

INTERNALIZATION OF EDUCATIONAL VALUES THROUGH RELIGIOUS EXTRACURRICULARS IN BODEH STATE JUNIOR HIGH SCHOOL, PEMALANG DISTRICT

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Abstract

This article aims to discuss the internalization of educational moral values through religious extracurricular activities at SMP N 1 Bodeh for all. This study aims to analyze religious extracurricular activities at SMP N 1 Bodeh about educational moral values, to examine the strategies adopted in internalizing educational moral values through religious extracurricular activities at SMP N 1 Bodeh, to investigate the implications of internalizing educational moral values through religious extracurricular at SMP N 1 Bodeh. The type of research was field research. The method used a qualitative. The findings of this study indicate that religious extracurriculars related to educational moral values are the customs such as reading an *asmaul husna*, *dhuha* prayer, *zuhur* prayer, *tahfidzul Qur'an* (*tajweed*, *makharij al letters*, *imla'* and memorizing *the Qur'an*), the practice of *tambourine* keys, and studying scriptures (*aqidatul lay*, *syu'aibul faith*, *akhlaqul banin*), speeches and other activities such as *mawlid al-nabi*, *pilgrimage*, and *other activities* . The internalization strategy of educational moral values through religious extracurriculars at SMP N 1 Bodeh, namely giving good advice through lectures, setting good examples, habituation, commemorating Islamic holidays, teaching about morals from the book of *akhlaqul ban in*, *aqidatul lay* and *syu 'abul faith*. The internalization implications of the educational moral values through religious extracurricular at SMP N 1 Bodeh are increased discipline, good morals, positive habits, increase in worship, and championships in the religious field.

Keywords: Internalization of the educational, moral values, extracurricular activities

INTRODUCTION

Internalization is uniting values in a person, or in psychological language, is an adjustment of beliefs, values, attitudes, behavior (Behaviour), practices and standard rules in a person. Meanwhile, according to Fuad Ihsan in his book, internalization is defined as an effort made to incorporate values into the soul so that it becomes his own (Afify, 2018)

The values of moral education in a person can be shown by behaving as a result of behavior (Abdullah, 2022) . Internalization of the values of moral education, namely efforts to instill the basics of morality and the virtues of character, traits that are mandatory in oneself and become routines for the purpose of educated people having an understanding regarding whether or not an action is good, being able to practice Islamic teachings, having strong beliefs, and noble character who later becomes the main man. This effort is carried out gradually in a sustainable manner in addition to the development of students (Anas & Budianto, 2023) .

However, in fact the process of internalizing the values that have been carried out in schools, formal and non-formal institutions has not shown success in changing the morals of each student (Azis & Amiruddin, 2020) . This fact is due to the fact that many educational institutions in Indonesia only carry out education limited to the transfer of knowledge in theory, without being accompanied by a transfer of values. Therefore, we can feel the impact of the failure of moral education carried out today. This domain shows that there is a gap between the goals of building intelligence and the goals of building morals. The role of schools in general so far has only focused on the intellectual domain, while the moral realm has not been fully developed. And it will have a detrimental effect on the existence of the Unitary State of the Republic of Indonesia (NKRI) (Agustini & Sucihati, 2020) . It has been proven that various problems of character, morality and character are still major problems that hinder the development and noble aspirations of this nation.

According to Abi, (2017) Religious extracurriculars are important activities in the educational process. Because in it there are activities related to the practice of the Islamic religion, in religious extracurricular activities students are expected to be able to understand, live and actualize actions that are in accordance with the values they believe in. Therefore, religious extracurricular activities include the internalization of moral values. Internalization of values is a very useful process carried out in the world of education to implement noble values for students and implemented in the form of attitudes, good moral actions in daily activities.

The existence of behavior that violates school rules has been carried out by students of SMP Negeri 1 Bodeh Pematang. It is important to internalize the values of moral education as an example of behavior that violates the rules and regulations found around SMP Negeri 1 Bodeh Pematang, namely being late for class, truancy, speaking impolitely, bullying, and so on. This bad behavior occurred around SMP Negeri 1 Bodeh Pematang. If this deviant act is ignored continuously, it will have an impact on a value system that is internalized within the student. Therefore there needs to be a process of internalizing the values of good moral education for students.

METHOD

This research was conducted at SMP Negeri 1 Bodeh Pematang and became the object of this research. It employed qualitative descriptive research (Iswadi, Karnati, & Budianto, 2023) . To collect the data, the researchers did a number of ways, such as observation, interviews and document analysis from community performances. Then, for analyzing the data, they interpret it comprehensively and deeply to get actual and valid information. Further, the researchers also conducted validity tests using readability and legibility test programs. Research using several approaches Religious approach, that humans are created to have potential basic or religious talent.

RESULTS AND DISCUSSION

Based on the author's findings in the field, the implementation of religious extracurricular activities is carried out with the hope that students will get other supplements in school, not only specific material such as subjects but also special material that is more in-depth and more practical. So it is expected that children have complex mastery not only of subject matter alone.

Based on the results of the interviews, it can be described that the purpose of holding religious extracurriculars, according to Mr. Kirno as the Principal of SMP Negeri 1 Bodeh, is that these religious extracurriculars are designed to be able to increase students' moral education values. This religious extracurricular is not only to improve students' skills but also to internalize the values of moral education for students. What's more, PAI lessons are only 2 hours long, so students need other activities to support the spiritual needs of students. This activity is a religious extracurricular activity designed to facilitate students in learning, especially in increasing the values of moral education. A clearer explanation regarding religious extracurricular material as explained by Mr. Sujud is as follows:

1. Tambourine: Keys to tambourine rhythm, tambourine practice, tambourine practice both inside and outside of school
2. Tahfidzul Qur'an: Includes readings of Tajwid, imla, memorizing the Qur'an and its interpretations
3. The Yellow Book: the target and what is currently being conveyed regarding: Fiqh on the chapter on prayer and other matters, Muhafadhoh on the chapter on values of moral education
4. Speech: ordinances of speeches, religious lectures,
5. Habit of remembrance of Asmaul Husna and tadarus of the Qur'an.

Strategy

Based on observations and interviews, the strategy for internalizing the values of moral education through religious extracurriculars at SMP Negeri 1 Bodeh Pemalang is as follows:

- a. Giving good advice through lectures during religious extracurricular activities

By giving wise advice in every study which is essentially about the obligation to fully fear Allah, by carrying out His commands and staying away from His prohibitions, about how to get closer to Allah, which can encourage students to be able to live, believe in and practice religious values in life daily.

- b. Set a good example

By providing concrete examples for students, exemplary attitudes or good examples start from how to dress, walk, and talk. In schools, giving exemplary examples is highly emphasized. Teachers and religious extracurricular coaches must always provide good *uswah* for students, in ritual worship, daily life and others.

- c. habituation

In the form of religious exercises related to worship such as praying, praying together, reading the *asmaul husna*, reading the Qur'an or memorizing verses or short letters, praying in congregation at the mosque or at the prayer room must be made a habit from childhood. .

- d. Through additional religious extracurricular activities (*maulidan*, *Ziaroh Kubur*, and commemoration of other Islamic holidays).

At SMP Negeri 1 Bodeh, through religious extracurricular activities, it organizes additional activities such as *maulidan* and reciting the *zanji*, the contents of which are praises to the Prophet Muhammad, as well as visiting the graves with students whose purpose is to remember death, praying together which can remind the peace of mind and the hearts of students. student.

- e. Teaching about morals from the book *Akhlaqul Banin*

By teaching material related to morality, namely *Akhalqul Banin*, it is very useful to form a noble attitude and personality.

Implications

Religious extracurricular activities held at SMP Negeri 1 Bodeh Pemalang clearly had a positive impact in terms of character on students who had participated in these religious extracurricular activities. They become children who are better moral, more disciplined, more polite in their speech, more active in learning. This shows a change in morals for the better.

Apart from that, religious extracurricular activities have contributed to growing the piety or religiosity of each student, they are seen to be more active in matters of prayer, doing good. This proves that religious extracurricular activities have a positive impact on changing their attitudes.

the impact obtained by students after participating in religious extracurricular activities is that self-improvement is achieved, namely living independently, being simple, patient, surrendering to God and being able to establish solidarity and wanting to continue reciting the Koran after graduating from SMP Negeri 1 Bodeh

Furthermore, what Riza Kusuma said was that religious extracurricular activities at SMP Negeri 1 Bodeh Pemalang had another very good impact, namely those who took part in religious extracurriculars wanted to continue reciting the Koran to Mr. Sujud as the supervisor of religious extracurriculars here.

CONCLUSION

The results of the research on "Internalization of the values of moral education through religious extracurriculars at SMP Negeri 1 Bodeh Pemalang", can be concluded as follows.

1. Some religious extracurricular activities at SMP Negeri 1 Bodeh Pemalang with regard to the values of moral education are Habituation which includes reciting the Asmaul Husna, Dhuha prayer, Dzuhur prayer in congregation, Tahfidzul Qur'an including, Tajwid, makhorijul letters, imla and memorizing the Qur'an an, tambourine covers, training on tambourine keys, tambourine practice, book study covers, the book of Aqidatul lay, Syu'aibul faith, Akhlaqul banin, speeches covering, speech procedures and practice, supporting activities covering, Maulid Nabi, Ziaroh Wali, and other PHBIs.
2. The strategy of internalizing the values of moral education through religious extracurriculars at SMP Negeri 1 Bodeh Pemalang namely, Providing good advice through lectures during religious extracurricular activities, setting a good example, habituation, by commemorating Islamic holidays (Maulid Nabi, Ziaroh grave , and others, teaching about morals from the book *Akhlakul Banin*, teaching about the book *Aqidatul Awam* and *Syu'abul Iman*

Some of the implications of internalizing the values of moral education through religious extracurriculars at SMP Negeri 1 Bodeh Pemalang are increased discipline, students have good morals, students have positive habits, there is an increase in worship, there is a championship in the religious field .

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