience in drawing conclusions that are temporary so that they need to be verified to get objective conclusions. Data findings can be declared valid if there is no difference between what the researcher reported and what happened to the object under study.

As for the design in this study, it can be seen in the following flowchart:



### 3. RESULTS AND DISCUSSION

#### *Application of Internalization of Islamic Values in students at MTs Tarbiyah Islamiyah Hajoran*

Islamic values internalized through the activities of MTs Tarbiyah Islamiyah Hajoran include the following:

#### **Akidah Value**

The value of I'tiqādiyah shown by MTs Tarbiyah Islamiyah Hajoran is obedience, getting used to reading daily prayers, reciting Asmā'ul-Husna, and tadarus of the Qurān which is carried out every Friday. This shows the obedience to belief and faith in Allah Almighty that no force can match His strength, and by praying to prove the devotion to Allah, this is what the students of MTs Tarbiyah Islamiyah Hajoran Pendidikan Ibadah showed. This was conveyed by the Islamic teacher MTs Tarbiyah Islamiyah Hajoran, namely on Friday, June 2021.

"The values related to worship are values that are associated with concepts, attitudes, and beliefs that see the value of worship in the context of a self-approach to Allah SWT. The value of ubudiyah includes the pillars of Islam. Such as creeds, prayers, zakat, fasting, and hajj. In realizing the value of worship education, students of MTs Tarbiyah Islamiyah Hajoran carry out Ṣubḥ prayer activities in congregations, Ḍuḥa sunnah prayers, Friday prayers in congregations, practice slaughtering sacrificial animals, and commemoration of Islamic holidays, because they believe that besides they seek knowledge also must worship and seek the blessings of Allah SWT."

#### **Sharia Education**

Based on an interview with Mr. Principal Ali Asron Dalimunthe S.Ag, MA MTs Tarbiyah Islamiyah Hajoran some values become the benchmark to shape the morals of this student. Among them are brotherhood, deliberation, tolerance, responsibility, and others. Religious values applied in the value of siyāsah are by deliberation for the realization of an agreement.

The value of responsibility can be seen by them always working on something assigned through the work program in earnest, this proves that they are always responsible for carrying out their obligations. The tolerance applied by Rohis is by them accepting and respecting the opinions of others at the time of the meeting. Siyāsah (politics) done. Habituation and exemplary in religion can create religious awareness. They will feel that God will always be present in him, watching over his

movements. So that in him will be embedded always working something in line and hope for the blessings of Allah Almighty.

### **Moral Values**

The value of Khuluqiyah Education is the value whose most important role is in the cultivation of Islamic values, because of the success of students' morals in participating in Islamic value planting activities.

This educational value is an educational value related to ethics (morals) which aims to rid oneself of low behavior and adorn oneself with commendable behavior. These dimensions include, among others, cooperation, compassion, honesty and trust, and discipline. Efforts to Instill Islamic Values shape the morals of MTs Tarbiyah Islamiyah Hajoran Students. Morals towards Allah Almighty

In relation to Allah SWT, students are taught to always be grateful for what Allah SWT has given to him and to always pray to Allah SWT. Morals towards Allah SWT is a behavior that is directly related to Allah SWT as a form of worship. The forms of instillation of Islamic values in students applied to students at MTs Tarbiyah Islamiyah Hajoran are one part of an example is reading daily do'a.

Students of MTs Tarbiyah Islamiyah Hajoran are accustomed to always getting used to reading daily prayers, by memorizing daily prayers and their translations, both learning activities (KBM) begin until the learning activities are completed, and Learning when Extracurricular. This activity is carried out with the aim that students can practice it in their daily lives. Then based on the results of an interview with Mrs. Hidayah Hahisni Siregar as a teacher of Islamic Religious Education Subjects conducted by the author on Wednesday, July 12, 2021, the activity of memorizing juz 30 but devoted to rafting lessons related to Islamic subject matter. Morals that are accentuated through habituation to Give Shodaqah. This shodaqoh activity is an instillation of a spiritual attitude that teaches students good practice. Which is voluntary on Friday mornings after gymnastics by providing charity boxes to each class and distributing them in turn to students.

MTs Tarbiyah Islamiyah Hajoran also did not forget to carry out activities to commemorate the Islamic Holidays. Activities to commemorate the big day that is usually carried out at MTs Tarbiyah Islamiyah Hajoran are such as commemorating Isra' Mi'raj and commemorating the Maulid of the Prophet Muhammad SAW. Morals Towards Fellow Human Beings

The cultivation of Islamic values towards fellow human beings in MTs Tarbiyah Islamiyah Hajoran is carried out by teaching students to respect others who are older and love their younger peers. Thus, the cultivation of Islamic values aims to make students respect their parents, and teachers and also love their fellow human beings both in the school environment and outside the school environment.

Man is a social being who cannot live alone, man needs others therefore to his fellow human beings. We must cherish and respect each other. Be honest and trustworthy to your fellow Teachers and Friends. Honesty must be done by all the academic community in MTs Tarbiyah Islamiyah Hajoran in all respects. Its application is to familiarize students with honest words towards fellow students, educators and employees who are in the school environment.

The forms of instilling moral values towards fellow human beings in MTs Tarbiyah Islamiyah Hajoran are the habituation of smiling when meeting with friends and teachers. This habituation is used to accustom students to doing good activities, with this habituation children will get used to doing good activities. This habituation is carried out since the children are young and is expected to be carried over until they grow up.

Based on the results of an interview with Mr. Salman, the habituation applied in schools is the most familiarization when meeting with teachers or friends, namely by cultivating the 3 S (greetings, greetings).

Other habituations carried out at school is the habituation of students to start greetings at the first meeting with the teacher, this greeting habituation activity is to train students to pray for each other, by giving greetings at meetings with teachers, it is hoped that respect for teachers and friends is also

embedded in the environment or time of handing lessons is carried out when returning home from school is also carried out. Not only did the students shake hands the Teachers did this as well. And the habituation that is applied next in school is the habituation of greeting by asking about the situation of the learners.

The activity of getting students to respect the teacher by shaking hands to respect and love the teacher is carried out every time they go home from school to meet the teacher when they are still in the school environment then the teacher prays for the student (do'a can be in the form of shalawat or barakallah). The habit of shaking hands and respecting their elders is one of the very good things to educate students in MTs Tarbiyah Islamiyah Hajoran so that they have humility and respect for their elders so that the cultivation of student morality begins to be well organized.

The activity of shaking hands when meeting with educators, parents, or older people of students either in the madrasa environment or in the home environment is an effective habit to instill the values of akhlakul karimah in MTs Tarbiyah Islamiyah Hajoran.

The example of uswah is very effective for instilling moral values, here the teacher becomes the main role model for his students in everything. The examples carried out at the MTs Tarbiyah Islamiyah Hajoran School are The affection of a teacher, smile, cheerful, meek in speaking, discipline in worship, neatness, friendly, and of course, good behavior is done by teachers both in the school environment and outside the school environment. Exemplary is one of the most successful methods of instilling akhlakul karimah for learners, because learners imitate what is seen and heard, not just advice. For example, in the manners between educators at MTs Tarbiyah Islamiyah Hajoran, the educator said which was then imitated by students, when meeting shaking hands, politeness, courtesy, greetings, and smiles. Students at the basic level need examples from parents or educators because this time is a period of imitation for students to find the desired figure or figure. In addition, the most important thing in the institution must be that there are school regulations that must be implemented.

School rules can be interpreted as ties or regulations that must be obeyed by every school citizen, precisely the process of teaching and learning.

Based on the results of an interview with Ali Asron Dalimunte, S.Ag, ma Rules of conduct are applied in schools so that students are disciplined against school regulations. Especially in shaping the morals of the learners themselves. Among them are a) Practicing Discipline; b) Training Responsibility; c) Practicing Honesty; d) Maintaining Environmental Comfort, and e) Practicing Skills to Improve School Sense of Community.

"Discipline is applied in terms of dressing, that is, it must be by the standards of clothing set by Islam, namely clean and closing the aurat. Discipline is also applied in the program of activities held by Rohis. For example, by applying discipline when starting activities, the discipline of mentors and menti in carrying out mentoring, social sanctions for those who do not participate in mentoring, and working on organizational tasks on time. Take advantage of his free time to read in the mosque library. By reading in the library, the eyes will be drawn to positive things, namely writing, hands will write or make innovative creativity, and the mind will think."

### **Morals Towards Nature**

MTs Tarbiyah Islamiyah Hajoran is a school that has implemented "Green School". The cultivation of moral values towards morals aims to make students accustomed to maintaining the cleanliness of their residences, classes, and the surrounding environment, as well as the attitude toward maintaining the surrounding nature both with animals and plants.

The forms of instillation of moral values towards nature include: Students are accustomed to maintaining cleanliness in the school environment of MTs Tarbiyah Islamiyah Hajoran by making daily picket schedules, madrasa service work activities, putting garbage in its place, and maintaining the neatness and beauty of the garden or vegetation planted in a pot located in front of the classroom.

Related to the value of moral education towards nature, the educator at MTs Tarbiyah Islamiyah Hajoran also always tries to give a warning to these students to throw garbage in its place, if they see

garbage around them, then they immediately pick it up and put it in the trash can. Then students are directed not to scribble on walls or tables and chairs both in school and in their residences. This is corroborated by a study carried out by Hartatik (2016), which gave the conclusion that students can understand that what they are doing has begun to turn into a need for them and their environment. Through the concept of personal hygiene learning, it has been successfully developed into an environmental hygiene concept that can be done by students themselves by learning self-awareness and awareness of environmental responsibility.

### ***Methods Used by IRE Teachers in Applying Student Internalization Values***

Based on the results of observations and interviews conducted with teachers regarding the elaboration of each method carried out by teachers in PAI learning, namely as follows:

#### **Uswah or Exemplary Method**

This method is very effective for instilling moral values, here the teacher becomes the main role model for his students in everything. As for the exemplary methods carried out in MTs Tarbiyah Islamiyah Hajoran, for example the affection of a teacher, smile, cheerful, meek in speaking, discipline in worship, Neat, Friendly, and of course good behavior is done by the teacher will be exemplified by the students.

The exemplary method is one of the most successful methods in the cultivation of akhlakul karimah for learners, because learners imitate what is seen and heard, not just advice. For example, in the manners between educators at MTs Tarbiyah Islamiyah Hajoran, the educator said which was then imitated by students, when meeting shaking hands, politeness, courtesy, greetings, and smiles. Students at the basic level need examples from parents or educators, because this time is a period of imitation for students to find the desired figure or figure.

#### **Lecture Method**

The lecture method is the most frequently used in PAI learning, through this lecture method the teacher delivers the subject matter orally. The role of students is only to listen carefully to the teacher's explanations and record important things conveyed by the teacher. For Islamic teachers, the lecture method is quite easy to prepare and implement. This method also does not require a long time in explaining the subject matter and does not use props. But the lecture method has weaknesses in its implementation, including that students become passive because they only listen to the teacher's explanations during the learning process, the material mastered is only limited to those delivered by the teacher and students do not have the opportunity to expand and develop their way of thinking.

#### **Q&A Method**

The question and answer method is the delivery of the lesson in the way that the teacher asks some questions that will be answered by the student or vice versa. This method activates the classroom atmosphere more than the lecture method. Students will be younger in understanding the subject matter because the teacher allows students to ask questions about material that is not yet clear. And through this method, teachers exercise students' courage in asking questions and expressing their opinions. The implementation of this question and answer method takes a longer time. The questions asked by students sometimes do not correspond to the subject matter presented by the teacher. And for students who are not used to question and answer activities, will be silent and listen.

#### **Discussion Methods**

Discussion is an activity carried out in a group to solve a problem or discuss a certain topic to conclude. Teachers use this discussion method to stimulate students to be active in giving the ideas they have, train students to exchange ideas with others, encourage students to express their opinions, and train students to respect the opinions of others.

## Group Work Methods

The group work method is a teaching method by grouping students into groups to work together in completing the tasks given by the teacher.

## Demonstration Methods

The demonstration method is a way of presenting the subject matter by showing the process of implementing the material presented directly in front of students so that students can witness it firsthand and can be understood and imitated it. Metode Qishah atau Cerita

The Qishah method or story is a method used to convey a moral value through a story so that through the story a child will know how the message is conveyed. This method is very preferred by children so that children tend to be happier and pay attention so that the desired value can be well achieved in the hearts of students. In this lesson, the teacher tells the stories of the Prophet to the learners looking interested and listen well to the stories told by the teacher. After finishing the story, the teacher asked the students about the material presented and almost all the students were enthusiastic about answering which meant they understood the meaning of the story.

### *Teacher's efforts in internalizing Islamic values in students at MTs Tarbiyah Islamiyah Hajoran*

As for the way to internalize Islamic values in students through a process of habituation in the behavior of daily students through the learning process both in the classroom and outside the classroom. The process of applying Islamic values is based on the behavior of teachers as good role models. Through habituation, it is good and often done every day.

Some of the activities implemented in MTs Tarbiyah Islamiyah Hajoran as previously explained these activities are carried out outside of teaching and learning activities in the classroom, and to motivate students so that they are willing to carry out religious activities applied in schools, religious teachers always give advice and encouragement so that they always practice their religious teachings, so that students feel close to Allah SWT, by practicing religion mindfully, besides, religious teachers explain the wisdom and benefits of what they do are the habits that are applied in schools.

Creating a religious school atmosphere or environment by enacting habits to carry out Islamic teachings with the aim that students are accustomed to carrying them out with full awareness so that the values contained in the activities applied can be internalized into students. If these values can be internalized into the learners, they can shape the morals and personalities of Islamic students. Having an Islamic character is very important, especially to face the modern era and the current globalization, where the values of Islamic teachings can be used as a control and filter of values that are not by Islamic teachings.

Education through learning through the use of media supports the achievement of the goal of developing the potential of students. So learning activities still try to develop the personal skills of students. In essence, educational and learning activities take place widely in schools, households, and the wider community as well as being able to be used as learning media to achieve the desired goals. In line with this, the urgency and values along with the nuances of Islamic diversity must be a common obligation. A common obligation needs to be realized by every individual Muslim, a group for mutual happiness.

In the Islamic education system, it is adapted to local conditions and situations, in line with the rules of Islamic shari'a and life guidelines that are expected to be a provision that must be applied from an early age, for the next generation of Islam, and by being spiritually equipped they realize that indeed we are all creations of God Almighty. In addition, this activity can move the youth who have always established Ukhuwah Islamiah to become a strong generation of The Indonesian nation.

The objectives of implementing the internalization of Islamic values in MTs Tarbiyah Islamiyah Hajoran in this activity are:

1. So that students are accustomed to doing mandatory worship services

2. Participants are accustomed to carrying out sunnah worship
3. Participants can read the Quran well according to mahroj and tajwid
4. Participants can carry out fardhu kifayah

In conveying Islamic values to the materials presented through Islamic teachers at MTs Tarbiyah Islamiyah Hajoran, Mrs. Hidayah Hahisni Siregar S.Pd "in the delivery of material delivered in each monitoring activity in outline, including a) the Quran Hadith; b) Fiqh; c) Akidah Akhlak; d) History of Islamic Culture.

The process of implementing this habituation must be supported by the compact cooperation and earnest efforts of the parents (families) of the school and the community. Parents at home should increase their attention to their children by taking the time to provide guidance, exemplary and good habituation.

The efforts made by the school in internalizing Islamic values in students with the habituation method, one of which is by familiarizing students with discipline in carrying out activities that have been applied from school which aims to instill values into Islam in students.

### **Dzuhur Prayers Congregation**

Congregational dzuhur prayers are mandatory for all students, teachers and kariawan students in the Tarbiyah Islamiyah Private Tsanawiyah Madrasah Islamiyah kedemangan without exception congregational prayers are carried out in the classroom of the Tsanawiyah Private Madrasah Tarbiyah Islamiyah kedemangan, congregational prayers are carried out starting from 12.00 WIB until the end, and have been formed for imams and supervisors of prayers.

The imam at the performance of the dzuhur prayer serves as the imam of prayer as well as the dream of doing "a and prays together, usually reciting istiqhfar, prayer beads 33 times, tahmid 33 times, and takbir 33 times then praying together, usually praying for both parents, and the salvation of the life of the hereafter. Meanwhile, the prayer supervisor is tasked with supervising and ordering the course of prayers, as well as ordering students before and after the pilgrims take place.

The existence of supervision is necessary to avoid things that do not happen, for example, children are crowded alone or there is a lack of rakaat for the makmum who are masbuk, supervision in prayer is very necessary because the children are usually crowded alone before the prayer begins. And there was once an incident where there was a student who became makmum masbuk lacking his rakaat so it was necessary to remind and repeat his prayers, from this incident, prayer supervision was very necessary.

### **Dhuha Prayers**

The activity of dhuha prayers became habituation in MTs Tarbiyah Islamiyah Hajoran although it is not mandatory like dzuhur prayers congregational dhuha prayers have become like mandatory prayers. The dhuha prayer activities among the students of MTs Tarbiyah Islamiyah Hajoran are quite high. Some students carry it out because of encouragement and advice from religious teachers, but some carry it out because they are used to being at home, so that awareness grows in each student. This dhuha prayer activity is usually carried out at the hour. 6.45 pm so the students must have arrived at school before 6.45, until at school they immediately performed the dhuha prayers, individually on average they carried out two rakaats, after the completion of the Dhuha prayers continued to read do'a together and led by one of the picket teachers.

### **Reading Do'a Before and After Lessons**

The activity of reading "before and after the lesson is a habituation that is obliged to all female students in madrasah Every Muslim is obliged to pray and try but everything is left to Allah Almighty because almighty over everything is one of the ways that we are always close to him is to always remember him by thinking or living the teachings that have been shari'a.

### **Shaking Hands and Saying Greetings**

Shaking hands and saying greetings with a tawaduk attitude to the teachers of MTs Tarbiyah Islamiyah Hajoran, this is that the higher the level between habituation of handshakes and saying greetings differently from students one another. It is very influential on the attitude of laughter to the teacher. Students who carry out the habit of shaking hands by saying good greetings, then the attitude of students laughter to the teacher is better than that of students who do not shake hands and say greetings.

Shaking hands is a habituation program implemented at MTs Tarbiyah Islamiyah Hajoran to form a conducive school with the spirit of family, familiarity, and communication, so there is a good interaction to familiarize the relationships that are created harmoniously and take care of each other. Related to this, a study conducted by Tamam, et al (Tamam, Al-Adawiyah, & Muadin, 2017) concluded that the steps of exemplification, habituation, banquet (conditioning), sustainability (istiqamah) are ways to internalize Islamic values in schools. In this case, the supporting factors in its continuity lie in a good environment, parents, curriculum, as well as teachers.

### **Social Fundraising**

In addition to the cash in each class, once a week, i.e. on Friday, students are required to collect social funds, the large amount of which is not determined according to the level of ability and sincerity of each. To carry it out, it is handed over to each class usually coordinated by the class treasurer, after the funds are collected, one of the class representatives submits it to the picket officer, and from the picket duty, it is handed over to the holder of the social fund by Mrs. Hidayah Hahusni Siregar, S.Ag MA.

### **Supporting Factors in the Application of Islamic Values of MTs Tarbiyah Islamiyah Hajoran Students**

Several supporting factors in the cultivation of Islamic values in learning Islamic Religious Education, including as stated by the principal as follows:

#### **a. Internal Factors**

Internal factors are factors that come from the student himself. The factor that influences the internalization of Islamic values in MTs Tarbiyah Islamiyah Hajoran is sometimes the motivation from within them which sometimes goes up and down. Whether it's from other teachers or students. This motivational factor must always be considered by Islamic religious education teachers so that they are always enthusiastic in organizing their programs well and remain eager to always seek knowledge that will later be transmitted to their other friends. The thing that needs to be considered is to motivate other students to be interested and enthusiastic in participating in internalization activities of Islamic values, so that the process of internalizing Islamic Religious Education values is not hampered by the lack of participants who take part in activities.

#### **b. External Factors**

1) Family factors. The family is the first and foremost environment for the child. Factors related to the family are that sometimes after returning home from school there is no control from parents, parents think that children if they have been schooled their behavior will be good, thoughts like this will hinder students from continuing to practice the values of Islamic Religious Education. In addition, some parents of MTs Tarbiyah Islamiyah Hajoran students tend to be oriented towards students' cognitive achievement so sometimes it is difficult to allow their children to participate in extracurricular activities that are not directly related to test scores or report card scores.

2) Environmental factors. Environmental factors here are divided into the school environment and the community environment. In the school environment, sometimes educators are not fully able to carry out their functions as educators, such as not being punctual in entering the room or ending learning early. This will have an impact on the pattern of undisciplined learners. Peers are often

encouraged to do things that deviate from religious and societal norms. For example, throwing garbage out of place, persuasion to smoke, skipping school, and so on. In the community environment, students who live in a good environment will indirectly follow to do good, but if they live in a poor environment, it is likely to affect their way of thinking and behavior as well. Most of the students of MTs Tarbiyah Islamiyah Hajoran. lives in an urban area, so his environment does not pay much attention to the development of his personality. For example, parents do not pay attention to their associations, daily routines, and worship. This hinders the efforts to form an Islamic personality that has been pursued by MTs Tarbiyah Islamiyah Hajoran.

3) Technology Factors. It is undeniable that now it has entered the world of science and technology in the field of information exchange, of course, it will create an increasingly global exchange of information, through mobile phones, the internet, television, and other audio.

This will create free communication across regions, it can also be a tool to teach or even otherwise undermine the order of one's religious-spiritual values. Such sophisticated internet media can access a variety of sites, from educational sites to bad sites. As well as social media such as Facebook, Twitter, BBM, Instagram, and so on. It can also influence the thinking as well as the actions of learners. The smallest impact that is most pronounced for high school-age students is not being able to divide their time between learning, student activities, and communication. They tend to have more fun playing on cell phones than focusing on the work in front of them.

#### ***Inhibiting Factors in the Application of Islamic Values of MTs Tarbiyah Islamiyah Hajoran Students***

There are many supporting factors in learning, but it does not rule out the possibility of inhibiting factors including the following:

##### a) Internal Factors

Internal factors are factors that come from the student himself. Sometimes the motivation in them is also what sometimes happens up and down.

##### b) External Factors

The biggest factor is a different family background, so not all students may study religion at home. The potential for understanding, motivation, interests, problems, conditions, and attitudes possessed by each student is different. The unavailability of complete learning media makes it difficult for students to follow the rohis and psychological conditions of students to be difficult to accept learning well because it is caused by the birth of different troma due to different family conditions. Then the selection of methods that are not appropriate during learning makes students reluctant to respond or actively participate in ongoing teaching and learning activities. Although there are several inhibiting factors in the cultivation of character education values in learning Islamic Religious Education, this can be overcome by educators well.

#### **4. CONCLUSION**

The internalization of values instilled in students as habits in daily life includes faith, taqwa, sincerity, tawakal, discipline, habits, brotherhood, equality, gratitude, environmental care, social care, and responsibility. To support the educational program in the field of morals of the school, MTs Tarbiyah Islamiyah Hajoran seeks to internalize Islamic values in students at MTs Tarbiyah Islamiyah Hajoran. The process of applying Islamic values to students has been adapted to local conditions and situations, in line with the rules of Islamic sharia and life guidelines that are expected to be a provision that must be applied from an early age, for the next generation of Islam.

The process of instilling Islamic values of MTs Tarbiyah Islamiyah Hajoran, namely through teaching, example, advice, and paying attention as well as directly and indirectly, accustoming students to be disciplined in carrying out activities that have been applied from school such as reading Asmaul Husna when starting learning, reading daily prayers specifically for do'a before and after lessons,

carrying out fardhu prayers, namely dzuhur congregational prayers, as well as carrying out Dhuha sunnah prayers alternately, then other activities, namely Carrying out Fardhu Kifayah, Shaking Hands to teachers, saying Greetings, practicing 3S (Smile, greetings) and Social Fund Collection.

Many efforts were made to instill Islamic values in the students at MTs Tarbiyah Islamiyah Hajoran, including not only referring to cognitive knowledge but also practice and social. Patience, passion, and persistence from educators are the main keys to directing students to be even better.

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