Learning Islamic Religious Education Based on Ta'dib Perspective of Islamic Education Psychology at Muhammadiyah Pakel Elementary School

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ABSTRACT

Islamic Religious Education (PAI) has an important role in shaping the character and morality of students, so it is important to use a tab-based learning approach, namely an approach that integrates religious values with academic learning, which has been recognized as an effective approach. However, to achieve the optimization of ta'dib-based PAI learning, it is important to pay attention to the perspective of Islamic educational psychology. This study aims to identify and analyze efforts to optimize ta'dib-based PAI learning from the perspective of Islamic educational psychology at Muhammadiyah Pakel Elementary School. The research method used is field research with a qualitative approach. Data were obtained through class observations, interviews with PAI teachers, and analysis of documents related to the PAI learning program at Muhammadiyah Pakel Elementary School. The results showed that the optimization of ta'dib-based PAI learning at Muhammadiyah Pakel Elementary School involved several strategies. First, the use of learning methods that emphasize the formation of noble character and Islamic ethics in students' daily activities. Second, the use of learning media that is relevant to Islamic values increases students' interest in and understanding of PAI material. Third, fostering effective communication between teachers and students, as well as cultivating mutual respect in the learning process. Meanwhile, the perspective of Islamic educational psychology can make a positive contribution to the development of student character because this approach can influence students' attitudes, values, and behavior by religious teachings so that the psychology of Islamic education provides an understanding of the cognitive, affective, and psychomotor aspects of students that need to be considered in the learning process.

Citation:
INTRODUCTION

Islamic Religious Education is an integral part of the education system, which aims to form Muslim individuals who believe, have a noble character, and can practice Islamic teachings in everyday life (Masduki, 2016). To achieve these goals, optimizing the learning of Islamic Religious Education is very important (Zulaikhah, 2019). One approach that can be used is the tail-based approach, which integrates the principles of Islamic education with the perspective of Islamic educational psychology (Katni and Rohmadi, 2018).

Islamic educational psychology emphasizes the importance of understanding individual uniqueness and the stages of psychological development in the learning process (Amanullah, 2023). In the context of Islamic Religious Education, this perspective teaches that learning must be adapted to individual needs, interests, and talents to achieve optimal results (Mualimin, 2017). In this case, ta'dib, as an approach that combines Islamic values with an understanding of the psychology of Islamic education, is important to increase the effectiveness of Islamic Religious Education learning (Al Afify, 2018).

Ta'dib-based Islamic Religious Education learning can make a significant contribution to developing students’ emotional, moral, and spiritual intelligence. Through tail-centred learning, students not only learn about religious knowledge but also from Islamic attitudes, characters, and personalities (Ikhram, 2023). Thus, religious education does not only focus on cognitive aspects but also on affective and psychomotor aspects (Makrufi et al., 2017).

However, although ta'dib-based Islamic Religious Education learning has been recognized, there are still challenges and obstacles to its implementation. Some of these challenges include a lack of understanding of the psychology of Islamic education, an inadequate curriculum, limited resources, and a lack of training for teachers in applying this approach (Susanto, 2014). Therefore, in-depth research and scientific journal articles on optimizing tab-based Islamic Religious Education learning from the perspective of Islamic educational psychology are urgently needed (Rohman and Hamami, 2021).

Research on ta'dib-based Islamic religious education learning from the perspective of Islamic educational psychology at Muhammadiyah Pakel Elementary School has quite an important urgency because there are several reasons, including the existence of Islamic religious education in elementary schools (SD) is very important in shaping the character and morals of students. In this context, research on ta'dib-based Islamic religious learning will assist in providing an effective and relevant approach to child development (Djalal, 2017).

In addition, ta'dib in Islamic education refers to the development of Islamic morals and ethics in everyday life. By studying ta'dib-based Islamic religious education, this research will help identify the most effective learning strategies to help children develop strong Islamic character so that the perspective of Islamic educational psychology allows researchers to understand the psychological aspects and development of children in the
context of Islamic religious learning. Thus, this study will assist in identifying psychological factors that influence Islamic learning at Muhammadiyah Pakel Elementary School.

SD Muhammadiyah Pakel, as a research context, provides uniqueness because it is a school that has an Islamic approach and curriculum. Therefore, this research can provide valuable insights into the implementation of ta'dib-based Islamic religious learning in the Muhammadiyah educational environment.

The results of this study can make a significant contribution to the development of better Islamic learning methods and approaches in SD Muhammadiyah Pakel and other Islamic educational institutions. The findings and recommendations of this study can also be used by educators, policymakers and other researchers to improve the quality of Islamic religious education at the elementary level.

**METHOD**

This study used a qualitative method with a descriptive approach (Arifin, 2014). Data collection techniques include observation, interviews, and documentation, such as school principals, vice principals for the curriculum section, and Islamic Religious Education teachers. The type of research is field research. The place for this research was Muhammadiyah Pakel Elementary School which is located at Jalan Pakel Baru 40 Sorosutan Umbulharjo Yogyakarta. In this research, in-depth research was carried out using field research procedures, where descriptive data was used in the form of words written or spoken by people, observed behaviour and phenomena that appeared, emphasizing situations of certain meanings, reasoning, definitions, further studies in life every day (Lexy et al., 2015). The data analysis is presented as follows:

Data Collection

Display Data

Reduction

Verification
The chart illustrates the relationship between data collection, which includes data analysis, data reduction, which involves sorting and eliminating unnecessary data; data presentation, as well as drawing conclusions and presenting the data (Nashihin, 2023).

RESULTS AND DISCUSSION

1. Ta'dib-Based PAI Learning

PAI learning (Islamic Religious Education) based on ta'dib refers to an approach that emphasizes aspects of character and moral education in Islamic religious teaching. The word "ta'dib" itself comes from Arabic, which means moral education or the formation of good morals. In ta'dib-based PAI learning, the main goal is to shape the character and morals of students based on Islamic religious teachings (Widodo, 2018). Several principles underlie this approach, namely, first, the formation of morals; the main focus of ta'dib-based PAI learning is to form good morals and reflect Islamic values in everyday life. This involves teaching ethics, morality, honesty, hard work, cooperation, patience, and mutual respect (Widiarti, 2013).

Second, real experience is ta'dib-based PAI learning that tries to involve students in real experiences related to Islamic values. For example, students can be invited to do charity work, social service, or other activities that help them understand and apply the teachings of Islam in their daily lives (Arif, 2020).

Third, active learning, namely this approach, encourages students to become active subjects in the learning process. Students are encouraged to think critically, discuss, and apply moral principles in their lives (Abdullah, 2017). The teacher acts as a facilitator and mentor in the learning process.

Fourth, the exemplary model, namely the teacher in ta'dib-based PAI learning, is expected to be an exemplary model for students (Lusi et al., 2021). They must be able to carry out Islamic values in their own lives and set a good example for students.

The aim of Islamic Religious Education is to provide students with an understanding of Islamic religious teachings, morals, ethics, and the values of life-related to Islam (Yuniarti et al, 2020). PAI learning in elementary schools aims to introduce the basic concepts of Islam to students in stages. This learning also focuses on developing students' spirituality and understanding of obligations and practices in Islam.

Here are some important points that are included in PAI learning in Elementary School:

a. Learning about the Pillars of Islam and the Pillars of Faith

   Students are taught about the five Pillars of Islam (creed, prayer, zakat, fasting, and pilgrimage) and the six Pillars of Faith (faith in Allah, angels, Allah's books, Allah's messengers, the Day of Judgment, and destiny).

b. Understanding of the Qur'an and Hadith
Students are introduced to the Al-Qur’an as the holy book of Muslims and Hadith as a source of law and guidelines in Islam. They can learn stories in the Qur’an and hadiths of the Prophet Muhammad that are relevant to everyday life.

c. Prayers and Dhikr
Students are taught daily prayers, such as prayers before and after meals, prayers before going to bed, prayers in and out of the toilet, and other prayers. They are also taught about the practice of dhikr and the importance of remembering Allah in daily life.

d. Islamic Morals and Ethics
PAI learning also focuses on developing students’ morals and ethics. They are taught about values such as honesty, decency, caring for others, hard work, and mutual respect.

e. Worship practice
PAI learning in elementary schools also includes knowledge and practices of religious practices such as prayer, fasting, almsgiving, and other acts of worship that are in accordance with the abilities and understanding of students at the elementary level.

f. Prophet Muhammad’s life
Students are told about the life history of the Prophet Muhammad SAW and his teachings. They can learn about the noble qualities of Prophet Muhammad SAW and how to follow his example in their lives.

While PAI learning in the independent curriculum covers various topics such as (Hidayat and Wijaya, 2016):

1) An understanding of the Al-Quran and hadith as the main sources of Islamic religious teachings (Kurniasih, 2020).
2) Learning about Islamic beliefs and practices, such as worship, moral teachings, and ethics in everyday life.
3) Moral education and Islamic values, such as honesty, hard work, helping, and tolerance.
4) Understanding of special acts of worship such as prayer, fasting, zakat, and hajj, Islamic history, including life.
5) The Prophet Muhammad and the development of Islam as a religion and civilization.

PAI learning based on ta'dib focuses on building the character and morals of students through a holistic and integrated approach (Rifai, 2018). Ta’dib refers to the process of forming Islamic morals and manners, which involve concrete actions and the application of religious values in daily life (Mahmudi, 2019). Through this learning, the main goal is to develop students to become individuals who are pious, have noble character, and have noble character.
One of the advantages of ta'dib-based PAI learning is an integrated approach. Learning is not only focused on theoretical knowledge and understanding but also on the application of religious values in everyday life (Ulum, 2018). Students are invited to make connections between religious concepts and real actions in interacting with the surrounding environment (Safrial, 2021). This helps them understand and internalize Islamic values better.

In addition, ta'dib-based PAI learning also encourages students to develop mutual respect and tolerance (Suriyati, 2020). Through discussion, reflection, and case studies, students are invited to understand cultural and religious diversity and learn to respect differences between individuals (Latifatul, 2020). This is very important in developing an inclusive attitude and dealing with multicultural challenges in society (Makrufi et al., 2021).

PAI-based ta'dib learning also includes religious practices and social activities that involve students. For example, students are invited to carry out congregational prayers, read the Koran, and take part in social activities such as fundraising for charity (Sukarta, 2018). As such, they not only study religious theory but also participate actively in worship and charity practices (Syarofah et al., 2021).

The implementation of ta'dib-based PAI learning has obstacles, one of which is the lack of time allocated for this subject in the curriculum. In some cases, PAI learning is still considered a separate subject and does not get enough attention (Hardini, 2012). Therefore, there is a need for commitment from all parties, including schools, teachers, and parents, to integrate ta'dib-based PAI learning as a whole into the curriculum (Munir, 2021).

PAI learning based on ta'dib also helps build awareness and social sensitivity in students. They are taught to care about the environment, share with others, and pay attention to the rights of others. The principles of humanity and brotherhood in Islam are emphasized and applied in everyday life (Karim and Munir, 2017). This can help create a harmonious learning environment where students support and respect one another. This learning model also involves various interactive learning methods. The teacher acts as a facilitator who directs students to think critically, discuss, and actively participate in the learning process (Rusman, 2016). Methods such as lectures, role plays, case studies, and projects can be used to actively involve students in understanding religious values and applying them in real-life situations (Susiba, 2020).

One of the inhibiting factors in ta'dib-based PAI learning also faces several challenges. One of them is the gap in understanding and application of this approach among Islamic Religious Education teachers. Not all teachers have a deep understanding of ta'dib and how to integrate it into PAI learning (Zahro et al., 2018). Therefore, there is a need for continuous training and assistance for teachers so they can implement this approach properly (Alawiyah, 2013).

In addition, proper evaluation is also a challenge in ta'dib-based PAI learning. Evaluation should focus more on understanding and applying religious concepts in real life rather than just factual knowledge. Creative and comprehensive evaluation instruments are needed, such as project assignments, group discussions, or case studies, which can describe students' understanding and application of religious values (Nurasiah, 2014).
Overall, ta'dib-based PAI learning is an important approach in shaping the character and morals of students in the Islamic context. By integrating religious values into everyday learning, students can better internalize and apply religious teachings (Saidah, 2019). However, there needs to be commitment and support from all parties, including schools, teachers, and parents, so that ta'dib-based PAI learning can be implemented properly and have a positive impact on the formation of a pious and highly moral generation (Hastuti, 2020).

To successfully accomplish the objectives of ta'dib-based PAI learning, a collaboration between schools, teachers, parents, and the community is needed (Sapdi, 2022). Schools can develop a curriculum that is integrated with ta'dib learning, organize extracurricular activities that strengthen religious values, and provide training to teachers so they are able to implement this approach optimally (Wahid, 2021).

The teacher’s role is very important in ta'dib-based PAI learning. Teachers become role models for students by showing behaviour that is in accordance with religious values (Wahyuni, 2012). They must also create a safe and inclusive classroom environment where students feel comfortable sharing, discussing, and expressing their opinions regarding religious values (Amanullah, 2023). In addition, parents also have a significant role in the religious education of their children. They always support ta'dib-based PAI learning by strengthening religious values at home, involving children in religious activities, and being role models in Islamic behaviour and attitudes (Yahya, 2022).

The community also plays an active role in supporting ta'dib-based PAI learning. For example, religious institutions can organize social activities, such as recitation, religious studies, or social assistance programs, which involve students to broaden their understanding of religion and encourage the application of religious values in everyday life.

With strong collaboration between schools, teachers, parents, and the community, ta'dib-based PAI learning can provide great benefits for students. They will become individuals who have a deep understanding of religion and are able to apply religious values in their real actions (Fadllurrohman et al, 2023). This will help them become pious, responsible and contribute positively to society and the nation (Muhimmah, 2021).

PAI learning based on ta'dib is an approach that provides holistic, integrated, and relevant religious education. Through this approach, students can develop strong character and morals in accordance with Islamic teachings. However, its implementation requires commitment and collaboration from various parties involved in education (Tambunan et al., 2017).

2. Implementation of PAI Learning Based on Ta'dib Perspective of Islamic Religious Psychology

The implementation of ta'dib-based PAI learning at Muhammadiyah Pakel Elementary School to shape the character and noble character of students uses the following steps:

a) Formulate learning objectives
The learning objectives to be achieved through the ta'dib approach are always conveyed to students in class or after the congregational prayers. For example, developing mutual respect, tolerance, patience, honesty, and a sense of responsibility for students.

b) Choose learning materials
Choose learning materials that are in accordance with the principles of ta'dib in Islam. For example, teaching about morals, worship, stories of prophets and apostles, as well as Islamic values in everyday life, is outlined in the Adabul Yaumiyah book, which is implemented in the school curriculum.

c) Using appropriate learning methods
Using learning methods that focus on building the character and morals of students (Kurniasih, 2015). For example, lecture methods, discussions, simulations, role plays, and giving practical assignments that encourage students to apply Islamic values in everyday life.

d) Instil ta'dib values in daily activities.
Apart from learning in the classroom, ta'dib values are also applied in daily activities at school. For example, holding prayers together, carrying out charity activities, encouraging students to do good to others, and enforcing discipline through school rules.

e) Building a harmonious relationship between teachers and students
The teacher must be an exemplary example in the application of ta'dib values. Building a harmonious relationship between teachers and students is very important to create a conducive learning environment. Teachers also need to provide encouragement and positive reinforcement to students to develop good morals.

f) Learning evaluation
Learning evaluation includes an assessment of students' understanding of PAI material and the implementation of ta'dib values in everyday life. In addition to written assessments, assessments are also carried out through observation, practical assignments, and group discussions.

f) Involve parents
Schools always inform parents about the implementation of ta'dib-based PAI learning in schools. Involve them in the form of support and complement the learning done at school and learning assignments at home.

The implementation of ta'dib-based PAI learning at Muhammadiyah Pakel Elementary School requires collaboration between teachers, students, and parents. With this approach, students can internalize Islamic religious values and apply them in everyday life so that they become individuals with character and noble character (Kurniawan, 2015).

Furthermore, here are some additional steps to continue implementing ta'dib-based PAI learning at Pakel Muhammadiyah Elementary School:
A. Make a lesson plan
A structured and measurable lesson plan to integrate ta'dib values in each PAI learning unit. This plan must include the competencies to be achieved, learning materials to be taught, learning methods to be used, and evaluations to be carried out.

B. Organizing extracurricular activities
In addition to learning in the classroom, the implementation of extracurricular activities that encourage students to develop ta'dib values, such as the art of reading the Qur'an, tahini Qur'an, the poetry of the Qur'an, Islamic calligraphy and young preachers. Besides that, it also takes the form of forming religious groups, recitation or social activities such as social services and visits to orphanages.

C. Using appropriate learning resources
Suitable learning resources to support ta'dib-based PAI learning can be in the form of textbooks, reference books, audio or video materials, and digital resources such as websites or applications related to Islamic religious learning.

D. Involve the school community.
The school community was formed, including student guardians, alumni, and the surrounding community, in order to support the implementation of ta'dib-based PAI learning. By involving them, a wider support environment can be created, and this approach can be strengthened in students' daily lives.

E. Conduct training and coaching for teachers.
Training and coaching for PAI teachers to increase their understanding of the ta'dib approach in learning are always carried out. This training can cover ta'dib-based learning methods, the selection of appropriate materials, and strategies to shape students' character effectively.

F. Conduct regular monitoring and evaluation.
Monitoring and evaluation are carried out periodically on the implementation of ta'dib-based PAI learning involving teachers, students, parents, and the school to measure implementation success, identify challenges that arise, and evaluate the impact achieved.

G. Encourage self-reflection
Students are always invited to do self-reflection regarding the application of ta'dib values in their daily lives. They are encouraged to identify progress, challenges, and improvements that need to be made. This can be done through class discussions, writing assignments or self-development activities.

Through these steps, the implementation of ta'dib-based PAI learning at Muhammadiyah Pakel Elementary School becomes more effective and has a positive impact on the formation of student character and morals. The school or school committee, parents, and the local
community always support and strengthen the implementation of ta'dib-based PAI learning. The school committee assists in resourcing, coaching, and advocacy. Parents are also invited to be actively involved in school activities and support the application of ta'dib values when students are at home.

In addition, the school cooperates with other Islamic institutions or organizations to complement and enrich students' learning experiences. For example, working with Islamic study institutions, religious leaders, or local mosques to hold supporting activities, such as lectures, visits, or religious discussions.

The application of ta'dib-based PAI learning at Muhammadiyah Pakel Elementary School can also be followed by regular evaluation and improvement activities. By conducting an evaluation, the school can evaluate the effectiveness of learning, identify deficiencies, and take the necessary corrective actions. In addition, the school can also conduct research and development related to ta'dib-based PAI learning. By conducting research, schools can continue to develop better approaches, explore new methods, and share findings with the rest of the education community.

By continuing the implementation of ta'dib-based PAI learning at Pakel Muhammadiyah Elementary School, it is hoped that students will not only have strong religious knowledge but also be able to internalize and apply Islamic religious values in their daily lives. This will help them to grow and develop into individuals who have noble character, are virtuous, and are beneficial to society.

CONCLUSION

Some principles and strategies that can be used to achieve Islamic learning objectives, namely emphasizing the importance of ta'dib-based Islamic religious education learning from the perspective of Islamic educational psychology. By adopting a student-centred approach, using varied and interactive learning methods, encouraging self-reflection, and having competent teachers, Islamic religious education can be an effective means of forming good morals and building Islamic personalities in students.

By implementing PAI learning from the perspective of Islamic educational psychology, SD Muhammadiyah Pakel students can internalize Islamic values in ways that are more meaningful and relevant to their development. This approach not only helps them understand religion but also develops cognitive, social-emotional and moral skills that will help them become good individuals in their daily lives and in the future.

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