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## LEARNING ANALYSIS INDICATING SOCIAL AND RELIGIOUS VALUES FOR STUDENTS IN ISLAMIC BOARDING SCHOOLS

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### ABSTRACT

The aim of this research is to identify learning to instill social and religious values for students in Islamic boarding schools. The approach used in this research is a descriptive qualitative approach, observation, interview and documentation methods. The results of this research can be explained that the use of various methods in developing the cultivation of social and religious values, namely by telling stories about the virtues of prayer, prayers after prayer, prayers for both parents, children are able to know the creation of Allah SWT, know the names of prophets and duties, daily prayers and the practice of morning prayers to carry out religious activities, practicing alms and saving to carry out good deeds, politeness in behaving towards older people, saying hello and shaking hands. Judging from several of these activities, the instillation of social and religious values for students in Islamic boarding schools is well planned and implemented. There are several methods that can develop the cultivation of social and religious values, namely the storytelling method, field trip method, demonstration method, assignment method, habituation method, and conversation method.

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### INTRODUCTION

Education is a conscious guidance or leadership by educators towards the physical and spiritual development of students towards the formation of a primary personality. Education involves all experiences, parents educate their children, children educate their parents, teachers educate their students, students educate their teachers. The education of social values and religious values in rapid education students is a solid and very important foundation for their existence, and if this has been well ingrained in every human being from an early age. These things that have been embedded are a good start for the education of the nation's children to undergo further education. The Indonesian nation highly upholds religious moral values. These noble values are also desired and become spiritual motivation for this nation in order to implement other principles in Pancasila. For example, when teachers or parents make it a

tradition or accustom their students to behave politely, such as kissing their parents' hands when shaking hands, saying hello when going to and from school, and other positive examples. Then such behavior will also be internalized within oneself. student. According to Syaodih (2014: 67) states that the development of social values and religious values for children includes children having an imitation attitude, namely starting to imitate the attitudes, perspectives and behavior of other people, children having an internalization attitude, namely children starting to interact with their social environment and Starting to be influenced by the conditions in the environment, children act introverted and extroverted, namely reactions shown by children based on experience. Social and religious values play a very important role in shaping children's behavior, so that children's personal formation will develop blend according to the child's growth and development so that it requires certain requirements and continuous supervision and maintenance. Then basic training in forming habits and attitudes is likely to develop naturally in future life. Basically, if children are instilled with social and religious values from an early age, the child will undoubtedly have the natural abilities and instinctive responses to accept attitudes of virtue and nobility, and will be accustomed to practicing noble morals.

## **METHOD**

The approach used in this research is a descriptive qualitative approach, namely a research approach that attempts to describe a symptom, event, incident that is happening now, where this research photographs events and events that occur as the focus of attention and then describes them as they really are. Sugiono (2019:98)

## **RESULTS AND DISCUSSION**

The use of learning methods to instill social and religious values in Islamic boarding schools. Learning to instill social and religious values in Islamic boarding schools has resulted in quite good developments. This is proven by researchers with use data collection through interviews, observation and document analysis. To find out the use of learning methods where there are storytelling, field trips, demonstrations, assignments, familiarization, and conversation. In developing social and religious values, learning to instill social and religious values for students in Islamic boarding schools, researchers conducted an interview with one of the teachers, he explained

that the implementation of social and religious values learning is carried out every day, at the opening time, at the core, and at the end of the learning time. The analysis illustrates that the learning methods of storytelling, field trips, demonstrations, giving assignments, familiarization, and conversation are implemented in learning starting from the morning material until the end with a predetermined implementation time.

Learning to instill social and religious values for habituation, and conversations to develop social and religious values is divided into two semesters, namely semester one and semester two. Researchers use the first semester to obtain data that is appropriate to the indicators that will be used as research. Indicators of achieving social and religious values for children are as follows: Praying before and after carrying out activities, speaking politely, respecting teachers and elders, willing to get used to waiting in line, showing right and wrong actions. The research results show that activities in instilling social and religious values are through storytelling, field trips, demonstrations, assignments, familiarization and conversation. To find out more clearly about what methods teachers apply in instilling social and religious values for students in accordance with the achievement indicators that the author researched in developing social and religious values for class students, they can be described as follows:

#### 1. Storytelling Method

Learning to instill social and religious values for students in Islamic boarding schools found storytelling methods that teachers provide to instill social and religious values in students, including:

- a. Determine the objectives and themes chosen for storytelling activities. Based on the results of what the researchers have done, the teacher prepares before starting a lesson, namely by determining the theme that will be taught to the participants one.
- b. Determine the design of the selected storytelling form

After the teacher determines the theme chosen when he wants to tell a story, determines the design of the form of the story he wants to choose, the form of the story chosen uses hand puppets, the teacher tells about the stories of the Prophet, the importance of prayer, the number of rak'ahs in prayer, the religion adhered to, various things. existing religion, the teacher tells it in front of the students and where the students listen to the story from the teacher carefully.

c. Determine the materials and tools needed for storytelling activities

After the teacher determines the design of the storytelling form, the teacher prepares the tools and materials needed when telling the story to instill social and religious values in students through the storytelling method. The teacher prepares hand puppets, pictures of various religions, after the tools and materials are there the teacher asks the students to sit in the back room to listen to the story that the teacher will tell the students using hand puppets, there is also media used by the teacher with using images or forms of religious places of worship.

d. Determine the design of the steps for storytelling activities

After the teacher prepares the tools and materials needed when telling the story,

Then Teacher provide an explanation to the students that today the teacher will tell about the teacher telling stories about the Prophet, the priority of prayer, the number of rak'ahs in prayer, the religion adhered to, the various religions that exist, after that the teacher arranges the children's seats, so that can listen to the teacher's story, after that the teacher starts the story by exploring the children's experiences in relation to prayer, the religion adhered to by the students, the teacher tells the participants that the teacher and the students are all Muslims, Islam is our religion so we must a lot grateful for what Allah SWT has given us all, Allah gave us complete body parts, we have to say Alhamdulillah and we have to take care of what Allah has given us, with, and we as Muslims We are obliged to pray because it is Allah's command SWT, where we must worship Allah SWT.

The closing activity was the storytelling method carried out by the teacher using hand puppets by asking questions related to instilling social and religious values. The teacher gave praise to children who were successful. This analysis can be concluded that when the teacher uses the storytelling method using hand puppets, there are children who listen to the story and there are children who do other things when the teacher is telling the story, because the teacher does not attract the attention of the students, the teacher should be able to attract the attention of the students with the sound that comes out. can increase thinking and emotional power for students so that the messages of instilling moral and religious values conveyed by the teacher with hand puppets can be instilled in students.

This observation was proven by the results of an interview conducted with one of the teachers, he explained that there were examples of instilling social and religious values in students. Based on the results of interviews and observations, it could be concluded that there was a storytelling method carried out by the teacher in the form of prayer, the number of rak'ahs in prayer, reading- readings in the prayer routine, short prayers, prayers for both parents, then it was discovered that there was an introduction to body parts, family members and their functions, and the task of using hand puppets so that children could be interested when the teacher told stories, In this activity, children are able to reach the realm of developing moral and religious values in the realm of carrying out worship activities according to the rules according to their beliefs.

e. Field trip planning

At the planning stage, the field trip activity carried out by the teacher was by inviting the students to visit the orange garden, where the children were very enthusiastic Results of research interviews with teachers, before students leave for the orange garden, the teacher prepares the tools and materials needed to be taken to the orange garden, for example food and drinks that students usually use.bring,

Teacherprepare plastic bags, medicines for students who are not feeling well, the teacher and students go to the orange grove using public transportation vehicles, each vehicle is filled by a driver and class teacher, before leaving the teacher takes attendance of the students one by one according to in that order. After the teacher provides rules for field trips, the rules aim to direct students to self-control and enable children to understand and appreciate the behavior of their friends in the vehicle or outside the vehicle. Children are told that food and drink will be opened when they arrive at the orange grove, and children are taught to be polite when they are in a place or orange grove and to greet their elders politely.

f. Implementation of field trips

The teacher divides the students into small groups, before leaving the teacher asks the students to pray Surah Al-Fatihah, leave the house, and when they get on the vehicle, after that the students get into the public transportation vehicle guided by the teacher and when they have Arriving at the orange garden, students are guided by teachers or parents who are willing to participate inactivity this field trip.To ensure

order when in the orange garden, the teacher provides rules that students must obey. For example, don't throw rubbish carelessly, don't pick small fruit because if you pick small fruit, the fruit is not yet ripe, so when students pick, choose large fruit, where when students pick small fruit, they open the skin and the child will feel what the taste of the orange is. Students have been provided with plastic by the teacher to dispose of rubbish and put in the pickings obtained by the students. With this field trip activity, this field trip activity teaches children to spread out, a sense of gratitude to Allah SWT, in instilling social and religious values, the teacher provides a field trip method by visiting to the orange grove, and there students find new experiences that can broaden their experience or insight that students never knew before when studying in the classroom.

## 2. Demonstration Method

Demonstration methods that teachers provide to instill social and religious values in students include:

- a. The opening steps of the demonstration When the researcher saw what the teacher gave to the students, the teacher instilled social and religious values in the children using the demonstration method through a learning activity to practice the Dhuha prayer, before starting the activity the teacher arranged the students' positions for the prayer practice activity, after that The teacher explains to the students that today we will practice the Duha prayer with the aim of getting closer to Allah SWT, so that by practicing the Duha prayer the children can find out what the readings are in the prayer guided by the teacher, before starting the activity. practice the dhuha prayer. The children line up first to take the ablution water and here the teacher teaches how to take the ablution water according to the order, the teacher also prepares tools for prayer practice.
- b. Steps for implementing the demonstration Before the implementation activity begins, the teacher asks the students about how many rak'ahs there are in the Dhuha prayer, the time for the Dhuha prayer in the morning or starts this prayer practice activity by inviting the children to take ablution water, then the teacher prepares tools and materials for the Dhuha prayer for the participants. students, namely a mukena for girls and a peci for boys and a prayer mat, after the students wear a mukena and peci, the teacher guides the students to form a

line for the Dhuha prayer activity. After that, the teacher asks one of the students to be the imam during the Dhuha prayer. who was guided by the teacher when reading the reading during prayer Following this, after completing the greeting, it is a sign that the participants have finished the Dhuha prayer, then the teacher asks the children to pray together, Surah Al-Fatihah, Istiqfar, prayers for both parents. After the dhuha prayer practice is completed, students remove the mukena and peci that have been used, and students return to the classroom guided by the teacher.

- a. Steps to end the demonstration. After the prayer practice activity, there is a Dhuha prayer activity. The students will tell their parents at home and the children will try to do it. Salat Dhuha with their parents, because when they are at school the children try to do it directly.

In this analysis, in instilling moral and religious values, the teacher uses a demonstration method by practicing the Duha prayer together by inviting students to practice the Duha prayer to always be grateful to Allah SWT, feel calm in their hearts and always remember Allah SWT, be polite. towards older people. So it can be concluded that social and religious values are instilled in the demonstration method in indicator demonstrate to students a process of how to perform prayers to the point of displaying exemplary behavior so that students can actually know and understand it. This observation was proven by the results of an interview conducted with one of the teachers, that there was a targeted practice of dhuha prayer every day in the prayer room together led by the teacher. It is hoped that the practice of Duha prayer will provide a place for children to practice praying with the correct movements and reading.

Based on the results of the interviews and observations obtained above, it can be concluded that there was a demonstration in the form of Dhuha prayers carried out by the teacher by inviting students to pray together in the school room provided that the teacher was not obstructed or there were other activities. which will be used when attaching the flag.

#### b. Development activities

After the teacher provides pre-development activities, then the teacher provides development activities in the assignment method, the teacher explains to the students that we will stick the flag and the teacher distributes tools and materials to use, such as glue, colored and white paper, sticks for sticking the flag , the teacher distributes the tools and materials to all students which are placed on their respective students' tables, this flag attaching activity aims so that students can understand that we must always be grateful for the blessings that Allah SWT has given to all of us, wherever we are. Children stick to the red and white flag. Students can practice their patience and have the character of helping each other to their friends by helping their friends when sticking to the flag.

#### c. Closing activities

After the development activity, the teacher repeats what assignment activities were carried out today, the children answered sticking to the flag ma'am, the children already know the colors of the flag and their meaning, which country the flag comes from, with this sticking learning through the method of giving students assignments Already capable, and students are grateful when they can still take part in independence day activities so that the instillation of social and religious values in children can be developed.

This analysis is instilling social and religious values for students in Islamic boarding schools using the method of giving assignments by carrying out flag attaching activities together by inviting students. So it can be concluded that the instillation of social and religious values in the method of giving assignments in teacher indicators has provided materials for certain tasks so that students carry out learning activities. This is in line with the results of the researcher's interview with one of the teachers, he explains that when children do this learning, children will be trained in instilling social and religious values in children, with the activity of attaching flags, but there are other activities that



can develop the instillation of social and religious values.

### 3. Habituation Method

students in Islamic boarding schools, that the discovery of assignment methods that teachers give to instill social and religious values in students includes the habituation method that researchers use for students in Islamic boarding schools where when students come to school they are accompanied by their parents, either the students' father or mother. Don't forget to immediately shake hands with the teacher who is in front of the gate who welcomes students when they come to school, these students shake hands with all the teachers in the class. Then, when lining up, students are able to form a neat line and when they want to enter the class, students take turns entering the class. Before the teacher starts the learning activity, the teacher asks one students to lead prayers in front of the class, prayers that are read, namely, prayers before starting to study, Surah Al-Fatihah, Surahs in the Qur'an, as well as prayers for both parents and teachers to give greetings to students, after that the teacher gives a The order is to take a magazine book. The students take it in turns and here the students practice their patience when they are surrounded by lots of people, and don't push each other. After that the students are ready to eat. Before eating, the students pray first, then the students make line to wash hands, during the hand washing activity students can queue to wait for their turn. After eating, students pray after eating, then students are ready to pray after learning which is led by one of the students and students pray when they leave the classroom. And students greet the teacher and vice versa. With this habituation activity, students are accustomed to seeing positive activities so that students can emulate them, so that when students do this habit without being asked by other people, they do it because of their own desires so that students feel happy. This analysis instilling social and religious values for students in Islamic boarding schools uses a habituation method by carrying out good activities from coming to school until returning home, and when at home and in the outside environment. So it can be concluded that the instillation of social and religious values in the habituation method in teacher indicators has improved the habits conveyed by one of the teachers, he explained that every day when children arrive at school teachers shake hands and say hello to teachers, and not just each other. only teachers but also parents, guardians and other students. Then the principal explained that cultivating social and religious values is not just about shaking hands, but queuing is a reflection in

Based on the results of interviews and observations obtained above, it can be concluded that the implementation of instilling social and religious values is carried out by teachers by exemplifying good attitudes, namely saying hello

and being able to get used to waiting in line. related to social cultivation, it is mostly done through behavioral habits in the process.

a. Pre-development activities

Before the pre-development activity, the teacher invites students to sing the pillars of Islam, so that students will be more enthusiastic during conversation activities later, and students will have the courage to speak and really listen when the teacher speaks. Today's conversation activity is about the pillars of Islam. Based on

b. Closing activities

After the development activities the teacher guides child For expressed his feelings, desires when he heard conversations about the pillars of Islam. The student revealed that he wanted to pray, fast and so on when he was older. In this analysis, in instilling social and religious values for students in Islamic boarding schools, teachers use the conversation method by having conversations about the pillars of Islam. So it can be concluded that the instillation of social and religious values in conversation methods means that children are able to communicate in conversation, listening skills and speaking skills are needed, but what researchers see is that children are not yet able to express their feelings when they hear conversations about the pillars of Islam. As explained by one of the teachers, when the teacher conducted a conversation method, there were children who were busy with their own activities, so the teacher created a conversation method in a different way, namely asking about the Pillars of Islam using movements and songs so that the children could be interested when the teacher did it. converse with students. Based on the results of interviews and observations obtained above, it can be concluded that there is an example of a conversation method from teachers to students, namely by asking children about what kind of recitation of the creed. If the children don't know it yet, the teacher tries it first and is followed by the children together. -sama, the teacher asks what prayer is called in the morning, and the children already know that the morning prayer in the morning is the dawn prayer and when it is after the sun rises, it is called the dhuha prayer, the teacher tells the students that there are 5 fardhu prayers, the teacher and Children try to answer Maghrib, Isha, Dzuhur, Azhar and Fajr, with the teacher carrying out this conversation method, values and religion are instilled in children.

### **Discussion**

The goal to be achieved in instilling social and religious values is a change in students to become good and correct human beings in behaving as servants of God. Based on these findings, according to Dewey, social education aims to foster the formation of good moral behavior for everyone. This means that social education is

not just about understanding the rules of right and wrong or knowing about good and bad provisions, polite attitudes, but must really improve a person's moral behavior. Santri educators realize that instilling social and religious values in early childhood is not only about making children understand what is good and bad or right and wrong. But by instilling social and religious values in children so that good and correct behavior can be formed as servants of Allah SWT, children, families and society. The instillation of social and religious values in Islamic boarding school students is carried out by applying several learning methods. Based on the facts found above, according to Plato, the development of social and religious values in children can be developed at the beginning of an individual's life in order to develop social values, children can differentiate between good and bad. the bad thing is, children are accustomed to queues, virtue, justice, simplicity, and courage. Furthermore, development material relating to the cultivation of social and religious values can be divided into several learning methods that is tell a story, field trips, demonstrations, assignments, familiarization, and conversations. There are various methods of telling stories or fairy tales. What is done includes telling stories about the Prophet, the priority of prayer, the number of rak'ahs in prayer, the readings in the prayer rak'ah, short prayers, prayers for both parents, then the discovery of the introduction of body parts, members family and its functions, when telling a story a teacher can also use props to overcome the limitations of children who are not yet able to think abstractly, one way is by using hand puppets. The field trip method focuses on social and religious values for children by taking children to orange gardens where children can see the creation of Allah SWT, where there are lots of oranges. The purpose of this field trip needs to be connected to themes that are in accordance with the development aspects of the development of the Islamic boarding school students. The themes are animals, work, city or village life, the coast and mountains. The demonstration method, namely instilling social and religious values, is carried out by the teacher in the form of practicing Duha prayers. The dhuha prayer is held on Tuesday, the children are very enthusiastic about taking part in the dhuha prayer. The method of giving assignments is using game tools where before that the teacher makes teaching preparations according to the theme that will be taught, the children. The habituation method, namely instilling social and religious values is carried out through habituation - habituation of behavior in the learning

process, for example praying before eating and after eating and drinking, saying hello to teachers and friends and using the conversation method, namely instilling social and religious values by telling a story then the teacher asks a question, for example the teacher asks Rukun How many Islams are there and the teacher tells them and the children answer them. Based on the facts, these findings are in accordance with the scope of instilling moral and religious values according to Permendikdub Number 137 of 2014 concerning National Children's Education Standards that the level of achievement of children's development of social and religious values includes knowing their religion, practicing worship, behaving honestly, being helpful, polite. , respect, sportsmanship, etc., maintaining personal and environmental cleanliness, knowing religious holidays, and respecting (tolerance) other people's religions. Instilling social and religious values in children requires several methods. Yuliani Nurani S, she explained that children learn from the environment and through their sensory and five senses. With the teacher's example of good manners, praying, helping each other. Teachers at Islamic boarding schools do not just transfer knowledge in learning, but try to shape behavior in children. Plus material is religious material which includes memorizing Al-Qur'an letters, hadiths, prayers. Every day children are given examples of these activities. Teachers teach children to memorize by modeling memorization little by little, over and over again, after which the children repeat it together. Based on the results of research conducted by researchers, the cultivation of social and religious values in children for students at Islamic boarding schools is carried out using several learning methods.

#### **CONCLUSION**

Based on the discussion and results of data analysis that researchers have carried out in classes for Islamic boarding school students, instilling social and religious values in children has been implemented optimally. The activities provided by the teacher run in accordance with developmental expectations and achievements, which are used as indicators of instilling social and religious values. What teachers do in instilling social and religious values is through several activities carried out through several learning methods, storytelling, field trips, demonstrations, assignments, familiarization, and conversations.

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