Implementation of Islamic Religious Education Learning in Shaping Students' Muslim Personality at Indah Integrated Islamic Private Junior High School Medan

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Abstract

This research will describe how implementing Islamic religious education shapes the Muslim personalities of students at the Indah Integrated Islamic Private Junior High School in Medan. The method used in this research is qualitative. The subjects determined in this study are Islamic religious education teachers. Then, the author uses interviews, observation, and documentation in the data collection. While the technical analysis that the author uses involves data reduction techniques, data presentation, and conclusion drawing, the results showed that implementing Islamic religious education has a positive effect on forming students' personalities. Students become better in terms of attitude, behaviour, and morals. First, the Islamic religious education curriculum at Indah Integrated Islamic Private Junior High School focuses on developing a comprehensive understanding of Islamic values and teachings. Secondly, the school uses an integrated approach to religious education, integrating religious and academic learning. Thirdly, this integrated approach successfully instils moral and ethical values alongside academic knowledge. Fourthly, the school's efforts in promoting Islamic education are visible in students' behaviour and learning.
Keywords: Implementation; Islamic Religious Education; Shaping; Personality

Introduction

Islamic religious education plays a vital role in shaping the personality of Muslim students.[1] This education provides a strong foundation in students' faith, teaches Islamic values, and guides them in understanding and practising religious teachings.[2] Selain itu, pendidikan Islam menanamkan rasa tanggung jawab, moralitas, dan akuntabilitas pribadi pada siswa.[3] Integrating Islamic teachings and principles into the school culture creates an environment that supports the development of positive values, attitudes, habits and behaviours in students.[4]

In a diverse and changing society, the integration of Islamic religious education in schools is essential to foster a deep understanding and appreciation of the teachings of Islam.[5] By incorporating Islamic principles into daily life, students are empowered to become compassionate, responsible and ethical individuals as members of the school community and broader society. This integration fosters a deep connection with Allah and instils a strong sense of purpose and identity in students. This is in line with the goals of education as stated in the 2003 Law of the Republic of Indonesia Article 37, paragraph 1, on the National Education System, which states that the purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.[6]

Several studies on implementing Islamic education in educational institutions describe various aspects of implementing Islamic Religious Education learning from the results of previous studies. These results cover several areas of study, including firstly,

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[1] Samsudin Samsudin, "Peran Pendidikan Agama Islam Dalam Membentuk Kepribadian Di Era Disrupsi," *Tribakti: Jurnal Pemikiran Keislaman* 30, no. 1 (2019): 148–165.

[2] Imamuddin Imamuddin, Walib Abdullah, and Fatihul Iqbal Maulana Muhyin, "The Application Of The Mind Mapping Method In Improving Student Learning Achievement In Madrasah Diniyah," *Molang: Journal Of Islamic Education* 1, no. 02 (2023): 29–43.

[3] Idam Mustofa, "LANDASAN PENDIDIKAN ISLAM:(Telaah Kebijakan Standar Nasional Pendidikan)," *JIEM: Journal of Islamic Education and Management* 1, no. 2 (2021): 24–33.

[4] Atiratul Jannah, "Peran Pendidikan Agama Islam Dalam Membina Karakter Religius Siswa Sekolah Dasar," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 8, no. 2 (2023): 2758–2771.

[5] Saepudin Mashuri, "Pendidikan Agama Islam (PAI) Multikultural Perspektif Pembelajaran Integratif," *Paedagogia: Jurnal Pendidikan* 12, no. 01 (2021).

[6] Depdiknas, *Tentang Sistem Pendidikan Nasional* (Jakarta: Direktoral Jendral pendidikan dan Kebudayaan, 2003).

teaching methods, Sri Wahyuni and Sanchita Bhattacharya,[7] Winarto Winarto dkk,[8] Arif Rohman Hakim;[9] *Second,* the role of the teacher, Adila,[10] St Rohmatul Laili dkk,[11] Attok Illah dkk,[12] Rahmad Hidayat,[13] and third, the impact of learning on students' personality development, Hamzah,[14] Kurniati,[15] Aries Abbas.[16] These studies provide a comprehensive picture of the urgency of Islamic education in schools; besides that, it can be concluded that from several studies, no one has examined the practical obstacles to implementing Islamic Religious Education in Junior High Schools (SMP).

The problem of this research focuses on practical obstacles in implementing Islamic Religious Education learning, and the urgency of this research lies in the importance of understanding the dynamics of Islamic knowledge to form the personality of Muslim students holistically. This research is expected to make a real contribution to overcoming these obstacles and increasing the effectiveness of Islamic Religious Education learning at the junior high school level.

This research is expected to contribute by exploring the potential for new solutions to improve the quality of Islamic Religious Education learning at Indah Medan Integrated Islamic Private Junior High School. The aim is to provide a deeper understanding, explore

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[7] Sri Wahyuni and Sanchita Bhattacharya, "Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (2021): 229–249.

[8] Winarto Winarto, Ahmad Syahid, and Fatimah Saguni, "Effectiveness the Use of Audio Visual Media in Teaching Islamic Religious Education," *International Journal of Contemporary Islamic Education* 2, no. 1 (2020): 81–107.

[9] Arif Rohman Hakim, "Islamic Religious Education Strategy in Instilling Character Moral Values in Adolescents," *International Journal of Social health* 1, no. 2 (2022): 64–68.

[10] Alya Ulfa Adila, Intan Purnama Sari, and Adiyono Adiyono, "The Role of Teachers in The Development of Islamic Religious Education (PAI) Curriculum in Public Junior High Schools," *Pedagogia: Jurnal Ilmiah Pendidikan* 15, no. 1 (2023): 1–8.

[11] St Rohmatul Laili, Triyo Supriyatno, and Abd Gafur, "Development of Islamic Religious Education Teacher Competency and Character Through Blended Learning," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (2022): 864–875.

[12] Attok Illah et al., "Principal Leadership in Developing the Competence of Islamic Religious Education Teachers," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 3 (2022): 405–420.

[13] Rahmat Hidayat, Muhammad Sarbini, and Ali Maulida, "Peran Guru Pendidikan Agama Islam Dan Budi Pekerti Dalam Membentuk Kepribadian Siswa SMK Al-Bana Cilebut Bogor," *Prosa PAI: Prosiding Al Hidayah Pendidikan Agama Islam* 1, no. 1B (2018): 146–157.

[14] Hamzah Hamzah et al., "Overcoming Self-Confidence of Islamic Religious Education Students: The Influence of Personal Learning Model," *Journal of Education and Learning (EduLearn)* 14, no. 4 (2020): 582–589.

[15] Nia Kurniati and Muhammad Yusron Maulana El-Yunusi, "Methods for Cultivating Students' Personality and Morals Through Islamic Religious Education," *Bulletin of Science, Technology and Society* 2, no. 2 (2023): 25–30.

[16] Aries Abbas, Marhamah Marhamah, and Ahmad Rifa'i, "The Building of Character Nation Based on Islamic Religion Education in School," *Journal of Social Science* 2, no. 2 (2021): 107–116.

potential new solutions, and improve the quality of religious learning in educational institutions.

In addition, collaborative efforts between educators, parents, communities and religious leaders are essential in creating a nurturing and supportive environment that fosters the development of Muslim students. This holistic approach goes beyond the classroom, providing students with opportunities to participate in extracurricular activities and talent development, allowing them to explore and refine their skills and interests. Applying interactive teaching methods, such as discussion, role-playing, and project-based learning, ensures that students are actively engaged with and use them.

The basic argument of this research lies in the urgency of improving the quality of Islamic Religious Education learning implementation as a real effort to shape students' Muslim personalities at Indah Medan Integrated Islamic Private Junior High School. A good understanding of religion is expected to form a solid character, provide a strong moral foundation, and strengthen students' Islamic identity in Islamic education.

Research Methods

This research uses descriptive qualitative methods. This method is used to understand a phenomenon in the research object.[17] In this research, the phenomenon that will be studied is the implementation of Islamic Religious Education learning in shaping the Muslim personality of students at SMP Swasta Islam Terpadu Indah Medan. The research subject in this study is the Islamic Religious Education teacher at the Indah Integrated Islamic Private Junior High School in Medan. The selection of teachers as research subjects is based on the consideration that teachers are the main actors in the learning process of Islamic Religious Education.

Meanwhile, data collection in this study was collected using three techniques, namely interviews, observation, and documentation. Researchers used several steps. First, data reduction was carried out to summarise and simplify the data that had been collected. Second, data presentation is done to present the data that has been reduced in a form that is easy to understand. Third, conclusions are drawn based on the data that has been given.[18]

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[17] Hilmam Gunawan, *Metode Penelitian Kualitatif Teori dan Praktik* (Jakarta: Bumi Aksara, 2013), 81.
[18] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2019). 34.

Formation of Students' Muslim Personality through Islamic Religious Education Learning at Indah Integrated Islamic Private Junior High School Medan

Forming students' Muslim personalities through Islamic religious education is essential in developing quality human resources and Islamic character. Likewise, Islamic religious education at Indah Medan Integrated Islamic Private Junior High School has a significant role in shaping students' Muslim personalities. Through Islamic religious learning, students are taught moral and ethical values in Islam and given a better understanding of the teachings of Islam and how to apply these teachings in everyday life.

Forming students' Muslim personalities through Islamic religious education at Indah Medan Integrated Islamic Private Junior High School is supported by a curriculum that integrates Islamic teachings in every subject. In addition, the school also organises extracurricular activities that aim to strengthen Islamic values and improve students' Muslim personalities.

Thus, students gain theoretical knowledge of Islam and can implement its values in real life. This aligns with the school's vision and mission, emphasising the importance of building a solid Muslim personality through Islamic religious education. Through Islamic religious education at Indah Medan Integrated Islamic Private Junior High School, students are expected to internalise Islamic values in their daily lives, such as honesty, tolerance, hard work, and cooperation. Thus, they can become devout Muslims, benefit society, and face the challenges of the modern world with a solid and resilient Muslim personality.

Indah Medan Integrated Islamic Private Junior High School focuses on three main aspects in forming students' Muslim personalities. The first aspect is the cultivation of Islamic religious values in students. While learning Islamic religion, students are given an in-depth understanding of moral and ethical values in Islam. Through learning the Islamic faith at SMP Swasta Islam Terpadu Indah Medan, students can better understand Islam's teachings and how important it is to apply these values in daily life.

Students are also taught how to apply Islamic teachings in everyday life at this stage. This is done so that students understand the teachings theoretically and implement the values in daily practice. In addition, the curriculum at Indah Medan Integrated Islamic Private Junior High School has been designed to integrate Islamic teachings into all

subjects, ensuring that the values are taught in Islamic religion lessons and in the context of other lessons.

In addition, extracurricular activities also play an essential role in strengthening Islamic values and enhancing the Muslim personality of students at SMP Swasta Islam Terpadu Indah Medan. With these activities, students are expected to internalise Islamic values and apply them daily. This aligns with the school's vision and mission to emphasise the importance of building a solid Muslim personality through Islamic religious education.

However, in addition to cultivating Islamic values, attention must be paid to developing students' social skills and understanding human relations' importance. Thus, the formation of students' Muslim personalities is not only about the religious aspect but also includes the social aspect in their interaction with the surrounding community. With holistic efforts that include religious aspects, social skills development, and an understanding of human relations, it is hoped that students can build a solid Muslim personality that can answer the challenges of the modern world firmly and resiliently.

Challenges in the Implementation of Islamic Religious Education in the Formation of Muslim Personality

Implementing Islamic Religious Education has a vital role in shaping the personality of Muslims. It aims to increase faith, understanding, appreciation, and practice of Islam to become Muslims who believe and fear Allah SWT and have noble character by Islamic teachings. However, there are several challenges in implementing Islamic Religious Education and forming a Muslim personality:

First, religious teachers must be able to radiate the values of spiritual teachings in classroom management, teaching and learning activities, and their appearance. Teachers must be role models and provide good examples for their students. Secondly, Islamic Religious Education's curriculum and teaching methods need to be updated to suit the needs and challenges of the modern world. Thirdly, there may be a lack of resources and materials for teaching Islamic Religious Education, making providing comprehensive and exciting learning difficult.

Fourthly. Students' lack of interest and understanding of Islamic Religious Education can hinder the formation of a solid Muslim personality. Fifth, the influence of external factors such as negative peer pressure, media and Western cultural influences can

challenge the development of a solid Muslim personality. Moreover, implementing Islamic Religious Education faces challenges in harmonising and responding to learners' diverse backgrounds and needs.

Several measures are in place to address these challenges: first, providing training and professional development opportunities for religious teachers to improve their knowledge, skills and abilities to deliver Islamic Religious Education effectively. They were second, create a relevant, engaging and adaptable curriculum to the modern world while remaining faithful to Islamic teachings and third, implement teaching methods incorporating interactive and practical approaches, such as experiential learning and real-life examples—fourthly, Providing access to a wide range of resources and materials to suit different learning styles and abilities, ensuring comprehensive and engaging learning.

Fifth, Foster a positive and inclusive learning environment that encourages open discussion, critical thinking and understanding of different perspectives in Islamic teachings. Sixth, Encourage students' active participation and engagement in Islamic Religious Education through discussions, group work and projects that enable students to apply their knowledge and skills in real-life situations. Seventh, Promoting the importance of personal involvement and self-reflection in the learning process, encouraging students to practise and apply Islamic teachings in their daily lives actively.

Implementation of Islamic Religious Education in the Formation of Student Personality at Indah Integrated Islamic Private Junior High School Medan

Through Islamic religious education at Indah Medan Integrated Islamic Private Junior High School, students receive learning that is integrated with Islamic values and a supportive school environment that reinforces these values in students' daily lives. Thus, students acquire theoretical religious knowledge and can make these values an integral part of their personality and actions. Indah Medan Integrated Islamic Private Junior High School has developed several effective Islamic learning methodologies to

Ensure the formation of students' Muslim personalities. Some effective Islamic learning methodologies implemented at SMP Swasta Islam Terpadu Indah Medan include. First, learning through an active-participatory approach: The teacher is not only a giver of information but also encourages students to actively participate in the teaching and learning process. Through discussions, role plays, and group activities, students can communicate, collaborate, and think critically in understanding and applying Islamic

religious values.[19] *Secondly,* the use of media and technology in learning Islam: SMP Swasta Islam Terpadu Indah Medan uses audio-visual, multimedia, and information technology in learning Islam. This approach helps engage students and makes learning more interactive and exciting.[20] *Third,* the integration of Islam in all aspects of student life: In addition to classroom learning, Islamic values are also applied in activities outside the classroom, such as ceremonies and extracurricular programmes.

Formation of Students' Muslim Personality at Indah Integrated Islamic Private Junior High School Medan

Implementing Islamic Religious Education at SMP Swasta Islam Terpadu Indah Medan is vital in shaping students' personalities. Supporting factors for the implementation of Islamic Religious Education at the Indah Indah Integrated Islamic Junior High School in Medan are essential in shaping students' personalities, among others: first, a holistic approach: A holistic approach in the implementation of Islamic Religious Education at the Indah Indah Integrated Islamic Private Junior High School in Medan can help students in understanding Islam as a whole, both in terms of religious teachings, worship, ethics, and morality. This finding confirms the findings of Muhammad Sakdulloh, who concluded that holistic learning can increase students' motivation in class to strengthen students' understanding of the material.

Second, the involvement of competent teachers: Teachers who are skilled and deeply understand Islam can provide quality teaching and inspire students to become pious and responsible individuals. Third. Structured curriculum: A structured curriculum based on the teachings of Islam can provide a clear direction in forming students' personalities. Fourth, integration with extracurricular programmes.

In addition to the supporting factors mentioned above, there are several other factors, such as parents' role, a conducive school environment, and adequate learning facilities. With these supporting factors, implementing Islamic Religious Education at

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[19] Ahmad Syukron, Samsudi Samsudi, and Kustiono Kustiono, "Pendidikan Diniyah Formal: A Formal Curriculum for Pesantren in Indonesia," *Innovative Journal of Curriculum and Educational Technology* 9, no. 2 (2020): 63–71.

[20] Sultan, "Discipline of Islamic Religious Education Teachers in the Implementation of Learning in Junior and Senior High School Students in Sapuka Island," *International Journal of Science and Research Archive* 11, no. 01 (2020).

Indah Medan Integrated Islamic Private Junior High School can successfully form a strong student personality based on Islamic values.

In addition, the availability of complete facilities for learning and practising Islamic teachings, such as worship facilities, an Islamic library, and extracurricular activities related to Islamic studies, adds to the overall learning experience. These factors collectively create a nurturing and comprehensive educational environment that helps students develop a solid and principled character rooted in Islamic values.

The successful implementation of Islamic Religious Education at Indah Medan Integrated Islamic Private Junior High School depends on a holistic approach, competent teachers, a structured curriculum, parental support, a conducive school environment and adequate learning facilities. By integrating these key factors, schools can effectively shape students' characters and instil Islamic values and teachings in them, equipping them to become responsible individuals guided by the principles of faith. In line with the findings in this study is Dinda Maharani's research, which assesses that Islamic religious learning positively impacts student character.[21]

Measuring the Success of Personality Building in the School Environment

The formation of a Muslim personality in students depends on classroom learning and is influenced by the overall school environment. A school environment that is conducive, supportive, and consistent in instilling Islamic values will help strengthen students' character building. At Indah Medan Integrated Islamic Private Junior High School, the school environment is built with full awareness of Islamic values. The rules of conduct, school culture, and interaction between students and teachers are based on Islamic values.

In addition to formal education in the classroom, daily life in the school environment provides opportunities for students to continue to be exposed to Islamic values. For example, in student activities, the application of values such as honesty, caring, cooperation and responsibility are honed through actual practice. Each school has a different learning strategy for building its students' Muslim solid personality. Teachers use a holistic and interactive approach to learning Islam. They convey religious theories

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[21] Dinda Maharani and Mavianti Mavianti, "Analisis Terhadap Pembinaan Akhlak Siswa Melalui Mata Pelajaran Agama Islam Pada Sekolah Musleeminsuksa School Songkhla Hatyai Thailand," *Innovative: Journal Of Social Science Research* 4, no. 1 (2024): 328–341.

and teach students how to implement these values in daily life. In addition, teachers also become role models for students in applying Islamic teachings in actual actions. They demonstrate honesty, tolerance, hard work, and cooperation in their daily student interactions.

The role of teachers is vital in shaping student character. In Islamic religious education, the teacher is not only a teacher but also a figure who guides and inspires students to behave according to Islamic teachings. Teachers can guide students in understanding Islamic religious values and provide concrete examples of daily behaviour.

The Islamic religious education curriculum at Indah Medan Integrated Islamic Private Junior High School has been designed so that Islamic values are taught in Islamic religious lessons and integrated into other subjects. Thus, students can understand and internalise Islamic teachings in various contexts.

Measuring the success of personality formation in the school environment, Indah Medan Integrated Islamic Private Junior High School conducts periodic evaluations of students' development in applying Islamic religious values and social skills. This evaluation format also measures students' activities at home; for this step, Indah Medan Integrated Islamic Junior High School uses a daily activity list filled in at home with parents and will be evaluated by the homeroom teacher every Friday.

In addition, students participation in extracurricular activities related to Islam can also be an indicator of success in the formation of students' Muslim personalities. By paying attention to this, the school can continue to make adjustments and improvements to form students' Muslim personalities.

Conclusion

The Islamic religious education curriculum at Indah Integrated Islamic Junior High School has demonstrated a solid commitment to providing students with a comprehensive understanding of Islamic values and teachings. The school's integrated approach to religious education, balanced with academic learning, is commendable in fostering individuals who deeply understand their faith. With dedicated teachers and a supportive learning environment, the school instils moral and ethical values alongside academic knowledge. The school's efforts in promoting Islamic education are visible in the students' behaviour and learning, reflecting a holistic approach to education. Indah Integrated

Islamic Private Junior High School has created an environment where students can develop a strong foundation in Islamic values and teachings.

The school's commitment to providing a balanced education that combines religious and academic learning is commendable. The dedication of the teachers and the supportive learning environment have contributed to the school's overall success in instilling moral and ethical values in the students. The holistic approach to education is reflected in the behaviour and knowledge of the students, demonstrating the effectiveness of the school's efforts in promoting Islamic education. The school's commitment to Islamic education is further demonstrated by its extracurricular activities, such as Quran recitation competitions, Islamic seminars and community service projects that instil a sense of social responsibility in students. The emphasis on character development and applying Islamic principles in real-life situations enriches students' academic experience and prepares them to contribute to society positively. The holistic approach to Islamic education at Indah Integrated Islamic Private Junior High School sets a commendable standard for integrating religious and academic learning, fostering a deep understanding of Islamic values, and preparing students to be moral and conscientious members of society.

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