

## **APPROACH TO VALUES EDUCATION AS A LEARNING FRAMEWORK FOR ISLAMIC RELIGIOUS EDUCATION**

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### **Abstract**

Values education is essentially humanizing humans, forming a generation of people who are superior and have humanist, intellectual and spiritual personalities. In reality, now education cannot maximize its role in shaping students' values, the negative influence of the environment and the progress of globalization have also shifted the level of students' values from time after time so that moral degradation becomes increasingly unstoppable, a social disease that increasingly colors the world of education and the scope of society. Learning Islamic Religious Education can be interpreted as an effort to make students able to learn, encouraged to learn, willing to learn and interested in continuing to study Islam as a whole which results in several relatively permanent changes in a person's behavior both cognitively, effectively and psychomotorically. The approaches to values education as a learning framework are the values instillation approach, the cognitive moral development approach, the values analysis approach, the values classification approach, and the learning to do approach. This value education approach can be said to be a very appropriate approach in implementing education (PAI learning). One reason is related to the aim of education regarding instilling certain values in students.

**Keywords:** Values Education, Islamic Religious Education Learning

## INTRODUCTION

Values education plays an important role in efforts to create a complete Indonesian human being. Values building as an inseparable part of education can be a powerful means of warding off negative influences, both influences originating from within the country and abroad (Halstead, M, 2005). In line with the rapid pace of development and the pace of development of science, technology and arts (IPTEKS), as well as the current flow of reform, values development is increasingly considered important as a controlling tool for achieving national education goals as a whole. However, nowadays there appear to be symptoms among young people, even parents, which show that they ignore the values and morals in social etiquette which are very necessary in a civilized society. In the current reform era, it is as if people are free to do whatever they wish (Berkowitz, M. W, 2011).

In general, values education is a form of teaching that aims to help students understand, realize and experience values and be able to place them integrally in life. If you look closely, there are actually two aspects that are the orientation of value education. First, guiding students' consciences so that they develop more positively gradually and continuously. The expected result is that students' consciences will change from being egocentric to being altruistic. Second, foster, develop, instill positive values into students' personalities while at the same time eroding and distancing them from bad values. The expected results are that students can experience the process of transformation, transaction and transinternalization of values (Thornberg, R, 2008).

On this basis, it can be understood that the emphasis of values education is developing the creative potential of students to become good human beings. Good human issues are questions of value because they involve appreciation and meaning which are affective rather than cognitive. A person will do or not do an action depending on the value system he holds. This value system is a preference (choice) of a person's behavior which is a measure of propriety and appropriateness.

Islamic education is worldly and ukhrawi oriented, different from the western concept of education which is only for the benefit of the world. Islam as a universal religion contains teachings that can guide humans to happiness in life in this world and the afterlife. Therefore, the first verse revealed in Surah AlAlaq/96 verses 1-5: commands humans to seek knowledge. Islamic education does not recognize the separation between science and religion, and its principles are balanced between the world and the afterlife. This kind

of education needs to be passed on to generations of Muslims, so that Muslims have a place of honor in the world with their knowledge, and also in the afterlife with their knowledge (Tolchah, M., & Mu'ammam, M. A, 2019).

Apart from general education, religious education is also the most important thing and is required to be studied, which is also explained in the National Education System Law No. 20 of 2003 that religious education is mandatory and is the second grade after citizenship and language education. Islamic education according to Muzayyin Arifin who quoted from DR. Muhammad S. A. Ibrahimy said that Islamic education is a breath of Islam in the person of a Muslim that drives behavior that is strengthened by extensive knowledge, so that it is able to answer all problems that develop according to developments over time. Islamic religious education is education that teaches students to be able to understand and practice the teachings taught in the Al-Qur'an and Hadith. As explained by Abdul Majid in his book, Islamic religious education is an educator's conscious effort to prepare students to believe, understand and practice Islamic teachings through guidance, teaching or training activities that have been planned to achieve predetermined goals (Lubis, M. A, 2015).

Learning is a process, method, action carried out by teachers in a programmed manner so that students at school are more active. Learning Islamic Religious Education does not only emphasize cognitive aspects, but also focuses on affective aspects in applying moral values and psychomotor aspects in terms of students' abilities/skills in reading the Al-Qur'an. Islamic Religious Education learning is not carried out haphazardly, but is guided by the curriculum that has been implemented by the government. Every lesson, especially religious learning, should try to explain the values contained in the curriculum and correlate them with the reality around students (Wahyuni, S., & Bhattacharya, S, 2021). Things that need to be considered in learning Islamic religious education are aimed at increasing students' belief, understanding, appreciation and practice of Islamic religious teachings, which apart from forming personal piety or qualities, also simultaneously forms social piety.

## **RESEARCH METHOD**

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are

journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Caruth, G.D. 2013).

## **RESULT AND DISCUSSION**

### **Islamic Religious Education Learning Concept**

#### **A. Understanding Islamic Religious Education Learning**

Learning according to Oemar Hamalik defines learning as a structured combination, including human elements, facilities, equipment and procedures that influence each other to achieve learning goals (Utomo, K. B, 2018). In essence, learning is related to how to teach students or how to enable students to learn easily and be encouraged by their own ability to learn what is actualized in the curriculum as a student's need (Muhaimin, M. A, 2020).

The definition of Islamic Religious Education is a conscious effort made by educators in order to prepare students to believe, understand and practice Islamic teachings through predetermined guidance, teaching or training activities to achieve predetermined goals (Zukin, A., & Firdaus, M , 2022).

Zuhairimi defines Islamic Religious Education as systematic care in forming students so that they live in accordance with Islamic teachings. Meanwhile, Zakiyah Drajat in her book on the science of Islamic Religious Education states that Islamic Religious Education is an effort in the form of guidance and care for students so that after completing their education they can understand and practice religious teachings and use them as a guide as a way of life (Rohman, F, 2022).

Thus learning Islamic Religious Education can be interpreted as an effort to make students able to learn, encouraged to learn, willing to learn and interested in continuing to study Islam as a whole which results in several relatively permanent changes in a person's behavior both cognitively, effectively and psychomotorically ( Majid, A., & Andayani, D, 2005).

From this understanding, there are several things that need to be considered in learning Islamic religious education, namely:

1. Islamic religious education as a business, namely a teaching and training guidance activity carried out in a planned and conscious manner to achieve a goal.

2. Students are guided, taught and trained in increasing their belief, understanding, appreciation and experience of the teachings of the Islamic religion (Demirel Ucan, A., & Wright, A, 2019).

In other words, guidance to become a strong Muslim and able to realize the teachings of Islamic Religious Education in everyday life so that he becomes a human being. For this reason, instilling Islamic Religious Education Learning is very important in forming and foundationalizing children from an early age. By instilling Islamic Religious Education Learning from an early age, it is hoped that you will be able to form a strong, strong and independent person who is guided by the Islamic Religion.

#### B. Components in Islamic Religious Education Learning

A teaching and learning process can run effectively if all components that influence the teaching and learning process support each other in order to achieve learning goals as a system, of course teaching and learning activities, especially Islamic Religious Education, support a number of components and influence the learning process of Islamic Religious Education, this is includes: objectives, learning materials, teaching and learning activities, tools, methods, learning resources, evaluation (Demirel Ucan, A., & Wright, A, 2019).

##### 1. Objectives

Objectives are a component that functions as an indicator of teaching success and will color the way students behave and act in their social environment.

##### 2. Study Materials

Learning material is the substance that will be delivered in the teaching and learning process on the basis of instructional objectives and as a learning resource for students, this can take the form of objects, and educational content in the form of knowledge, behavior, values, attitudes and methods of acquiring them.

##### 3. Teaching and Learning Activities

Teaching and learning activities determine the extent to which the goals that have been set can be achieved. In this case the teacher is only a facilitator and motivator, so the teacher must be able to understand and pay attention to the individual aspects of students/students both biologically, intellectually and psychologically.

##### 4. Tools

Tools are all methods that can be used to achieve teaching objectives to clarify the teaching material provided by the teacher or what students are learning.

#### 5. Method

Methods are the methods used to achieve the goals that have been set in the teaching and learning process. The combination in the use of various teaching methods is a necessity in teaching practice.

#### 6. Learning Resources

Learning resources are materials or materials to increase knowledge that contain things for the student.

#### 7. Evaluation

Evaluation is the process of determining a particular object based on certain criteria. In learning, it functions to determine whether or not the instructional learning objectives have been achieved and as a material in improving the Islamic Religious Education learning process.

These seven components are interconnected with each other, no one component can be separated from one another because it can result in the Islamic Religious Education learning process being hampered. In the teaching and learning process of Islamic Religious Education, the emphasis is always on the interaction between teachers and students which must be followed by the objectives of religious education. The teacher's effort for students to achieve the goal is that the teacher must have appropriate materials, then choose to determine the most appropriate and appropriate methods and means for delivering the materials by considering situational factors and then carry out evaluations so that learning of Islamic Religious Education can be facilitated.

### **Application of Values in Islamic Religious Education**

#### **A. Islamic Religious Education Learning Objectives**

The learning objective of Islamic religious education is something that is to be achieved after Islamic religious education learning activities or in other words achieving behavioral changes in students that are in accordance with basic competencies after participating in the learning. These objectives are formulated in the form of specific statements or descriptions and realized in the form of behavior or appearance resulting in a picture of learning outcomes. The learning objectives of Islamic religious education are basically a formulation of the forms of behavior that students will have after carrying out the learning process. These objectives were

formulated based on an analysis of various demands, needs and expectations (Amiruddin, A., et al, 2019). Thus, the formulation of Islamic religious education learning must be based on expectations about what is expected from the results of the learning activity process. It can be concluded that the results of learning Islamic religious education can be seen from the results of changes in students' behavior towards the better.

To formulate learning objectives for Islamic religious education well, these objectives must:

1. Oriented to the interests of students, not the teacher, the starting point is changes in behavior after the learning process.
2. Expressed with an operational verb, namely showing the results of actions that can be observed and measured using certain measuring instruments (Hakim, A. R, 2022).

#### B. Islamic Religious Education Methods

Islamic religious education methods should be in accordance with the values and teachings of Islamic religious education which are based on the Al-Quran and the hadith of the Prophet Muhammad. The exemplary method is the main key in Islamic religious education, because it is a good value and cannot be understood by students if students only listen and see it (Sapdi, R. M, 2022). Students also need good role models, so that indirectly students will get used to living according to the teachings of Islamic education as exemplified by their educators, both parents and teachers.

Methods that develop students' minds need to be implemented, because Islam recognizes that students have intellectual potential that must be developed. Therefore, in using methods that are able to optimize the development of students' minds, it is necessary to use methods such as question and answer, discussion, problem solving, research, experimentation, etc. (Ismail, I, 2016).

#### C. The Role of Educators in Islamic Education

The role of educators in Islamic religious education has many values and teachings in Islamic religious education that regulate the role of educators. Educators as implementers of education must have Islamic values within themselves. According to Alghazali, the main task of a teacher is to perfect, cleanse and purify the human heart to get closer to Allah. Al Nahlawi believes that the main role (main role) of teachers in Islamic education is as follows: (Zuhaeriah, Z., et al, 2020)

1. The task of purification. Teachers should develop and cleanse students' souls so that they can draw them closer to Allah SWT, keep them away from evil, and keep them in their natural state.
2. Teaching tasks. Teachers should convey various knowledge and experiences to students so that they can be translated into their behavior and life.

### **Approach to Values Education as a Learning Framework for Islamic Religious Education**

Effective value education can be carried out and instilled in students who are still in elementary school, in terms of sensitivity there is still a wide range of attitudes which basically influence actions. Values education is a strategy that many parties consider very effective in efforts to develop the younger generation. This is based on the variety of polemics and social phenomena that develop, including moral decadence, juvenile delinquency and other crimes in society. Therefore, a breakthrough is needed through good and continuous Islamic religious education. To realize this, it is important to use an approach to instill religious values into students (Amiruddin, A., et al, 2019).

According to Zaim Elmubarok who quoted Martorella (Rahman, H. (2015)) put forward eight approaches in values or character education, namely First, evocation, namely an approach so that students are given the opportunity and freedom to freely express their affective responses to the stimuli they receive. Second, inculcation , namely an approach so that students receive a stimulus that is directed towards a ready condition. Third, moral reasoning, namely an approach so that high taxonomic intellectual transactions occur in achieving a solution to a problem. Fourth, value clarification, namely an approach through stimulus so that students are invited to seek clarity. This is the message of the necessity of moral values Fifth, value analysis, namely an approach so that students are stimulated to carry out moral value analysis. Sixth, moral awareness, namely an approach so that students receive stimulus and awaken their awareness of certain values. Seventh, commitment approach, namely an approach so that students are invited from the start to agree on the existence of a mindset in value education process. Eighth, the union approach is an approach so that students are directed to implement it in real life.

However, the popular value approach model is in accordance with Superka's study quoted by Zain Elmubarok (Zaqiah, Q. Y., & Rusdiana, A.

(2014) in his dissertation "A typology of valuing theories and values education approaches" eight approaches to value education based on various literature in the fields of psychology, social, philosophy and education related to values, which then for technical reasons in educational practice, these approaches were summarized into five, namely:

1. Values Cultivation Approach

The values education approach (inculcation approach) is an approach that places emphasis on instilling social values in students. The aim of values education in this approach is, first, the acceptance of certain social values by students. Second, changes in student values that are not in accordance with the desired social values. The methods used in the learning process according to this approach include: example, positive and negative reinforcement, simulation, role playing and others (Kumar, R., et al, 2020).

2. Cognitive Moral Development Approach

This approach is said to be a cognitive development approach because its characteristics emphasize cognitive aspects and their development. This approach encourages students to think actively about moral issues and in making moral decisions. There are two main objectives to be achieved in this approach, namely; first, helping students make more complex moral judgments based on high values. Second, encourage students to discuss their reasons when choosing values and positions on a moral issue. This approach is based on a moral dilemma, so the group method is used.

3. Values Analysis Approach

The value analysis approach emphasizes and develops students' ability to think logically, by analyzing problems related to social values. This approach places more emphasis on discussing problems that contain social values compared to the cognitive development approach. The main objectives of values education according to this approach are; first, helping students to use logical thinking skills and scientific discoveries in analyzing social problems, which are related to certain moral values. second, helping students to use rational and analytical thinking processes in connecting and formulating concepts about their values. The teaching methods that are often used are individual or group lessons about social issues that contain moral values, literature investigations, field investigations and class discussions based on rational thinking.

4. Values Classification Approach

The value classification approach places emphasis on helping students and examining their own feelings and actions, to increase their awareness of their own values. The objectives of values education according to this approach are threefold; First, helping students to realize and identify their values and the values of others. Second, helping students so that they are able to communicate openly and honestly with other people, relating to their own values. Third, help students so that they use rational thinking skills and emotional awareness together to understand their own feelings, values and behavior patterns. In the teaching process, this approach uses dialogue methods, writing, discussions in large or small groups and so on.

#### 5. Action Learning Approach

The action learning approach emphasizes efforts to provide opportunities for students to carry out moral actions, both individually and collectively in a group (Demirel Ucan, A., & Wright, A, 2019). The main objectives of values education based on this approach are; First, provide opportunities for students to carry out moral actions, both individually and collectively, based on their own values. Second, encourage students to see themselves as individual and social creatures in social interactions who do not have complete freedom but rather as citizens of a society who must take part in a democratic process. The teaching methods used in the value analysis and value clarification approaches are also used in this approach. Other methods used are certain projects carried out at school or in the community, and practice of organizational skills and relationships with others (Lovat, T., et al, 2010).

This value education approach can be said to be a very appropriate approach in implementing education (PAI learning) (Habibi, M. M, 2017). One reason is related to the aim of education regarding instilling certain values in students. In PAI teaching practice, the value factor is the most important thing because PAI learning does not only emphasize the process and transfer of knowledge cognitively, psychomotorically, but also on the affective domain or values content of every lesson. Islamic religious education needs to be considered and at the same time become an emphasis. This is because the content of Islamic religious education is the value of truth which comes from the Revelation of Allah SWT. And the Prophet SAW.

## **CONCLUSION**

Values education is a strategy that many parties consider very effective in efforts to develop the younger generation. This is based on the variety of polemics and social phenomena that develop, including moral decadence, juvenile delinquency and other crimes in society. Therefore, a breakthrough is needed through good and continuous Islamic religious education. To realize this, it is important to use an approach to instill religious values into students. The learning objectives of Islamic Religious Education have the characteristic of being integrated between worldly life and the afterlife, so that in formulating learning plans for Islamic Religious Education it should be different from other subjects. In the Islamic Religious Education learning process, teachers must be skilled in developing learning materials and methods, so this is where the role of teachers must understand pedagogical competence. Viewed based on the material aspect, teachers must be able to develop Islamic religious education material that is not only understood in terms of knowledge, but the material must be able to produce good deeds.

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