

Implementation of Shaping of Responsible Attitudes in Morality Learning at Madrasah Aliyah Negeri (MAN) 10 Jakarta

Bilqis Sigra Milir¹, Izzatul Mardhiah², Amaliyah³
Universitas Negeri Jakarta, Indonesia^{1,2,3}

Abstract: *This study aims to describe the shaping of an attitude of responsibility in adolescent relationships in students through moral learning at Madrasah Aliyah Negeri 10 Jakarta. This study uses the standard learning process theory, a method of moral shaping with an attitude of responsibility indicators. This research is qualitative and descriptive with a case study approach. Its data collection through interviews, observations, and documentation describes the application of the attitude of responsibility to students. The results showed that the planning of morality learning was under the students' needs. Shaping students' responsible attitudes through moral education use several methods, namely the lecture, model, story, and advice, which include affective or behavioral aspects.*

Keywords: *learning, morality, the attitude of responsibility*

Introduction

Morality is noble ethics. Buya Hamka mentioned that morality is the same as ethics, as in the Kamus Besar Bahasa Indonesia (KBBI), morality means ethics and practice. To form morality, several roles are needed to shape good attitudes, such as the pattern of moral formation given, the provision of exemplary examples by teachers to their students related to habituation, the method used, and the selection of appropriate subject matter, as well as the existence of a society in the environment that supports the shaping of good morals in each student (Abdul et al., 2020).

According to Amirullah Syarbini and Akhmad Khusaeri, there are several methods of moral shaping in adolescents, namely educating through model methods that teachers practice, people around, and their parents; through caring; affection education; counseling education; education through openness, habitual education, education through stories, and educate through rewards and punishments. In the adolescent age range, the intersection between emotional confusion, hormonal changes, and new life will make teenagers experience a search for identity. Therefore, parents, school teachers, and the surrounding community must pay attention to adolescents to minimize moral shifts that can make them mired in it (Syarbini & Khusaeri, 2012).

Nowadays, juvenile delinquency behaviors are still found, such as promiscuity, wild acts, fights, and even crimes on social media committed by some teenagers (Zulfikar, 2022). One of the causes of rampant juvenile delinquency behavior is environmental conditions. Adolescents live between the family environment, the school environment, and the community environment; a teenager will enter the attitude-building phase. Therefore, the role of educators in schools has an essential value for the shaping of superior quality in students by adjusting between the goals to be achieved and the program to be developed (Nurfirdaus & Sutisna, 2021).

Some teenagers are unable to recognize themselves and know about specific rules that need to be obeyed in life, including lying about the truth, not establishing a good relationship

¹ BilqisSigraMilir_1404618002@mhs.unj.ac.id

with the family, not knowing their obligations well, and committing acts that violate customs in their community ((Redaksi Sudut Keluarga), 2017).

When viewed from the passion of religion, education in a madrasah has several differences in the formation of social morals in the discipline of students. This can be seen through the many religious subjects that contribute to creating a positive environment for students, one of which is the subject of the moral creed. Learning moral creeds harmonizes the madrasa program to create a superior and moral Islamic generation (Suharmanto et al., 2020).

In this case, the shaping of an attitude of responsibility in adolescent relationships, namely students in Madrasah, can be known through the morality learning carried out by the morality teacher that it could be known about what kind of personal roles and performances need to be developed within the scope of the adolescent relationship.

Literature Review

Based on The Government Regulation of the Republik Indonesia No. 57 of 2021 concerning National Education Standards as a reference curriculum which is amended by the Government Regulation of the Republik Indonesia No. 4 of 2022. Curriculum development refers to the National Standards of Education to realize national education goals. The standards referred to in curriculum development are Graduation Competency Standards, Content Standards, Process Standards, and Educational Assessment Standards (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2021).

Process Standards are used as guidelines in carrying out the learning process or implementing learning as an effective and efficient activity to develop the potential, initiatives, abilities, and independence of student optimization. The Process Standards include learning planning, implementation, and assessment of the learning process (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2021).

Learning planning is the formulation of goals to be achieved in specific learning activities, which are related to the methods used for assessing the achievement of goals, material, delivery methods, and media used in the learning process. Through this learning, teachers can be prepared and determine action during the learning process (Fachri, 2020).

In this learning planning, it is necessary to pay attention to several things based on Circular Letter Number 14 of 2019 concerning the simplification of the Learning Implementation Plan or RPP, which is carried out with the principle of efficient, effective, and student-oriented. There are core components in the lesson plan, namely learning objectives, learning steps, and learning assessments, that must be carried out by the teacher. In contrast, the other components are only complementary (Surat Edaran Nomor 14 Tahun 2019 tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran, 2019).

Based on the Process Standards in the National Education Standards, the implementation of learners is held in a learning atmosphere that is interactive, inspirational, fun, and challenging, motivating participants to participate in every existing discussion actively, and providing sufficient space for the initiative, creativity, independence by talents and interests, physical and psychological development in students (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2021).

Learning implementation in school will be given with a model, accompaniment, and facility use. It could show the importance of the teacher's role in students' life. This is the responsibility of teachers to achieve the learning objectives that have been planned (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2021).

According to Amirullah Syarbini and Akhmad Khusaeri, there are methods of shaping an attitude in teenagers, such as educating with a model that teachers, people around, and also their parents did; with caring; education of affection; education of counseling; education of

sharing; its story; and education of reward and punishment. In the adolescent age range, the intersection between emotional instability and hormonal changes, and a new life will make teenagers experience searching for their identity. Therefore, parents, school teachers, and the environment need to care for teenagers to minimize the moral shift that can make them in worse conditions (Syarbini & Khusaeri, 2012).

Lately, juvenile delinquency behavior was found, such as promiscuity, wild attitude, fighting, and a digital crime committed by some teenagers (Zulfikar, 2022). One of the causes of juvenile delinquency is environmental conditions. Teenagers live in the family environment, school environment, and public environment. As part of the school environment, a teenager will enter the phase of attitude formation. Therefore, the role of teachers in school has an essential value for the formation of superior-quality students by adjusting the goals to be achieved with the program to be developed (Nurfirdaus & Sutisna, 2021).

Methodology

This research was conducted in Madrasah Aliyah Negeri 10 Jakarta, located in West Jakarta. This research was qualitative in collecting data using the interview method, documentation, and observation by using a case study approach to describe empirical reality in a specific scope in depth, detail, and complete.

Sources of data in this study are primary data sources and secondary data. Primary data was obtained through observations, interviews, and questionnaires to get information about lesson planning, learning implementation, and attitude of responsibility to students based on the attitude of learning that has been taught. The secondary data is derived from reading sources such as books, journals, and supporting documents used to substantiate findings and complete the information collected through direct interviews with the school.

Data collection techniques were used in the form of interviews, observations, and documentation. The interviews were conducted using an interview guide to ask some of the teachers in the school. Observations are made by observing the interactions between students and their peers, the context of giving advice or the realization of appropriate attitudes morals, and facilities and infrastructure that support activities and programs in school to shape the morals of teenagers attitudes.

Data analysis carried out after the data have been collected is to process and analyze the data using qualitative descriptive analysis techniques.

Findings & Discussion

A. Morality Learning Planning

Based on Circular Letter No.14 in 2019 about The Simplification of The Lesson Plan (Rencana Pelaksanaan Pembelajaran), learning planning has been arranged with the principle of being efficient, effective, and student-oriented. Through this circular, the 13 components of the learning plan in Ministerial Regulations regarding Pprocess Standards change to three core components, such as target learnings, learning activities, and assessments that should be done by its teacher (Surat Edaran Nomor 14 Tahun 2019 tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran, 2019).

The morality learning plan made by the teacher of morality learning already has three core components. Although further explanation is needed regarding the current information on the components, in the implementation learning, the teacher develops sources of learning in the class by orientating into the student comprehension. Media learning in the classroom is one of the essential things for the achievement of student understanding, such as the library, website learning, and the internet mobile.

The preparation of learning plans is carried out with adjustments in the morality learning book and the curriculum in a school. The teacher also develops learning plans by taking into the students' needs.

B. Implementation Morality Learning

In practice, the teacher makes learning plans as a guide for learning activities in the classroom. However, based on the results of interviews, it can be seen that learning in the classroom is carried out with contextual learning lessons. The aim is to maximize the delivery of material to students and still prioritize certain adjustments between the existing material and conditions in the virtual environment.

In the implementation of the learning process, there are three main activities: the opening, the main, and the closing. The teacher will open the class with greetings and read a prayer together in the opening activity. The morality learning teacher will deliver the prologue or apperception, which is the delivery of some initial material that will be delivered in the core learning activities. To attract students' attention for the material learning. Besides that, in this preliminary activity, the teacher explains the previous material to strengthen students' memory and understanding.

In the preliminary or initial activity, the teacher will tell several relevant stories about teenage material to be learned. For example, tell about a brawl event that resulted in various losses, etc. The teacher has been telling rationally or *alayah*, so the students know that the brawl was a bad attitude and a violation of Allah SWT. Command. Teachers hope to give examples of case studies on what is happening these days to educate students about the good and bad things around them. With the hope that students can identify which values should students need to avoid and which will instill in them.

The second core learning activity explains the learning material in class. The material is delivered by lecture method with a question, reflection, and discussion. In addition, various other methods are also used by morality attitudes teachers.

Some of the methods used by the teacher in the classroom, such as:

- a. The lecture method delivers positive and negative adolescent social concepts to provide new knowledge related to a teenager, which should be by religious principles. The teacher explains about bad attitudes and good attitudes that students will have a good character with *muhasabah*. The teachers use this method to increase the level of understanding and practice of students towards a practice related to their interpersonal with peers.
- b. The model method is the shaping of moral attitudes, which is applied directly by the teacher of morality attitudes through the attitude shown by the teacher in the classroom, interactions with other teachers, and school residents. The male teacher does not touch skin with the female teacher when they meet around, share Islamic content that contains motivation on social media accounts, and send a broadcast message that proves the correct information. In that way, students tend to be easily understood if they can interpret a learning process (Martoni et al., 2019).
- c. The morality learning teacher carries out the story method by quoting the Islamic poems and the sayings of the previous *'ulama* who seek knowledge by passing through the desert for months to know the meaning of knowledge they heard from other people. The teacher will tell some criminal cases committed by some teenagers because they often watch porn movies. Through stories, students have a direct description of the material. The teacher also provides an example of negative behavior by giving a positive impact if they leave that negative behavior. For example, they are related to drug abuse. By

using the story method, students become interested in listening and directly processing the information obtained by relating it to the environment around students.

- d. The advice method shapes teenagers' social morals by describing a case of problems that occur and giving solutions to the case being exemplified. This method is used by the teacher when he finds a case experienced by a student, and then it is notified to other students not to do the same bad things.

The closing activity at the end of the lesson is holding a question-and-answer session if some students want to ask a question. If there are no questions from students, the teacher will ask questions about the material that has been studied. This method determines students' understanding of the material and strengthens their understanding. In addition, the teacher will inform the students of the assignment with the aim that they can continue to interpret what they are going to do.

C. Implementation of Shaping of Responsible Attitudes in Morality Learning

In addition to the development of morality learning, the school is also working on several things related to the attitude of student responsibility. Some of the things are the school programs that shape students' spiritual and social aspects. The programs in Madrasah Aliyah Negeri 10 Jakarta are *tadarus*, *tahfizh*, and *dhuha prayer (TTD)*, *istighosah*, study of *Kitab ta'lim muta'alim*, *hadith arba'in*, *fikih*, and *tafsir*.

In the study of the *Kitab* program. Students will take notes on the presentations delivered by the teachers as study speakers. At the same time, other teachers pay attention to students. MAN 10 Jakarta also has a special program, namely social piety, such as a *Quran tour and mukhayyam hadith* with camp, which is intended to make students more concentrated to focus on their spiritual practice.

In the process of monitoring or supervising students' behavior. MAN 10 Jakarta holds a "Daily Amaliah Logbook" for students that need to be filled out every day based on what has been done in the real life of students. Through the logbook, the teacher can find out what the implementation of moral value education is like in every student.

The logbook in the form of a table consists of several activities that contain aspects of worship or religion by filling in the check box next to the activity description. As for other activities in the form of habituation to the spirituality of students, some rules need to be obeyed, and if students violate them, they will be given sanctions. The sanction means a point reduction imposed by the school.

Based on the data, MAN 10 Jakarta contributes to creating a learning atmosphere that supports shaping responsibility attitudes by internalizing the values in the programs held by MAN 10 Jakarta. In addition, the school also helps in the process of evaluating and handling the behavior of students who come out of religious rules and violation of MAN 10 Jakarta rules that are relevant to a violation of attitude values committed by students.

Conclusion

The shaping of responsible attitudes in students through morality learning is carried out using several methods, such as the lecture, model, story, and advice. In addition, the development of school programs helps shape students to become people who are responsible for their interactions with peers. This is known by the relevance of the school's vision and mission with the programs launched by the school, such as *tadarus*, *tahfizh*, *dhuha prayer (TTD)*, the study of *Kitab*, *istighosah*, etc. With good habituation in students, they can shape responsible attitudes in themselves. Moreover, the importance of parents' role at home is more needed for their characters.

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About the Author:

Chief Researcher
Bilqis Sigra Miller <i>State University of Jakarta, Indonesia</i>
Researcher Member
Izzatul Mardhiah <i>State University of Jakarta, Indonesia</i>
Amaliah <i>State University of Jakarta, Indonesia</i>