# TEACHERS' STRATEGIES IN INTERNALISING RELIGIOUS VALUES AMONG STUDENTS AT STATE JUNIOR HIGH SCHOOL 2, GAJAH LAMPUNG CITY

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**ABSTRACT**
"The purpose of this research is to find out how Islamic education teachers' strategies in internalizing religious values to students, what the impact of implementing the internalization of religious values on students is, and what are the inhibiting and supporting factors in the internalization of religious values to students. The research method used is a qualitative method The data collection technique in this study uses observation, interviews, and documentation The results of the study show that teachers use habituation, example, supervision, advice, and punishment strategies to instil religious values, which have a significant impact on students, especially grade 8. Activities such as congregational prayers, reciting, and moral learning increase discipline and positive behaviour. Inhibiting factors include a lack of student awareness, environmental influences, the lack of parental roles, teacher board and housing conditions. Meanwhile, supporting factors include student awareness, parental support, teacher board guidance.
**Keywords**: Islamic Religious Education and Religious Values.

## INTRODUCTION

Education plays a very important role in human life, because without education, humans cannot develop. The progress of a country is not only measured by the abundance of its natural resources, but also determined by the quality of its competent human resources. Superior human resources will be able to create advanced technology to process available natural resources. Without quality HR, a country's natural wealth will only be exploited by more developed countries. Therefore, excellent HR must be developed through the education process (Harsuko & Riniwati, 2022).

Education is an effort to develop oneself comprehensively, including activities involving teachers and non-teachers, as well as formal and informal education. Education plays a role in nurturing all aspects of an individual's personality. Through education, it is hoped that individuals of high quality, responsible, and capable of facing future challenges will be formed (Ahmad Tafsir, 1997).

Education is a human effort to develop innate potential, both physical and spiritual, so that it is in accordance with the values that exist in society and culture (Chelda Yuliana, 2023). National education serves to develop abilities and shape the character and civilisation of the nation in order to educate the nation, with the aim of developing the potential of students to become individuals who are faithful and obedient to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens (Muhasim, 2023).

In line with Law No. 20 of 2003 (Sisdiknas) Article 1 Paragraph 1 concerning the national education system, it is explained that: Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and the state (UUD RI, 2003).

Therefore, in order to realise these objectives and functions, a teacher, in this case an educator, must have high competence so that they can educate students well, because teachers are one of the driving factors of an institution to realise its vision, mission, objectives and goals of the institution's programme in a gradual and comprehensive manner (Deni, 2022).

Islamic Education teachers act as mentors who always guide and direct students towards positive goals. One of the roles of Islamic Education teachers in achieving the goals of Islamic Education itself is to internalise religious values in an institution (Ahmad Hidayat, 2021). so that there is clarity about what must be achieved and what must be done (Nining Surya Ningsih, 2020). PAI teachers must develop more interactive and student-centred methods (Hikma Apriyani, 2025).

The internalisation of religious values is a process of nurturing or developing values carried out by adults to instil or imitate attitudes and behaviours in children, adolescents, and other adults who are searching for their identity. This internalisation process can begin in the family environment, school or madrasah, university, and extend to the wider community (Asmaun Sahlan, 2010), so that competencies must be improved for the advancement of education quality (Nining Surya Ningsih, 2020).

The continued inclusion of religious education in Indonesia's national education system highlights the critical role of religion for society at large, which is why Indonesian society is known as a religious society (Abidin Ep Zaenal, 2009).

Since human life, society, and the nation must have a positive religious or spiritual foundation, national life is also always based on religious values and norms. Based on these considerations, cultural values and national character must be built on the foundation of values and norms rooted in religion (Saiful Idris, 2017).

Religion is the relationship between humans and something they consider sacred, absolute, spiritual, or worthy of special respect. Religion encompasses beliefs, worship practices, and an organised system that is generally associated with a particular belief (Dimiyati & Alek, 2022).

These religious values are important to instil in children so that their behaviour reflects good conduct in their lives. These religious values must be based on religious values and principles (Enok Anggi Pridayanti, 2022).

According to Quraish Shihab in Tafsir Al-Misbah, Volume XIII, page 356, Surah Az-Dhariyat verse 56 explains the purpose of the creation of jinn and humans, which is to worship Allah. This verse reaffirms Allah's command in the previous verse to run and hasten towards Allah by explaining the reason behind that command. (Tafsir al Misbah Volume XIII).

Thus, religious values are a means of shaping the personalities of students so that they reflect good behaviour in accordance with Islamic teachings. The application of religious values is very important in educational institutions because students need these values from childhood to adulthood in order to face changes in the times, especially if they have limited knowledge (Nining Surya Ningsih, 2020). and low religious values among students can lead to the loss of harmony in relationships among peers, mutual criticism, and even criminal behaviour among teenagers (Khoirul Anam, 2020).

SMP Negeri 2 Kota Gajah Lampung is a popular school with numerous achievements, including science competitions at the district level and excellence in sports. This school, with its numerous achievements, not only teaches students to excel in specific fields but also instils Islamic values, resulting in faith and piety. The school's vision is to cultivate a generation that excels in achievements rooted in faith and piety. Its mission is to uphold correct beliefs, perform proper worship, exhibit noble character, and produce graduates who are intelligent and competitive.

Based on the results of a pre-survey conducted from 27 May to 3 June 2024, Mr. Asa Kawisworodaris, an Islamic Education teacher at SMP Negeri 2 Kota Gajah Lampung, revealed that the students at this school generally lack good religious knowledge, making it necessary to internalise religious values within the students. This is because some students did not study religion in depth at the Islamic boarding schools near the school, and most students come from families that do not pay much attention to their children's social interactions and do not teach them religious knowledge. There are also some students who engage in inappropriate behaviour and disobey rules, such as refusing to perform the Dhuha and Zuhr prayers, arriving late to

school, smoking in class, causing disturbances in class, using inappropriate language, not adhering to uniform regulations, skipping school, and fighting. In reality, especially in public schools, the implementation of religious values in schools is still far from what we hope for. Therefore, Islamic Religion Teachers are the most responsible party for instilling religious values in students. (Asakawisworo Daris, 2024) and do not have differing understandings (Nining Surya Ningsih, 2020). They also possess potential skills, knowledge, and appropriate behaviour (Miftachul Huda, 2020) and need to explore adaptation strategies for Islamic Education teachers in addressing changes (Hikma Apriyani, 2025).

**RESEARCH METHOD**

The approach used in this study is qualitative research (field research), which requires researchers to go into the field to conduct research and observations on a scientific phenomenon or condition (Lexy J. Moleong, 2013).

When considering the main issue, this research falls under the category of case studies, which are related to problems occurring at SMP Negeri 2 Kota Gajah Lampung. In conducting case study research, several or a single study programme can be selected using accurate data sources. There are two data sources used in this research, namely primary and secondary data sources.

Primary data is information obtained directly from the first source during the research process while at the research location, identifying and observing the research object (Sukardi, 2003).

Secondary data, on the other hand, is additional information that supports the research process. This type of data includes various materials such as books, articles, journals, letters, and documents. Additional data is not directly provided to those who need it but is usually obtained through intermediaries or archives (Sugiyono, 2016).

The data analysis method used is descriptive analytical, which describes the collected data in words, images, and not numbers. Data from manuscripts, interviews, field notes, documents, and so on are then described to provide clarity about the reality or facts. Data analysis in qualitative research is conducted before entering the field, during the fieldwork, and after completing the fieldwork. The analysis techniques used include data collection, data reduction, data display, and verification.

This study was conducted at one of the junior high schools located in Gajah City, Central Lampung. The school is an educational institution under the government's supervision.

**RESULTS AND DISCUSSION**

The following is a presentation of the results and discussion based on the data obtained in the field.

**Strategies of Islamic Education Teachers in Internalising Religious Values in Students at SMP Negeri 2 Kota Gajah Lampung**

Based on data obtained from research, including interviews, observations, and documentation with the principal, Islamic education teachers, and students, regarding the strategies used by Islamic education teachers to internalise religious values in students at SMP Negeri 2 Kota Gajah Lampung.

When talking about religious matters, Zulkarnain discusses various types of religious values, including the value of tawhid or aqidah, the value of worship, and the value of morals. (Zulkarnain, 2008).

Basically, the term strategy can be defined as an adjustment action to react to a specific (unique) environmental situation that can be considered important, where the adjustment action is carried out consciously based on reasonable considerations. (Muhammad Ihsan Dacholfany, 2017).

Teachers of Islamic education apply internalisation strategies for religious values to students through habit formation, modelling, supervision, counselling, and punishment. Strategies for character education require various approaches, with each strategy interrelated (Heri Cahyono, 2016). A strategy is a set of decisions that have been made about what needs to be done to achieve a desired goal (Syaiful Bahri Djamarah and Aswan Zain, 2014, p. 5). Teachers do not only teach good habits in the classroom, but they also provide role models and teach outside the classroom in the school environment by setting examples.

According to the researcher, the application of habit formation, role modelling, supervision, advice, and punishment strategies is very important in forming the foundation of students' faith, and these strategies are sufficient to create a disciplined, moral, and ethical educational environment.

Based on data from interviews, observations, and documentation conducted by the researcher, it appears that the school also provides facilities and infrastructure such as the provision of the Quran, a place for wudu, mukena, and the teachers' council also helps to implement the five strategies.

The efforts made by the school and teachers are quite good in instilling an understanding of Islam in students.

The aim is to create a religious school atmosphere that fosters noble character in students based on faith and piety, instils behaviour consistent with Islamic teachings, creates a conducive environment, and serves as a shield against negative influences from the outside world.

**The Impact of Internalising Religious Values on Students**

**Impact is the 'effect' or result of an event or action, whether positive or negative (Ruri Nasrulah, 2017)**

Respecting others Based on data from interviews, observations, and documentation conducted by the researcher, the internalisation of religious values helps students to act appropriately in their speech, thoughts, and actions, all of which are based on divine values and norms.

The application of religious values in daily life is increasingly evident through various religious programmes at school, such as reciting the Quran and performing the dhuha prayer. These activities are not merely ritualistic but also have a direct impact on students' lives, particularly in interpersonal relationships and decision-making. Thus, the internalisation of religious values at SMP Negeri 2 Kota Gajah Lampung not only shapes students who are devout in their faith but also develops them into individuals with strong character and noble moral values in their daily lives.

Inhibiting and Supporting Factors

In every strategy, there are always various factors that can hinder or even change the direction of a learning activity. The strategy used by Islamic Education teachers in internalising religious values at SMP Negeri 2 Kota Gajah Lampung also faces similar challenges. In the implementation of learning activities, the process of internalising religious values cannot immediately be instilled in the faith of students. However, this can be achieved through the actions of an educator carried out gradually and comprehensively.

The following are internal (internal factors) and external (external factors) factors that serve as an explanation of the inhibiting and supporting factors of the strategy of Islamic Education teachers in internalising religious values in students at SMP Negeri 2 Kota Gajah Lampung.

**Inhibiting Factors**

The obstacles in the implementation of Islamic Education teachers' strategies in internalising religious values in students at SMP Negeri 2 Kota Gajah Lampung are a number of constraints from the students themselves, the teachers, and the environment.

Based on data from interviews, observations, and documentation conducted by researchers from outside the school environment, such as the influence of friends and family. For example, even though a student is good at reciting the Quran at school, at home they tend to be lazy in doing so due to a lack of religious education from their parents. Additionally, personal factors of the students, such as laziness or varying levels of motivation to learn, as well as the influence of the living environment, also affect their understanding and application of religious values in daily life.

The application of Islamic foundations in students will increase if there is awareness within them to place themselves at the right time, such as when praying or

reciting the Quran. In addition, the influence of the environment is very significant in the development of students' character, where a lack of parental attention to religious education can affect students' attitudes and behaviour, so that they sometimes exhibit behaviour that is not in accordance with religious values.

The lack of awareness among students and the influence of the surrounding environment have a significant impact on the application of religious values among students. These factors can influence students' attitudes and behaviour in consistently practising religious teachings.

It can be concluded that the factors hindering the internalisation of religious values at SMP Negeri 2 Kota Gajah Lampung are the environment outside school, students' self-awareness, the teaching staff, and the role of their parents.

**Supporting Factors**

Supporting factors for Islamic education teachers' strategies in internalising religious values among students at SMP Negeri 2 Kota Gajah Lampung.

Supporting factors for the internalisation of religious values at SMP Negeri 2 Kota Gajah Lampung. The primary supporting factor in the implementation of religious values among students is self-awareness, as stated in the Quran that Allah SWT will not change the fate of a people unless they change themselves. Additionally, choosing good friends is also an important factor in supporting the development of students' personalities and religious understanding, and parents' influence is undoubtedly a key determinant of how their children will turn out.

The internalisation of religious values includes the active role of teachers in guiding and directing students to develop habits of worship, such as performing Dhuha and Zuhr prayers and reciting the Quran before studying. Furthermore, the 5S culture (smile, greet, be polite, say hello, and be considerate) implemented at the school, such as greeting teachers upon entering the classroom, further strengthens the application of religious values. The facilities provided by the school, such as the Qur'an in the prayer room and reminders of important Islamic holidays, also contribute to the formation of the religious character of students, and of course, parents also play a decisive role in shaping their children's future.

It can be concluded that the supporting factors for the internalisation of religious values at SMP Negeri 2 Kota Gajah Lampung are the awareness of the students, the involvement of the teachers in assisting the Religious Education teachers, and the support of the students' parents.

**CONCLUSION**

Based on the results of the research and discussion presented, it can be concluded that :

1. The strategies used by Islamic Education teachers include Habituation, Role Modelling, Supervision, Counselling, and Punishment.
2. This strategy has had a significant impact, especially on eighth-grade students, whose Islamic foundations have been strengthened. Understanding divine values has helped them become closer to God, behave better, and become more responsible individuals. Religious activities such as praying in congregation and Quran recitation programmes have improved discipline, while moral education has shaped attitudes of politeness, courtesy, and respect towards others.
3. Inhibiting factors include a lack of awareness among students, the influence of the environment outside school, the teaching staff, and the minimal involvement of parents. Supporting factors include self-awareness among students, parental involvement, and guidance from the teaching staff.

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