Innovation of Islamic Religious Education Systems in Improving Student Character Education in MTs Darussalam, Demak

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Abstract

Technology and science have developed rapidly by following the times that exist so as to provide changes to the world, especially the world of education. With this change, an innovation is needed in order to improve character education, especially in the Islamic Religious Education system at MTs Darussalam Jetak Demak. This research was conducted with the aim of knowing that basically in educational institutions it certainly requires an educational innovation so that the desired goals can be achieved by solving problems that exist in education. In addition, if there is innovation in the education system, it will be able to produce a generation who is intelligent in reason and has a good spiritual attitude. That way, to realize good and qualified student character education, it must provide an innovation in education, especially by optimizing the learning material of Islamic Religious Education at MTs Darussalam Jetak Demak. The method used in this research is a type of qualitative research which is carried out using ethnographic methods, namely research which is carried out by solving a problem such as conducting interviews and extracting information so that it is collected into effective and efficient data. Therefore, the results of this study are the innovation of the Islamic Religious Education system greatly influences the development of students at MTs Darussalam Jetak Demak, especially on improving the quality of student character education, so as to realize a learning system in accordance with the plan that has been designed through various techniques and methods. learning provided by educators.

Keywords: Islamic Education; Character Education; MTs Darussalam.

Abstrak

Teknologi dan ilmu pengetahuan berkembang pesat mengikuti perkembangan zaman yang ada sehingga memberikan perubahan pada dunia khususnya dunia pendidikan. Dengan adanya perubahan tersebut maka diperlukan suatu inovasi dalam rangka meningkatkan pendidikan karakter khususnya pada sistem Pendidikan Agama Islam di MTs Darussalam Jetak Demak. Penelitian ini dilakukan dengan tujuan untuk mengetahui bahwa pada dasarnya dalam lembaga pendidikan tentunya membutuhkan suatu inovasi pendidikan agar tujuan yang diinginkan dapat tercapai dengan pemecahan masalah yang ada dalam pendidikan. Selain itu, jika ada inovasi dalam sistem pendidikan akan mampu menghasilkan generasi yang cerdas akal dan memiliki sikap spiritual yang baik. Dengan begitu, untuk mewujudkan pendidikan karakter siswa yang baik dan berkualitas maka harus memberikan suatu inovasi dalam pendidikan khususnya dengan mengoptimalkan materi pembelajaran Pendidikan Agama Islam di MTs Darussalam Jetak Demak. Metode yang digunakan dalam penelitian ini adalah jenis penelitian kualitatif yang dilakukan dengan menggunakan metode etnografi, yaitu penelitian yang dilakukan dengan cara memecahkan suatu masalah seperti melakukan wawancara dan penggalian informasi sehingga terkumpul menjadi data yang efektif dan efisien. Oleh karena itu, hasil dari penelitian ini adalah inovasi sistem Pendidikan Agama Islam sangat berpengaruh terhadap perkembangan siswa di MTs Darussalam Jetak Demak khususnya terhadap peningkatan kualitas pendidikan karakter siswa, sehingga dapat mewujudkan sistem pembelajaran yang sesuai dengan rencana. yang telah dirancang melalui berbagai teknik dan metode. pembelajaran yang diberikan oleh pendidik.

Kata Kunci: Pendidikan Agama Islam; Pendidikan Karakter; MTs Darussalam.

Introduction

As the development of the structure in school institutions also causes innovation or development of learning methods, this also affects the educational structure. Education has an important role to make humans smarter and have a good personality too. To create smart and proud students, a good educational process is needed, and must evaluate and improve, especially in terms of teacher teaching, namely when delivering learning materials. In addition, it is also hoped that it can produce progressive students in various ways, especially in character education, and there is a need for improvements in the learning system both in the learning method and in its application. Through improvements in education, it is hoped that students will always obey and obey the rules and religious values or applicable legal rules.

That way the teacher plays the most important role in making students have noble character and behave politely in everyday life, especially when conveying motivation to students so that they have passion in implementing learning and exemplifying good behavior, especially for educators who teach Islamic Religious Education. As a PAI teacher, he must be able to direct, guide and develop the character of his students in facing the changing times that are increasingly developing with sophisticated technology. By providing knowledge that includes intelligence, emotional, and spiritual sciences to students so that they can keep up with life in this global era (Holil, 2018).

Character education will also affect the mindset of students and will be practiced in everyday life. Therefore, a school institution must be able to improve the quality of superior character education with system innovation, especially in PAI learning in schools or with strategies that have been designed and are expected to improve the quality of character education. Because character education in the present era is one of the most important foundations in national life. As is the case at MTs Darussalam which implements several innovations that are considered to improve the quality of character education through Islamic Education Learning. Therefore, the teacher can also be called the spiritual father, which means that he acts as a moral builder for his students. Teachers in shaping the character of their students are one way to use Islamic Religious Education as a formula or tool in fixing and shaping the morality of their students.

Therefore, to carry out this type of research requires research with literature study, namely by requiring data through information or data sources from the results of interviews that have been conducted by the author by analyzing the results that have been collected relating to the learning process of Islamic Religious Education at MTs Darussalam in improve the character quality of students. By carrying out this research that by providing an innovative Islamic education system how to improve the quality of character education at MTs Darussalam Jetak Demak.

Research Method

In this study the authors used a qualitative ethnographic method. A method is a method or something that is done in order to achieve a desired goal so that it can solve a problem. Qualitative research is research based on an approach, namely the deductive approach. This approach is an approach whose contents include a context, the thoughts of experts, as well as the insights from researchers based on the development of a proposed solution to obtain an expected truth.

In this study, the authors also used a descriptive analysis method to analyze data. The author conducted research by conducting interviews and collecting the data under study. This research process was accompanied by very influential efforts such as carrying out library research from several books and articles, analyzing research results, and the author also

conducting interviews or asking questions with a resource person who is one of the teachers at MTs Darussalam.

Foundation of Teori

A. Islamic Religious Education

Etymologically, the w ord Education comes from the Greek language, namely *"pais"* which means someone and *"again"* which means to guide. So the meaning of education *(paedagogie)* is guidance given by someone (Ahmadi, 1991). Whereas in terms of education is the guidance that educators carry out on the physical and spiritual development of students to form a main and good person. Therefore, education is one aspect that has an important role to play in forming a new generation in order to have a good and superior personality (Zuhairini, 2004).

In Islamic teachings, there are three terms used in the context of education, namely *tarbiyah, ta'lim, and ta'dib.* However, the term *tarbiyah* is developing in the Arab world today (Nur Aly, 1999). According to Zuhairini's opinion, Islamic Religious Education is an effort made to form a student's personality systematically and pragmatically in order to live according to Islamic teachings, so that it gives good results later (Zuhairini, 2004).

According to the explanation above, it can be concluded that Islamic education is shaping and teaching attitudes and behavior in accordance with the instructions of Islamic teachings. This has also been carried out by the Prophet Muhammad SAW. in an effort to convey the religious message that is brought, convey teachings, provide good examples and examples, and provide motivation and form an environment that can be used to form an Islamic personality. That way, it takes a business, activity, method, tool and environment to give good results (Darajat, 1992).

B. Character Education

In KBBI (Big Indonesian Dictionary), means character, character, psychological traits, morals or manners that distinguish a person from others. So the notion of character is the characteristics that every individual has as a whole which is inherent in the human person, giving rise to different characters in the individual (Syarbini, 2016). In language, the word education comes from English, namely *"education"*. Meanwhile, the word *"education"* comes from the word *"to educate"* which means teaching and training both in schools, campuses and in the community (Salik, 2014).

The definition of education in terms of terminology is an activity process that must be improved, perfected and strengthened to those owned by humans, especially the current millennial generation, both their abilities and potential so that they can create characters that are in accordance with existing values such as religious values, honest values, tolerance values, and others (Roqib, 2009). Meanwhile, the word character comes from the Greek wordCharacter *"kh"* which means to sculpt or carve. Character also means the nature, psychiatric or character possessed by a person which can be seen from the behavior of each individual (Nurwati, 2014).

Education is a*never ending process*. Education will always be there and happen anytime anywhere and anytime, from childhood to old age, from tomorrow to night and so on, because education occurs not only in school but also in the environment around us. Education is like a mirror to see ourselves how far and how steps we have taken each time. Education is the door to lead mankind to a more noble and humanist civilization based on the relationship between humans, the environment and the creator. That way, education will create a new generation that is superior, civilized and of high quality (Hidayat, 2016). Character education is not something new in the history of education. Character education

has been formed since a person is still in the form of a fetus in the womb, so character education has a process that lasts a lifetime (Pakar, 2011).

In humans there is an anthropological structure which must be understood before understanding certain character education. This structure consists of the body, spirit, and human mind. Lickona also revealed that in Masnur that prioritizes the three components of good character that is *moral knowing* (knowledge of morality), *moral feeling* (feeling of *morality),*and *moral action* (moral conduct) we usually call and learned in education, namely cognitive, affective , and psychomotor.

The Ministry of Education is of the opinion that in education one has to develop a character, therefore, there are eighteen characters that must be developed. The eighteen characters are honest, tolerant, religious, creative, disciplined, independent, hard work, love of the motherland, democratic, peace-loving, national spirit, respect for achievement, fond of reading, curiosity, friendly or communicative, responsibility, social care, and care for the environment. These values come from religion, Pancasila, culture and the goals of national education (Mukhlisin, 2015).

C. Education System

Etymologically, the word Innovation in thecomes from another language, namely "innovation" which means renewal or change. Meanwhile, in terms of innovation is a new change that needs to be improved, different from the previous one, which was carried out on purpose and planned, and not accidentally but has been designed. Innovation or renewal is a change in new things with the intention of improving something that already exists in order to give rise to new activity practices, either by means or methods used to achieve goals in education (Idris, 1992). According to Prof. Santoso S. Hamijoyo, Educational Innovation itself is a new and qualitative change, different from what was before and trying to improve the ability to achieve goals in certain education (Cece, 1992).

Educational experts have many opinions regarding the definition of educational innovation. However, here have described several opinions about the definition of educational innovation as an effort to understand the basic concepts of educational innovation applied in the world of education. The essence of educational innovation is an effort to improve aspects of education in practice or it can also be interpreted by a new, and qualitatively different change from before and efforts to increase the ability to achieve goals in education. In this component it can be understood that Educational Innovation is a new change and is qualitatively different from the previous thing by trying to increase the ability to achieve maximum educational goals (Syafaruddin, 2012).

Disscussion

A. Educational system innovation at MTs Darussalam

In educational innovation, educators should use the right and good education system by meeting the right criteria in the process of learning activities such as attractiveness, effectiveness, and efficiency. So the learning system is a collection of various components that are interrelated and interact in realizing the process of teaching objectives that have been designed and learning is carried out based on prescriptive learning theory. This theory is a theory that provides "recipes" in overcoming learning problems, in which learning should pay more attention to the variables of conditions, methods, and results that are very important in the learning objectives process.

The learning system must use appropriate and correct learning strategies and techniques through well-designed considerations so as to obtain the expected and maximum results. The learning strategy is a method or way through a comprehensive approach to learning as a form

of general guidance and the context of activities in achieving learning objectives. While the learning technique itself is a component of a learning system that is applied and carried out to achieve a goal and combines several components, namely in the form of people, messages, materials, tools, and the environment. Therefore, using the right strategies and techniques will produce good quality in the learning system and can improve the quality of education as well (Mukhid, tt).

The learning system at MTs Darussalam generally has a predefined learning system in order to get the results you want to achieve in a lesson. The learning system includes students, objectives, situations and conditions, learning resources, and learning outcomes which are of course adapted to the existing geographical conditions at MTs Darussalam Jetak Demak.

The results of the research conducted by the author through interviewing sources, namely one of the MTs Darussalam teachers explained that the learning process was where we were dealing with the current pandemic, namely Covid-19, which made the implementation of school activities using thelearning method *online* (learning from home / online). Wherelearning *online* is of course the teacher who will give lessons (guide) to some students who do it (at home, not at school) (Umam, 2021). Each tutor has their respective duties, namely: *Teaching online*, by checking and assessing student assignments and communicating with students' parents. And *offline teaching is* by providing material, providing assignments, creating a learning house account and password and reporting entry grades if there are obstacles.

In conducting the evaluation oflearning outcomes *online* either online or face-to-face at MTs Darussalam Jetak Demak depending on the existing situation and conditions. And the timing of the evaluation is also oriented to the existing schedule in the school which refers to the National Education Calendar. Because withlearning *online* that has been implemented, the role of parents is very important, namely supervising, guiding, and motivating children to continue to develop.

The resource person also explained how important it is to implement an innovation at MTs Darussalam in its education system. The innovation applied is that the teacher motivates and encourages students to use higher-order thinking skills in learning (hots / higher order thinking skills) by applying active learning. In addition, students are also prepared to have 21st century skills, namely students are required to think critically, be able to solve problems creatively and innovatively, and be able to work together and communicate well (Umam, 2021).

B. Islamic Religious Education Learning Innovation (PAI) in Improving Student Character Education at MTs Darussalam

Islamic religious education learning innovation is a set of methods or creating something new coherently carried out by a teacher in explaining Islamic religious education subject matter to students to gain competence and learning indicators that have been compiled in detail and planning lesson preparation so that students can understand learning and have a noble personality and understand the teachings of the Islamic religion.

The existence of this explanation, there are important factors that must be considered in providing learning innovation, especially Islamic Religious Education, namely:

1. There is a set of systematic ways by the teacher, namely the teacher must prepare the right way that is arranged systematically and it is carried out appropriately, effectively, and efficiently.
2. Delivering subject matter to students. Therefore, the process of delivering material is carried out in a way where in the learning process educators must provide knowledge that contains material about Islamic religious education to students.

3. Competencies and learning indicators. This is the final goal, which students must have and master the abilities that have been stated in the syllabus.
4. Understand learning. By understanding learning, an educator, especially an educator who teaches Islamic Religious Education, must know how much understanding and knowledge all students have regarding the methods used. Understanding this material is the most important and is the key to the success of a learning method used by teachers in Islamic Religious Education.
5. Students have a noble personality and understand Islamic teachings, namely through the use of this method students can have a superior personality and understand the meaning of Islamic learning. The material taught based on the method used not only mastered the concepts of learning, but also contains moral messages and invitations to students to understand Islam and make a person who is superior and has faith in Allah SWT and is obedient to the teachings of the Islamic religion based on Al -Qur'an and Hadith (Tambak,2014).

The material taught by educators is based on the methods used in learning at MTs Darussalam to form students with character based on Islamic teachings. Therefore there is a need for a renewal of Islamic Religious Education learning in order to create a learning that is as expected.

According to one of the educators at MTs Darussalam argues that PAI learning innovation in improving student character education can be done simply so that it can build a moral and quality student character, namely:

1. As an educator, he must be able to be a role model and set a good example for his students
2. As an educator should not only be concerned with academic values, but also be able to appreciate the efforts of students who have done their best in order to make students more motivated and enthusiastic in learning.
3. As an educator, he has a task that is more than just teaching and learning, but also has to teach students moral values that are contained in Islamic Education learning.
4. As an educator, he must have an attitude of being honest with himself and open to mistakes that have been done or being responsible for what he has done so that he can set a good example to his students.
5. As an educator, he must teach the manners that exist in PAI learning to students wherever and whenever.
6. As an educator, it should give students the opportunity to learn to be leaders and be independent in any activity so that later they have self-confidence.
7. As an educator, he should share stories and experiences with students so that they can be used as inspirational stories and motivators for him.

The innovations that have been mentioned above in the opinion of the informants can be used as motivation and inspiration in carrying out learning, especially in Islamic Education learning so that it can improve quality character education for students at MtsDarussalam.

The PAI Learning Innovations at MTs Darussalam include the following:

C. PAI Learning Techniques at MTs Darussalam

In learning at MTs Darussalam in order to run smoothly, of course, a learning technique is needed which is a method or tool used by educators in learning in order to explain and provide direction to students so that obtain the desired goals in learning activities, especially in Islamic Religious Education (Praswoto, 2017).

Learning techniques must also be appropriate and pay attention to the surroundings so that the learning process becomes more comfortable and enjoyable. Techniques and strategies in learning are usually referred to as methods in learning.

There are several methods that must be used in a lesson, namely:

a. The Lecture Method is a method used by educators in learning where an educator delivers and explains material by speaking or oral speech to students. This method is most widely used in teaching and learning activities. The way this is done is by explaining the subject matter using speech so that the educator delivers the subject matter in a monologue and a one-way relationship. If using this method it will look boring, so in practice a creative and skilled teacher so that the delivery is interesting to listen to and does not bore students. In addition, this method is also very important because students will get basic or certain information in a lesson.

b. The Question and Answer method is a method used by educators in learning where an educator will communicate directly so that they experience interaction between educators and students. This method can improve the students' brains because they will have extensive knowledge by the way students ask the teacher and vice versa (Ismail, 2009). The purpose of this method is that educators can find out how far students understand and understand what the educators have taught.

c. The discussion method is a method used by educators in learning where an educator trains the abilities of students by dividing students into several groups to discuss or talk with others in order to solve problems and analyze their opinions and make a conclusion.

d. The demonstration method is a method or method used in learning where an educator explains a certain process or shows what is being taught and students should pay attention. This method must use props or media in order to explain in more detail what is being taught to students. In addition, this method aims to provide messages to students so that it is done properly and correctly.

e. The experimental method is a method used in learning by trying to practice the material being studied and observing the processes and results that are practiced carefully. This method is usually used in chemistry, natural sciences and others (Hardivizon, 2017).

Thetechniques learningapplied and collaborated at MTs Darussalam have been using lecture, question and answer, discussion and experiment methods. That way students are expected to think critically, establish good communication, care for others including the surrounding environment, and have qualified creativity so that they can achieve planned goals and produce effective and efficient results. However, besides the success of educators in delivering PAI material, there is also a curriculum that is used in it.

D. The Mts Darussalam Learning Curriculum

In an education must never be separated from the term curriculum. Quoted from the journal by Herman Zaini, which explains the meaning of curriculum. The curriculum is a set of designs and rules as a guide in carrying out a learning activity related to the objectives, content and learning material so that it can achieve the expected goals in an education (Zaini, 2015). The curriculum is a number of subjects that must be followed by students during the learning process (Prayitno, 2009). According to the curriculum of Law number 20 of 2003 concerning the National Education System containing the curriculum is a set of designs and rules as guidelines in carrying out a learning activity related to objectives, content and learning materials to achieve certain educational goals (UU, 2003).

The curriculum applied at MT's Darussalam is the 2013 Curriculum. The 2013 curriculum is the curriculum applicable in the current education system in Indonesia, where the 2013 curriculum is a permanent curriculum implemented by the government as a substitute for the previous curriculum, namely the 2006 curriculum or the Education Unit Level Curriculum (KTSP). The 2013 curriculum has 4 conceptual aspects, namely cognitive or knowledge, aspectsskills (psychomotor) aspectsattitude aspects,, and behavioral aspects. The curriculum used is that students have been trained and accustomed to discussing to solve a problem. With this discussion, it is hoped that students can exchange ideas and argue with

other friends' opinions, so that learning activities can run smoothly and achieve the desired educational goals. In addition, the curriculum also focuses more on subjects that are of specialization or exaggerates the subjects of interest (Umam, 2021).

E. Learning PAI MTs Darussalam

Learning is an activity carried out to realize the process of learning creativity in a person. In addition, learning is something that is done and is external in order to make the learning process internal to a person.

Islamic Religious Education is one of the learning materials in education so that students must study and material that must be explained, taught at a certain level regarding Islam so that students have spiritual knowledge.

So PAI learning is a process that aims at a process of teaching and learning activities that can help students have knowledge of Islam. That way, it will be able to optimize the intelligence of students who already have and have the ability to interact socially well with the surrounding environment.

The learning principle is a theoretical framework for a learning method. While the theoretical framework is a theoretical theory used to direct how learning should take place such as teaching materials, learning procedures, and others in order to support the learning process (Makki, 2019). Islamic Religious Education is the teaching or education given by educators in order to know and understand Islamic teachings by educating, guiding, and training properly so that the expected goals can be achieved.

There are several principles that are applied to support the learning process at MTs Darussalam, of course, also pay attention to the situation and conditions around so as not to make it difficult for students. According to Bruce Will (1980) as quoted by Wina Sanjaya, there are three principles that are implemented in the learning process, namely (Sanjaya, 2009):

1. The learning process is to design a learning environment that can shape the cognitive attitudes of students. With a factual or real learning process, students get a learning experience by practicing and learning in a real environment.

2. It deals with the types of knowledge that must be learned. In studying the types of knowledge, different situations are needed so that they are divided into 3 parts. *First,,* physical knowledgenamely knowledge of the nature of an object. *Second,*social knowledge, which is knowledge related to human behavior in social interactions. *Third,* logical knowledgenamely knowledge formed through experience with certain objects or events.

3. Learning must involve the social. Students can learn on their own about logical and social knowledge by hanging out with their peers. In addition, children will learn more effectively and efficiently through social relationships and relationships. Therefore, students will be able to interact and communicate and share experiences through social relationships that can make them develop well.

Social interaction is of course very important in life for that at MTs Darussalam. With the interaction and communication, it will make students more active and respect each other with other students.

In its learning, Islamic Education at MTs Darussalam is not far from the general learning principles as previously explained, but according to the resource persons the learning is religious and respects each other among students. In learning, of course, there are evaluations carried out by educators who are very concerned about the situations and conditions that occur there. PAI learning at MTs Darussalam is very thick and easy to understand by students

so that it makes students understand and understand Islamic Religious Education. In addition, MTs Darussalam also provides prayer room facilities with adequate facilities such as mukena, Al-Qur'an, Islamic reading books, and thick carpets. So with such facilities many children prefer to spend time in the musholla (Umam, 2021).

The evaluation carried out at MTs Darussalam was usually carried out by means of educators to supervise themselves because the students were relatively small, so it was easier to monitor them. Whether it's in worship, dress or manners. And the results of the evaluation can be seen from the value of the report cards, because the report cards really reflect the child either in the form of practice or rote memorization which is held every Friday afternoon. And some children whose reading and memorization are good and fluent will be used as mentors for their own friends. PAI learning at MTs Darussalam in addition to carrying out PAI learning also aims to form students who have a religious point of view which is one of the advantages possessed at MTs Darussalam. In making it happen, it must be by making school rules based on the values of the existing Islamic syari'at.

In its learning, Islamic Religious Education has constraints on students and the infrastructure at MTs Darussalam, which is one of the reasons, namely the character possessed by students so that they experience obstacles or difficulties in carrying out learning. Therefore, MTs Darussalam in Islamic religious education really emphasizes the religiosity of each student, especially regarding morals and fiqh science in order to instill faith and piety and create a religious climate in the school environment. Furthermore, an effort to instill religiosity in students is that students are asked to memorize the Koran and various kinds of prayers in carrying out prayers, worship and others. In addition, educators also teach Islamic Religious Education that is truly religious so that students are embedded in the same character as Islam, such as moral values, religious values, and good behavior values (Umam, 2021).

Conclusion

Innovation of the Islamic Religious Education system affects the development of students at MTs Darussalam, especially on improving the quality of character education for students. In this regard, educators in improving the quality of character education can be done by referring to the PAI material taught by educators based on the principles of learning, learning methods, and learning techniques used in learning. With the aim of forming students with character based on Islamic teachings, it includes cultivating interactions between friends who have different characters. In addition, the way for educators to improve the quality of character education can be through creating a religious culture or climate in the school environment by holding students being asked to memorize the Koran and various kinds of prayers in carrying out prayers, worship and others.

Character education is something related to the learning process in which there is a form of interaction between teachers and students with the aim of improving the behavior of students. In relation to character education at MTs Darussalam, educators teach their students to always uphold affection between friends. In addition, educators also teach their students how to think according to the Islamic religion as taught by educators so that students are embedded in the same character as Islam, such as moral values, religious values, and good behavior values. The teacher teaches about the importance of planting character education from an early age considering that at the age of adolescence, children are more likely to have an unstable character in thinking and acting. Therefore there is a need for an update on Islamic Education learning in order to create learning that is in accordance with the expected goals through various techniques and learning methods carried out by the teacher.

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