

## Developing Student Morals at the Integrated Islamic High School (SMA IT) Al-Madaniyah Samuda

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### ABSTRACT

Moral development at SMA IT Al-Madaniyah Samuda has a very crucial role in the process of character formation of students. This school is committed to not only producing individuals who excel in academics, but also forming individuals with noble morals and are able to apply Islamic values in everyday life. Therefore, moral development is an integral part of the educational process given to students. The purpose of this study is to describe and analyze the moral development applied to students at SMA IT Al-Madaniyah Samuda and to identify the challenges faced in the process of moral development. This study uses a qualitative approach with a descriptive design, the data sources in this study are students, parents of students, and the principal. Data collection techniques used in this study are observation, interviews, and documentation. The data validation technique used in this study is source triangulation. The data analysis techniques used in this study are data collection, data reduction, data presentation, and conclusions. The results of the study indicate that moral development is carried out using various methods, such as lectures, questions and answers, discussions, and role models. In addition, there are several obstacles in the implementation of moral development, including differences in family background, time constraints, and variations in the role of teachers in implementing moral development.

### Introduction

In the current era of globalization, world society is becoming increasingly dynamic and complex due to advances in knowledge and technology. One real example of this phenomenon is the establishment of seamless communication between the Western and Eastern worlds, which facilitates the rapid exchange of information. With this progress, everything becomes easier and more efficient, which in turn encourages

humans to be open to world developments. The positive impact of opening communication and information channels is easy access to the latest information with few obstacles. However, although technology brings many benefits, there are also negative impacts, such as the entry of foreign cultures that can be misleading, leading to the decline of social norms, moral decay, mental disorders, and various other deviations that are now starting to develop in Indonesian society, especially among the younger generation (Pangabea, 2022).

Along with that, coaching is needed, coaching becomes a form and process to become a better human being and can actualize themselves in the family and community environment (Umati, 2020). The same thing was also expressed by Muslimah (2022) that Coaching involves structured activities carried out by individuals or institutions to help certain groups, who are considered lacking in certain aspects, to gain knowledge about an object. In addition, coaching plays a role in efforts to strengthen faith which sometimes fluctuates. Coaching that is designed systematically is very important in shaping a person's character and morals. Through coaching, individuals are not only given knowledge and skills, but are also guided to develop good attitudes and behaviors, which are reflected in everyday life. Therefore, coaching focuses on cognitive aspects as well as the formation of noble morals.

According to Illahi & Satria (2022), morality is a form of behavior or attitude of a person, whether manifested in the form of actions or words that are carried out without a thought process or coercion from others. In simple terms, morality is often interpreted as everything that refers to and is attached to the behavior or character of a person in their daily lives, regardless of whether it is positive in nature, namely good morality (good) or negative in nature, namely bad morality (bad). However, morality is also interpreted as the result or fruit of a close relationship between creatures (humans) and the Creator (Creator) then giving birth to and displaying the good side that can be seen from their attitudes or characters. So in this context it is understood that morality is not solely formed due to the environment, but also the intervention of the Creator (Creator) to achieve all of that (Jannah, 2019). Al-Madaniah Samuda Integrated Islamic Senior High School (SMA IT) is one of the schools under the auspices of an Islamic foundation located on JL. Partoe Mukhsin, Samuda Village, Mentaya Hilir Selatan District, East Kotawaringin Regency, Central Kalimantan Province (Our School, accessed on April 22, 2022). The excellent moral development program that is always routinely carried out for students such as studying the Sunnah fiqh (muhadarah), Dhuha prayer, Habsy or Hadrah and so on. In addition, this school also implements a learning system like in Islamic Boarding Schools, namely having a dormitory for students if they want to increase their religious knowledge outside of school hours. Based on the results of the researcher's initial observations, several students were still found to be carrying out actions or behaviors such as skipping class, bullying their friends, and using

inappropriate words. Apart from that, overall, the daily behavior of students at school already reflects Islamic law and norms in society, such as routinely participating in religious program activities, being honest and polite to teachers (Observation, on May 18, 2022). The existence of moral development at SMA IT Al-Madaniyah Samuda creates individuals who are not only superior in knowledge and skills, but also have morals that are in accordance with religious teachings and social norms.

## Method

The method used in this study is a descriptive qualitative research method. According to Lambert, descriptive qualitative research is the research that has the least theoretical support as an approach in research, and is also the least burdened to be able to formulate new theories about social life. In contrast to phenomenology, grounded theory, or ethnography which are required to produce theories, as an explanation of the phenomena observed by researchers. While descriptive qualitative is only able to produce a comprehensive and comparative research summary, as a description of certain events, certain cases, in social life (Rosyada, 2020). The qualitative research method is a method that requires effort to reveal various uniqueness from individuals, groups, communities or organizations in everyday life in a comprehensive, detailed, and scientifically accountable manner. The type of qualitative research relies on observation, interviews, and documentation on the research object so that data is produced that describes in detail (Sugiyono, 2017).

Data sources in this study were students, parents of students, and principals. Data collection techniques used in this study were observation, interviews, and documentation. The data validation technique used in this study is source triangulation. The data analysis techniques used in this study are data collection, data reduction, data presentation, and conclusions. The reason the researcher uses this method is to describe the development of students' morals in the realm of thinking and behavior carried out at SMA IT Al-Madaniyah Samuda.

## Result and Discussion

### 1. Moral Development for Students at SMA IT

Coaching means a process, action, method of coaching, renewal, improvement, effort, action and activity carried out effectively to obtain better results (Lubis, 2024). According to Sari & Ambaryani (2021), Morals can be understood as character, character, or behavior which includes manners and etiquette shown by a person, either through actions or words. Morals are impulses in the soul that are reflected through actions, without involving reason or thought (Widiyastuti, 2019). Meanwhile, Umam (2021) explains that morality is a trait in a person that can be

manifested in actions without consideration or coercion.

Moral development is important to fortify students so that they can remain steadfast in good moral principles. This development is carried out through various methods, ranging from religious activities, learning the Qur'an and Hadith, to strengthening discipline and social responsibility. Sukoco (2018) stated that moral development requires a special strategy so that moral development of students can be successful. Role models and habits in education are very much needed because psychologically, students imitate the behavior or figures they idolize, including their teachers.

How important it is for morals to be nurtured and formed from an early age, especially in adolescence. The existence of schools, especially Islamic schools, which integrate formal and non-formal education, such as madrasas and Islamic boarding schools as a place to seek religious knowledge, is one effective solution to overcome the current condition of teenagers. Because, madrasas with character education will include the values they contain to form the character that is expected to be in accordance with the vision and mission of the madrasah, especially since there are more Islamic teaching hours at madrasas compared to other public schools (Nurlaila, 2019).

Based on the results of observations conducted directly in class X at SMA IT Al-Madaniyah Samuda, it can be seen that moral development at SMA IT Al-Madaniyah Samuda uses several methods, including lectures, questions and answers, discussions, and role models. Students are given an understanding of moral values through teacher explanations, then invited to discuss and think critically about their application. Teachers and school staff also serve as examples of good behavior for students. As a result, this development has proven effective in shaping students' character, with positive support from parents who see good changes in their children.

Based on interviews with grade X students, parents, and the principal, it can be concluded that the method of moral development at SMA IT Al-Madaniyah Samuda involves several approaches. The methods used include lectures, where students are given an understanding of moral values through explanations from teachers; questions and answers, which allow students to think more actively and discuss the application of morals in everyday life; discussions, which help students share perspectives and deepen their understanding; and role models, where teachers and school staff become examples of good behavior for students. This moral development has proven effective in shaping better student character, with positive support from parents who see good changes in their children.

According to Salsabila (2019), there are several coaching methods, namely lecture methods, discussion methods, and practice methods. The same thing was also expressed by Surawan & Athaillah (2021) that there are 9 types of teaching methods

in Islamic education that are in accordance with the basic principles of Islam, namely the Qur'an and Hadith. The following are various teaching methods in Islamic education that are in accordance with the basic principles of Islam, namely the lecture method, question and answer method, discussion method, assignment method, demonstration method, experimental method, proverb/parable method, targhib and tarhib method, and repetition method (tikror).

The results of the study indicate that moral development at SMA IT Al-Madaniyah Samuda is carried out through various methods that are effective in shaping students' character. Based on observations made in class X, it was found that the school uses lecture, question and answer, discussion, and role model methods to instill moral values in students. The lecture method is used to provide an understanding of moral values through direct explanations from the teacher. After that, students are invited to think critically through question and answer and discussion sessions, where they can share perspectives and deepen their understanding of the application of morals in everyday life. In addition, role model is also an important method, where teachers and school staff strive to be examples of good behavior for students. Overall, moral development at SMA IT Al-Madaniyah Samuda has proven effective in shaping students' character, with an approach that involves various in-depth and applicable teaching methods. The methods used, such as lectures, questions and answers, discussions, and role models, show success in instilling the moral values expected to shape good students' personalities.

## **2. Obstacles faced in moral development for students**

Moral development is not easy and has challenges in its implementation. External challenges also worsen the teacher's task in instilling morals. The influence of global culture and technological advances, which are spread through social media and digital devices, have a major impact on students' character and behavior. Students who are exposed to global culture often experience changes in values that can conflict with Islamic values applied in schools (Rohman, 2023). Previous research also shows that this influence makes students more susceptible to foreign values that are not in accordance with religious teachings, especially those related to lifestyle and morality (Aprilistya, 2023). In addition, parental participation and support from the school environment are important factors in the success of moral learning. Some parents, for example, tend to completely hand over moral education to the school and are not actively involved at home, which causes moral learning to be less sustainable (Sudarni, 2022).

The results of the observation show that moral development at SMA IT Al-Madaniyah Samuda faces several challenges. One of them is the differences in the

students' family backgrounds, which causes difficulties in applying the moral values taught at school to life at home. In addition, time constraints are a major obstacle, with a busy lesson schedule reducing the opportunity to carry out moral development activities optimally. Variations in teacher approaches are also seen, where some teachers focus more on academic material while others emphasize character building, which creates irregularities in the moral development process. This indicates the need for a more structured and consistent approach to moral development in schools.

Based on interviews with students, parents, and the principal, there are several obstacles in moral development at SMA IT Al-Madaniyah Samuda. One of them is the difference in family background, where not all students come from families that support moral development in the same way, so that the application of the values taught in school is sometimes difficult to apply at home. In addition, time constraints are a problem, because the busy lesson schedule makes moral development activities not get enough time to be carried out optimally. The different roles of teachers are also an obstacle. Some students feel that there is variation in the way teachers instill morals, which sometimes focus more on academic material, while others emphasize character building. This causes irregularities in moral development at school.

Slightly different from Lubis' opinion (2024) that the inhibiting factors in moral development in aliyah students (high school level in the context of Islamic education) are the influence of the surrounding environment, inconsistency in learning moral values, academic pressure, incompatibility between traditional and modern values, lack of awareness of the importance of moral development, challenges in implementing moral values outside the school environment, and lack of support and involvement of parents.

In addition, moral development has problems that are faced in its implementation in schools. The problems of moral development faced include: first, the low quality of student input faced in its implementation in schools. Second, the lack of cooperation between the school and the parents of students faced in its implementation in schools. And third, the lack of facilities and infrastructure that cause the moral development process to not be carried out optimally (Sriani, 2022).

To overcome these challenges, schools can introduce several effective solutions. First, strengthening cooperation between schools and parents is essential. By involving parents in moral development programs, schools can ensure that the values taught in schools are also supported at home. A regular communication program between schools and parents can help maintain consistency in building students' character (Mumu, 2019).

In addition, moral development can be integrated into the existing curriculum, so that this activity is not limited by limited time. Programs that support moral development can be adjusted to subjects or included in extracurricular activities, giving students the opportunity to develop their character outside of regular class hours (Ramadhani, 2022). To support the success of this development, schools need to provide training to teachers so that they have a uniform understanding of how to teach and instill morals. That way, even though there are variations in the teacher's approach, the same goal in moral development can be achieved consistently (Zulherah, 2024). By implementing these solutions, SMA IT Al-Madaniyah Samuda can better face obstacles in moral development, creating a more supportive environment in forming good student character.

The results of the study show that moral development at SMA IT Al-Madaniyah Samuda faces a number of challenges that hinder its effectiveness. One of the main challenges is the differences in students' family backgrounds. Not all students come from families that support moral development in a similar way, so that the application of moral values taught in schools is often difficult to apply at home. In addition, time constraints are also a major problem, with a busy lesson schedule reducing the opportunity to carry out moral development activities optimally. Variations in teacher approaches also affect moral development. Some teachers focus more on academic material, while others emphasize character building. This inconsistency creates irregularities in moral development at school. In addition, the influence of the external environment, especially global culture spread through social media, influences student behavior which sometimes conflicts with the Islamic values applied in schools. The lack of parental involvement in supporting moral education at home is also an obstacle. Many parents completely hand over moral development to the school, without being actively involved at home. As a result, moral learning taught in schools cannot continue sustainably at home. Overall, despite the challenges, this study suggests the need for a more structured and consistent approach to moral development. Closer collaboration between schools and parents, integration of moral development into the curriculum, and training for teachers to align understandings in teaching morals can help create a supportive and effective environment in shaping students' character.

## **Conclusion**

Moral development at SMA IT Al-Madaniyah Samuda has an important role in shaping students' character, using various methods such as lectures, questions and answers, discussions, and role models. These methods have proven effective in guiding

students to understand and implement moral values in everyday life. However, there are several obstacles faced in the process of moral development, such as differences in family backgrounds that affect the application of values taught in schools, time constraints that cause a lack of time for moral development, and variations in the role of teachers who sometimes focus more on academic aspects than on student character.

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