



## Akidah Akhlak Teacher's Strategy in Forming Students' Responsible Attitude

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### ABSTRACT

This paper examines the Akidah Akhlak teacher's strategy, obstacles, and solutions in forming students' responsible attitudes. The research uses qualitative methods. Data collection techniques were carried out through interviews, observation, and documentation. The research results indicate that the Akidah Akhlak teacher's strategy in forming the students' responsible attitude is providing reward and punishment, motivation, and a personal approach. Meanwhile, the Akidah Akhlak teacher's obstacles in forming students' responsible attitudes come from the student's personality, the parents who are less supportive, and the wrong association. The solutions carried out by the Akidah Akhlak teacher come from the cooperation between the teacher and the student's parents and building intensive communication and come from the teacher who gives positive thoughts to students and puts a little positive support to students in giving assignments. This research can provide an overview and contribution to increasing the students' responsible attitude that must always be sought by the teacher, and the importance of the parent's role in constructing a responsible attitude of students.

**Keywords:** *akidah akhlak teacher, students' responsible attitude, MI students*

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### INTRODUCTION

Morality is something that is always important to discuss, as it is one of the fundamental teachings of Islam and a very important aspect of human life. The sending of Prophet Muhammad, peace be upon him, to this earth was nothing but to perfect the morality of humanity. This can be seen in the hadith of the Prophet, which states:

إنما بعثت لأتمم مكارم الأخلاق

"The Prophet (peace be upon him) said: 'I have been sent only to perfect good character.' (HR. Bukhari). It is necessary to instill good behavior in students, such as politeness, honesty, respect, fairness, patience, independence, responsibility, and others. (Syukur, 2020). It is important to cultivate a sense of responsibility in students, which serves as the foundation for all their actions in school. Through a sense of responsibility, students will approach their tasks diligently, meticulously, and honestly.

Teachers play a crucial role in shaping students' sense of responsibility in school. It is imperative for teachers to develop the qualities of students, making them better individuals. It is not just about transferring knowledge to students' minds, but teachers must also instill good moral values, especially in shaping students' sense of responsibility. (Sujarwo, 2010).

The process of shaping a sense of responsibility in students requires specific skills from teachers that can be implemented both during and outside of the learning process. These specific skills can be referred to as strategies. In the process of forming an attitude of responsibility in students, teachers need to use strategies that are in accordance with the conditions of students. (Zaifullah & Dkk, 2021) So that this formation process can run as expected and in accordance with the objectives of forming students' responsible attitudes.

Teaching and learning strategy is a series of activities carried out to convey subject matter in a teaching environment, which includes the scope, nature and sequence of activities that can provide learning experiences to students. (Pahrudin, 2017) Therefore, in a lesson it is necessary for the teacher to pay attention to the strategies used during the teaching and learning process.

Indonesia is very concerned about the quality of education, in the Law of the Republic of Indonesia Number 20 of 2003 article 3 concerning the National Education System which functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic citizens, and responsible. (Khunaifi, 2019) These competencies are charged to each subject in school, the learning carried out by educational institutions includes its own objectives but is guided by the values in law number 20 of 2003 article 3 concerning national education, as well as in akidah akhlak education.

Akidah akhlak education is the main education of religious education, it is not the main factor in the formation of children's character, but substantially the subject of akidah akhlak has a contribution in motivating children to practice religious values in everyday life. Therefore, the lesson of Akidah Akhlak aims to form personality, attitude, character, and good behavior in students. Good behavior includes being polite, honest, courteous, fair, patient, independent, responsible, and so on. (Syukur, 2020)

Teachers play an important role in the process of shaping the attitude of responsibility of students at school. It is imperative for teachers to develop the quality of students into better individuals. Not just transferring knowledge to the brains of students, but teachers must be able to incorporate good moral values to students, especially the formation of students' responsible attitudes. (Sujarwo, 2010)

The formation of an attitude of responsibility needs to be done as early as possible. This process needs to be carried out at all levels of education, but at the elementary school level a larger and larger portion is needed, because students at elementary school age are still not much contaminated with bad traits. (Zulydawati, 2019) This also happened in class VI of Madrasah Ibtidaiyah Al-Amien Prenduan. Based on the results of an interview with the akidah akhlak teacher, namely ustadz Ach. Tsauri, S.Pd.I, the students in class VI have applied a good attitude of responsibility towards the tasks that have been given by the teacher of akidah akhlak. Therefore, researchers are interested in raising the theme in this study with the title "Akidah Akhlak Teacher's Strategy in Shaping the Attitude of Responsibility of Madrasah Ibtidaiyah (MI) Al-Amien Prenduan Students". This is important to research.

As the facts in the field show that there are still many teachers who are more oriented towards students' understanding of the material during learning without seeing the attitude and character of students while in class. Research conducted by Ady Surahman and Mukminan entitled "The Role of Social Studies Teachers as Educators and Teachers in Improving Social Attitudes and Social Responsibility of High School Students". In this study, it is different from the researcher's research, namely training social studies teachers to develop sensitivity and emotional stability in the process of delivering material. This is done so that social studies teachers can carry out the process of forming social attitudes and social responsibility of students while in class. Seeing the importance of the teacher's role in the process of forming social attitudes and social responsibility, especially in learning activities. (Mukminan, 2017) Another study was conducted by Hodaifa with the title "Teacher's Strategy in Increasing Student Learning Interest (Case Study at Madrasah Diniyah Awaliyah Miftahul Falah Karanganyar Pragaan Daya District Paragaan Sumenep District 2021-2022 Study Year)".

In this study, it is different from the researcher's research, namely to increase students' interest, enthusiasm and motivation in learning through strategies that teachers use in the ongoing learning process. In contrast to the researcher's research, namely to describe the learning strategy in the classroom used by the teacher of akidah akhlak from the beginning of learning to the end of learning akidah akhlak. In addition to the learning process, the akidah akhlak teacher provides examples of attitudes about responsibility in everyday life. (Hodaifah, 2022)

## METHOD

Researchers use a qualitative approach that is descriptive in nature. Descriptive research is research that aims to describe, describe or describe an event coherently, factually and accurately about the facts, characteristics, and relationships between phenomena that are being investigated as broadly as

possible. (Samsu, 2017) The research location in this study is at Madrasah Ibtidaiyah (MI) Al-Amien Prenduan which is located in Prenduan Sumenep Madura sub-district. The reason for choosing this research location is because the Al-Amien Prenduan Madrasah Ibtidaiyah (MI) institution has instilled a good attitude of responsibility in students. Data collection procedures in this study are by interview, observation, and documentation techniques. There is a akidah akhlak teacher and 4 students of Madrasah Ibtidaiyah (MI) Al-Amien Prenduan who are the object of the interview. In this study, the interview technique used was semi-structured. According to Sugiyono, semi-structured interviews are to find problems more openly, where the interviewee is asked for his opinions and ideas. (Sugiyono, 2019) The data obtained through observation is to obtain a direct and clear picture of the strategies used by the akidah akhlak teacher in shaping students' attitudes of responsibility.

The data analysis technique used is data condensation, namely researchers simplify field data, interview transcripts or related documents by organizing the data in such a way and adjusting all data without having to sort and select. (Miles, Matthew B, 2014) After the condensation stage, the next stage is data display, where researchers try to organize data in accordance with the research so that it becomes information that can assist researchers in drawing conclusions so that it has a certain meaning. The final step of the qualitative data analysis process according to Miles and Huberman is conclusion drawing and verification. (Miles, Matthew B, 2014)

## RESULTS AND DISCUSSION

Responsibility is one of the characters listed in character education that students must have. According to KBBI, responsibility is a state of being obliged to bear everything if something happens, you can be sued and blamed. Giving students the responsibility of learning will improve their ability to think and develop talent. (Syafi'ah, 2020) An attitude of responsibility that is embedded in students can improve the quality of each job. Promoting an attitude of responsibility in every job will be more trusted, respected, respected and increase the trust of others, so that in every opportunity students can be trusted properly in carrying out their duties. (Kurniawan et al., 2018) Therefore, the formation of an attitude of responsibility in students is very important for self-development and the benefit of social life. Likewise, when students have a high attitude of responsibility in the school environment, students will find it easier to complete their tasks well.

According to Thomas Lickona, attitude formation has three components, namely moral knowing, moral feeling and moral doing. Moral knowing according to Thomas Lickona is knowledge about morals. Moral feeling is a feeling that refers to the knowledge of these morals, so that it is emotionally attracted in a person to lead to positive feelings. Moral doing is a big action in this process, namely moral action or doing of the other two parts of character. (Lickona, 2019) Therefore, the strategies used by teachers refer to the three main things according to Thomas Lickona in shaping student attitudes in the classroom.

In Madrasah Ibtidaiyah (MI) Al-Amien Prenduan enforces the character values of responsibility such as giving homework (pr), school assignments and memorization assignments. Giving responsibility to students in learning activities will improve students' ability to think and sharpen students' brains to think broadly.

In learning akidah akhlak, there are still students who do not do homework, do school assignments, and memorize well. Therefore, the akidah akhlak teacher thinks creatively to form students' responsible attitudes when giving assignments, namely doing ways that are considered to form students' responsible attitudes when in class adjusting to students' knowledge of attitudes, desire to do, and do it in everyday life. This method is also known as a strategy. The word strategy comes from the Latin *strategia* which means the art of using plans to achieve goals. (Tahrim, 2021) In learning activities, the morals teacher uses several strategies to shape students' attitudes of responsibility in learning activities, including in accordance with Thomas Lickona's theory of attitude formation.

The akidah akhlak teacher carries out a strategy based on moral knowing, namely by giving advice to students, taking a personal approach, and paying more attention to students. Based on the results of an interview with the akidah akhlak teacher, namely, "I took a personal approach first when there was a drastic change. Usually not brave with the teacher so brave with the teacher. Usually not naughty to his friend so

naughty to his friend, if you experience something like this, usually what is done is a personal approach". This opinion is justified by 4 students who have the same opinion about the strategy of Akidah Akhlak teacher who takes a personal approach in the process of forming students' attitudes of responsibility.

In addition, the akidah akhlak teacher pays attention to moral feeling, namely by always motivating students to always carry out the values of responsibility, namely by doing their assignments well. Based on the results of an interview with a akidah akhlak teacher, namely, "For example, later if the task gets a hundred can go home first, so, for example, whoever has finished the task can take a break, so there is motivation like that". This opinion is justified by 3 students who have the same opinion that akidah akhlak teacher often provide motivation in the learning process. In addition to providing motivation to students, the akidah akhlak teacher provides an example to students so that students have a sense of consciously carrying out an attitude of responsibility. As such as the results of an interview with a akidah akhlak teacher, "Well, for example, many are playing around when in class, then I point to those who are playing around, if they don't memorize then I tell them to stand in front of the class, they can memorize but they have to stand. If there is no such thing then they are not responsible for what they do, that is, they must model an attitude of responsibility to children". The teacher provides a good example, namely good morals, compassion, and a good attitude". The akidah akhlak teacher has a good attitude, is responsible, and enters the class on time.

The last stage of the teacher in carrying out his strategy is by referring to moral doing, namely by giving assignments to students by giving time so that students do their work well. As the results of an interview with a moral akidah teacher, namely, "Well, if the memorization strategy is to memorize my strategy by giving time to memorize, for example I give 30 minutes and everything must be memorized all, well then the children will compete to memorize, if it is not like that there are children who do not memorize until the lesson is over Well, for example, many are playing in class, then I point to those who are playing, if they don't memorize then I tell them to stand in front of the class, they can memorize but they have to stand.. This statement is justified by 4 students who have the same opinion that the akidah akhlak teacher has a strategy in memorization, namely giving a duration of time so that children do their assignments properly and on time. Student 1's opinion is "yes, if memorization is given time to memorize it. Some do not memorize, but they must memorize everything. Mandatory memorization (December 2022)". Student 1's statement was added by the akidah akhlak teacher regarding students who did not do their assignments, namely, "yes, there are, as I said earlier, children with special needs (idiots), but not all of them, but yes there are (December 2022)".

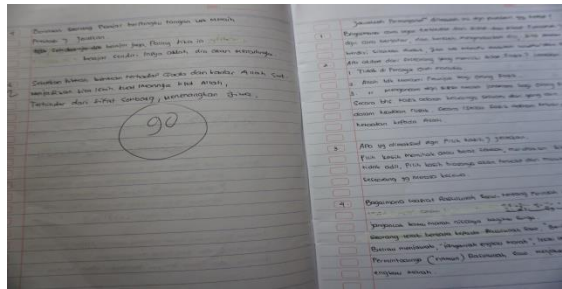


**Figure 1. Students' doing their assignments (December 2022)**

In the picture, a group of students are seen sitting in a study room, they look focused and serious about working on the assignments that have been given by the akidah akhlak teacher. Each student is seen carrying books and stationery, showing their readiness to learn and take responsibility for their assignments. The teacher is seen at the front of the room, in a position to monitor and facilitate the students' learning process. Teacher adopt effective strategies in shaping students' responsibility attitude. They may give clear guidance on the tasks to be completed, provide reasonable time limits, and give concrete directions. These strategies help students to understand and appreciate their responsibility to complete tasks well. In addition, there is

interaction between students. Some of them seemed to be working on the task earnestly. This shows that the teacher also encourages cooperation and collective responsibility in the learning environment.

Overall, it reflects the teacher's effective strategy in shaping students' responsibility attitude. Teachers create a supportive learning environment, provide clear guidance and encourage cooperation. Students' responsible attitude is reflected in their focus on the task and willingness to work hard to achieve good results.



**Figure 2. Student Akidah Akhlak Workbook**

In practice, akidah akhlak teacher gives assignments to students to be completed on time. The assignment book is part of the strategy used by the Akidah Akhlak subject teacher in shaping students' attitude of responsibility. Teacher provide tasks related to moral values, ethics, and behavior expected of students. These tasks are designed to teach students about the importance of having responsibility in carrying out their obligations as responsible individuals. Through this assignment book, the teacher provides direction and guidance to students in completing the assignments. The teacher gives a time limit to complete the assignment and reminds students of the importance of completing it on time. This is an effective way to train and shape students' attitude of responsibility. In addition, the assignment book is a symbol of the responsibility given to students and the strategy applied by the Akidah Akhlak subject teacher. The assignment book represents the need for students to be actively involved and responsible in the learning process and in the application of moral values taught by the teacher.

In the process of forming the attitude of responsibility of students, the teacher of morals sees the psychological and mental condition of each student. When students change from their usual behavior when in class, the akidah akhlak teacher will approach them personally to find out why. Because in an effort to form a student's attitude of responsibility, a special strategy is needed which requires a longer process. In addition, students need to know that an attitude of responsibility is an attitude that everyone must have in doing every action. Thus, students fully realize that an attitude of responsibility is an attitude that students must have. This is in line with Thomas Lickona's opinion about attitude formation.(Lickona, 2019).

In this case, the akidah akhlak teacher provides value placement about the importance of students' responsible attitude by approaching students first. In shaping students' responsible attitudes, strategies are needed that are in accordance with the students' circumstances. The akidah akhlak teacher must know the background of each grade VI student. When students experience changes during the learning process, the teacher of morals will find out about it and find out the problems that are happening to students and pay more attention to students who have these problems, because in the process of forming students' responsible attitudes, there are influencing factors. According to Sarwono in Abdul Karim, attitudes can be formed or changed through four kinds of things, namely: Adoption is events that occur repeatedly, gradually absorbed into the individual and affect the formation of attitudes. Differentiation, namely with increasing knowledge, experience, increasing age, attitudes will form by themselves. Integration is the gradual formation of attitudes, starting with various experiences related to one thing that eventually forms an attitude about it. Trauma is a shocking experience that leaves a deep impression on the soul of the person concerned. Traumatic experiences can also cause attitude formation. Therefore, the akidah akhlak teacher pays more attention to problematic students, realizing that shaping students' attitudes of responsibility has many influencing factors.

The strategy then carried out by the akidah akhlak teacher is to give punishment to students who do not do the assignments that have been given properly. With the punishment given, students will fully realize that the attitude of responsibility in doing assignments is very important and must be owned by students. This is in accordance with the opinion according to John Locke in (Sumantri, 2015) that humans learn through reward and punishment or rewards and punishments.

According to Thursan Hakim in Arianti, motivation is an impulse that causes someone to do an action to achieve a certain goal. (Arianti, 2018) In this case, the akidah akhlak teacher motivates students to complete their assignments properly and on time. Without realizing it, this can increase students' sense of responsibility for the tasks that have been given. By applying these various strategies and in accordance with student conditions, so that students who are negligent in carrying out their duties are reduced, because they have a sense of empathy for the responsibilities that have been imposed on them and teach students that the attitude of responsibility for the tasks the teacher gives is very important.

One of the learning systems that can increase learner activity is by using a competition model. According to Abdurrahman, the main reason a teacher chooses competitive learning interaction is generally to generate learning motivation. (Mulyono, 2003) With the duration given in memorizing, students will compete to complete their memorization. Without realizing it, students' sense of responsibility for the tasks given increases. So this strategy is in accordance with the formation of students' responsible attitudes.

In carrying out the tasks carried out by the teacher, there will be factors that support and hinder in using the strategies used by the akidah akhlak teacher in shaping students' attitudes of responsibility. Educational factors in this case are at school and family. In essence, children are reliable imitators, as well as when children are at home and school, they will easily imitate the actions of people who are nearby, especially those who have a great influence such as teachers and parents. One part of behavior is imitative behavior. Parents indirectly become models that children imitate. What is seen and learned from parents, what is felt and experienced by children including things that are fun, painful or proud will be felt in the child's mind. (Tentawa, 2012)

Environmental factors are factors that can support the process of shaping students' attitudes of responsibility and will make it easier for teachers to carry out their strategies when in class. When the environment is good in the child's environment, every event that the child adopts will be in sync with his behavior which makes him good too. Therefore, it is very important for positive learning from the family environment and the surrounding environment so that children will avoid aggression behavior and can learn and behave positively. (Tentawa, 2012)

In addition to the supporting factors in the implementation of the teacher's strategy in shaping students' attitudes of responsibility, there are also inhibiting factors that become obstacles during its implementation. The inhibiting factors include: Factors from within the child, when instilling good character in children, children can accept well or reject these characters to become their noble attitudes. This can be influenced by factors from within the child. Therefore, instilling good values and good attitudes needs to be done to students regularly, so that the strategies that teachers use in shaping students' attitudes of responsibility can run well and smoothly.

Lack of support from parents, because even though at school the teachers pay attention but when at home are ignored by parents, it will be difficult for teachers to shape students' attitudes of responsibility. Teachers will find it difficult to carry out their strategies in shaping students' attitudes of responsibility when the education they get at home is inversely proportional to what they get at school.

The social factor is one of the inhibiting factors in shaping students' responsible attitudes, because more or less friends will influence the child's personality. According to Ahmad, one of the social environments that has an important role in child development is peers. In the life of peers, a social process occurs where there is mutual influence and influence. (Arsyad, 2009)

## CONCLUSIONS AND RECOMMENDATION

Based on the results of this study, it can be concluded that the strategy of akidah akhlah teachers in shaping the attitude of responsibility of Madrasah Ibtidaiyah (MI) Al-Amien Prenduan students in the form of, personal approach to students, giving more attention to students who have problems in the home environment, giving punishment for students who do not do pr by standing in front of the class while completing homework (pr), giving the duration of time in memorization tasks, so that children compete in completing tasks and there is a value of competition in it, motivating children to complete their assignments on time. There are several supporting factors in the formation of students' attitudes of responsibility in the form of educational factors and environmental factors, as well as inhibiting factors including several things; Factors from within the child, parental factors and social factors.

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