



Multicultural-Based Moral Creed Learning Model as an Effort to Cultivate Character in Students

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Received: July 10, 2024

Revised: July 12, 2024

Accepted: August 15, 2024

Online: August 15, 2024

ABSTRACT

The formation of student character requires support from various parties. One thing that can direct students is by carrying out learning of moral beliefs at school. There are various efforts that can be made by an educator so that students can understand and practice morals as expected from the ultimate goal of achieving the learning curriculum. The aim of this research is to determine a multicultural-based learning model of moral beliefs as an effort to instill character in students. This research uses qualitative methods with survey models and in-depth interviews. The survey carried out in this research took the form of direct visits to schools. This research shows that the formation of students' character is evident from the actions of all students after the introduction of multicultural-based morals. Efforts to cultivate exemplary attitudes through cultivating multicultural-based character really help teachers in the teaching and learning process in the subject of moral beliefs so that students' morals can change for the better. Researchers are very aware that this research is far from perfect because of the limitations of the research which only conducted surveys at two schools. Therefore, researchers cannot compare the application of morals from the three forms of comparison.

Keywords: *Learning, Model, Morals*

Journal Homepage <https://ejournal.iainbatanghari.ac.id/index.php/attasyrih/index>

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How to cite: Kurdi, S. M., Zou, G., Jie, L & Arif, M. (2024). Multicultural-Based Moral Creed Learning Model as an Effort to Cultivate Character in Students. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam*, 10(1), 279-291. <https://doi.org/10.55849/attasyrih.v10i1.237>

Published by: Pusat Penelitian dan Pengabdian Masyarakat, Institut Agama Islam Nusantara Batang Hari

INTRODUCTION

The model is the entire series of presentation of material from the initial steps taken to the end of the activity. Learning models have a broader meaning than strategies, methods or procedures (Bao, 2020; Patricia Aguilera-Hermida, 2020; Paul et al., 2021). The forms of learning used include facilities directly or indirectly related to the teaching and learning process (Gao & Mosalam, 2018; Paul et al., 2021; Sagi & Rokach, 2018; Scaglioni et al., 2018). The function of using models is as a plan or pattern used in compiling the curriculum, and as a guide for teachers to convey learning material in class (Alhalabi, 2016; Hew & Lo, 2018; Kruk et al., 2018). This shows that each model that will be used can determine the device used. The model becomes a reference for

teachers to design learning that supports the achievement of basic competencies, indicators and objectives of the learning (Lee, 2020; Rose, 2020; Xiao & Watson, 2019). The characteristics of the model are: a) it is rational, which is designed by the teachers themselves, b) it is based on ideas about what and how students learn, c) it determines the behavior in the teaching process that is needed so that the model can be implemented well and, d) adapt to environmental conditions (Azlan et al., 2020; Foster et al., 2018; Mitchell et al., 2019). As time goes by, learning methods have progressed (Donnelly et al., 2020; Koivisto & Hamari, 2019; Y. Wang et al., 2021). Various methods can be used by adjusting the level which will make learning easier to understand.

Education has a very important role in efforts to improve human resources in a better direction. Through education, it is hoped that it can form students who are able to develop their attitudes, skills and intellectual intelligence so that skilled, intelligent and noble human beings are created. (Xie & Derakhshan, 2021; Yamada et al., 2019; Zhang et al., 2018). Therefore, everyone has the right to obtain adequate and quality education in accordance with their interests and talents regardless of social, economic, ethnic, ethnic, religious and gender status. (Redding, 2019; Roetzel, 2019; Schumacher & Ifenthaler, 2018). One way to get it, a person must take part in learning organized by a formal educational institution and at the same time become part of national education. In accordance with the rules set by the government, students must meet the criteria to be able to enter school. Based on the level, it can be divided into early childhood education, kindergarten, elementary school, middle school, high school and college.

In the implementation of the teaching and learning process, both in schools and universities, religious knowledge has a very large role and is related to realizing national education goals. Especially to prepare students to understand religious teachings and the various sciences studied and implement them in everyday life. The aim of this education is as stated in government regulation No. 55 of 2007 article 2 which states that: Religious education functions to form Indonesian people who have faith and devotion to God Almighty and have noble character and are able to maintain peace or harmony in relations between religious communities. To realize the educational goals based on this law, it is proven that religious education, especially moral beliefs, is very important to be implemented at every level of education.

Morals are a person's characteristics that are embedded in the soul and give rise to actions directly without considering before acting (Pratomo & Suhartati, 2021). Morals are behavior that is driven by a fundamental personal desire to do everything. The term says that there is an inherent identity that is reflected in a person's character. Morals include relationships with God, with fellow humans and how to treat the universe. From a moral perspective, it will also give rise to ethical and moral meaning. Morals themselves are divided into two parts, namely good morals and bad morals. A person's implementation of commendable morals will be polite when speaking and acting, being filial to one's parents, keeping promises or trust and so on.

Based on the results of relevant previous research, according to Muhammad Athiyah al-Abrasyi, quoted by Abdurrasyid Ridho, it was explained that character and moral

education is the soul of Islamic education to achieve perfect morals as the true goal of Islamic education. Thus, it is clear that the image of a human being that must be achieved through education is a human being with perfect morals. Besides that, Islam as a universal religion can cover all aspects of human life which regulates good things, called Islamic morals. As a benchmark for good and bad deeds, one must refer to the provisions of Allah SWT. and His Messenger, because Rasulullah SAW. is a human being with the most noble morals and is a good role model for humanity.

Tahdzib al-Akhlak basic moral education aims to instill morals in humans, because one of the main missions of the Islamic religion is to perfect human morals. Likewise, this education can be found and studied when you have entered the Madrasah Tsanawiyah (MTS) level. One of the subjects that all students must follow is moral beliefs. During the teaching and learning process, educators will provide material as well as provide moral development. In this way, every student knows multiculturally how to instill noble morals so that they can lead to high dignity and produce changes that are realized in the reality of everyday life.

Efforts to maximize learning require careful preparation (Luo et al., 2018). As an educator, you must have professional competence and attitude. Meanwhile, in carrying out learning, you are required to undergo a program that has been determined by the Ministry of Education and Culture. To determine the achievement of learning outcomes that have been carried out through evaluation or assessment at the end of learning. Every student is required to try persistently and seriously and be actively involved in learning activities. This form of moral learning can be done through giving advice, and telling stories about educational figures who prioritize the existence of morals in the midst of science councils. Naturally, life in the world is changing day by day. What is really feared is the decline in morals supported by the presence of technology and communication which has a big influence on human activities.

Based on the research results described previously and the identification of problems obtained by the researcher (Dewantara, 2020), the researcher is interested in raising a title with the theme Multicultural-Based Creed Learning Model as an Effort to Cultivate Character in Students. The focus of the problem is focused on the study of character cultivation in junior high school (SMP) students in Class VII (Marzuki et al., 2020). With the sub-focus of the problem, namely: what causes bad student morals? What is the process like to maximize learning of moral beliefs? What learning methods are used? What are the strategies used by educators in the learning process that support the cultivation of morals in students? What media can be used to support the methods and strategies used by educators? What curriculum does the school use?

The aim of this research is to find out the importance of learning moral beliefs in the world of education, to find out whether the multicultural-based method of learning moral beliefs in cultivating character in students can be implemented well and to find out how the process of maximizing learning of moral beliefs can be achieved according to the predetermined goals. After understanding the reason for this learning method, it is known that there is a connection with the Prophet Muhammad. where he was sent to perfect

human morals. The form of hadith that explains it is *inna ma bu'ithtu li utammima makarim al akhlak*. Based on the word of Allah SWT. which is contained in the Qur'an, surah al-'anbiya' verse 107. This verse and hadith both convey the news that role models for Muslims bring grace to the universe as a form of effort to realize the perfection of human morals.

The benefit of conducting this research is understanding how to instill good character as it has become a need for every student to achieve the demands of the learning curriculum at school. Studying moral beliefs can help you find out how to change your morals from a previously unfavorable person to a better person in the future. If moral education is completed properly then in the future the knowledge gained can be used as an implementation in behaving and interacting with other people in whatever environment they are in.(Cholil et al., 2018; Lestari et al., 2018; Novrianda, 2018). Research on a person's morals can be reflected in the identity he has, namely how his personality behaves whether it is something right or wrong, whether it is making a decision or responding to a problem that occurs to him.

Based on relevant previous research regarding the moral aqidah learning model, namely: Syahriah, the strategy of the moral aqidah teacher in improving the quality of student learning at Madrasah Tsanawiyah Yaminas Noling, Bupon District, Luwu Regency (STAIN Palopo Thesis, 2011), explains that by implementing varied learning strategies, doing Good classroom management, creating a conducive atmosphere for learning, providing motivation and advice can improve the learning achievement of MTs Yaminas Noling students. Hadisah Rasyid, in the importance of Islamic education in forming noble morals in students at Handayani Kindergarten, Bajo District, Luwu Regency (STAIN Thesis, 2011) explains that instilling Islamic educational values from an early age in the form of cooperation in playing, being independent, easy to manage or being orderly plays a role in forming noble morals of students at Handayani Kindergarten, Bajo District, Luwu Regency. According to Gagne, quoted by Wina Sanjaya, Teaching is part of learning, where the teacher's role is more emphasized on how to design or arrange the resources and facilities available for students to use or utilize in learning something.

It is concluded that knowledge about methods has an important position in carrying out learning, because the use of learning methods is to make it easier for students to absorb everything that is conveyed by educators so that the teaching and learning process can be carried out well in accordance with the RPP that has been made by the teacher. The method used is assumed to be able to support the cultivation of moral beliefs in students. If the method used by the teacher is not able to make students understand the learning material, this proves that the learning method used by the teacher is not suitable for the student's current level of development.(Suciati et al., 2022). In this way, teachers must take other actions to be able to use learning methods that suit students' needs. Before acting, educators must first know what kind of character the students have and adjust to the students' level of development.

RESEARCH METHOD

This research using qualitative methods carried out in depth surveys (Abbas et al., 2018; Qiu et al., 2020; C. Wang et al., 2020). Survey research is a form of investigation at a school involving educators and students. To obtain accurate data, the research conducted interviews and environmental observations. Interview techniques were used to obtain clear information in this research. The basic thing is that it is necessary to use face-to-face question and answer instruments (B. Ahmad et al., 2020; M. Ahmad, 2019; Samsudin & Prabowo, 2022). When asking several structured questions, it is necessary to prepare voice recording media and paper to make a questionnaire from the details of the problem. After the informant provides an answer, one of the data collection processes is achieved. Furthermore, it is related to observations carried out for research material. The implementation of this stage must be truly thorough and careful.

The practice of observation involves focusing the senses of sight and hearing. To find out what is happening around you, observation techniques must be able to adapt to the situation. The information obtained is in the form of places, perpetrators, activities, events, times of events and facts in the field which are described in accordance with real data without any interpretation when the data is described. In general, the research method used uses data from notes made by subject teachers. Quickly obtain a set of data without distributing a list of questions to the field. This research stream focuses on multicultural-based moral belief learning methods at SMPIT Brilliant Batusangkar Nagari Balai Batu Kec. Five Districts Flatland. When conducting research there is an effort to illustrate student morals.

In the final stage of the research using triangulation techniques (Erten Yaman & Gürses, 2019; Oguz et al., 2019; Uygun et al., 2018). The correctness of data from all information and various sources is checked again (Dzulkifli et al., 2020; Susanti et al., 2019; Universiti Kebangsaan Malaysia et al., 2021). In order for all data to have proper clarity, it must be processed systematically. The sources used in this research were obtained through communication with the school principal and were guided by several scientific works (Abdullah et al., 2021; Jerome & Ting, 2022; Zahid, 2020). This research provides a description that focuses on the overall moral position of students. Based on evidence of teachers' success in educating through efforts to instill student character (Ibanez et al., 2018; Li & Lei, 2022; Romeo et al., 2020), this can be proven when meeting students who have completed learning moral beliefs. As material to strengthen the research, documentary evidence can be provided during the research.

RESULTS AND DISCUSSION

Learning is a process of providing knowledge from educators to students. As materials or material to be studied, educators prepare several programs that are used during the teaching and learning process. To carry out learning, a room or facilities and infrastructure are needed to support the continuity of learning. Apart from that, educators also prepare the media and methods that will be used. Through learning a person will gain broader knowledge, insight and understanding. Therefore, it is hoped that every student

will carry out the process seriously and always actively respond to questions from the teacher when asked to provide an opinion. After participating in learning, there must be changes in attitudes, behavior and abilities acquired by students.

One form of learning organized by schools is moral belief. Based on the origin of the word, it can be seen that the meaning of *aqidah* is an inner belief or belief held by each individual. Faith must be instilled as well as possible so that it is not influenced by a social environment that is not good according to Islamic law. Meanwhile, what is meant by morals is the behavior that a person has in determining whether an action is good or bad. If a person has perfect morals then all existing rules can be obeyed and a polite attitude towards other people will be created. According to Najafi (2006), moral education is a conscious and planned effort to prepare students to know, understand, appreciate and believe in Allah SWT. To realize the learning that has been learned, it needs to be proven by noble moral behavior in everyday life. Education is carried out through guidance, teaching, training and habits.

Method is the way used to carry out something that will be aimed at. The function of using methods is to realize plans that have been prepared systematically so that learning objectives can be achieved optimally. The method can also apply learning strategies that have been formed in the learning program. Through methods, educators maximally convey the main points of discussion of the material. Every student will also feel that they want to know the knowledge that will be conveyed if the method they usually use is appropriate to their position and conditions when studying in class. An example of the method used in learning is carrying out learning through group formation, then students who want to ask questions are welcome. If there are different understandings between students, they are allowed to take turns to refute the answers submitted in an orderly manner.

Based on the results of in-depth interviews conducted by researchers with subject teachers at two schools, it is possible to understand more clearly about the use of a multicultural-based moral teaching model as an effort to instill character in students. Among the questions asked were: 1) what are the methods of learning moral beliefs used by schools? 2) what strategies do educators use in the learning process, to support the cultivation of morals in students? 3) what media can be used to support the methods and strategies used by educators? 4) What is the process like to maximize learning of moral beliefs? 5) What are the causes of students' poor morals? 6) What curriculum does the school use? This question can be explained in detail as follows:

Based on an interview with Mrs. Meldayenti, S.Pd as a teacher of moral *aqidah* subjects at MAN 1 Solok Selatan. Says that the method of learning moral beliefs used by schools usually uses the cooperative learning method. However, there are times when we use the VCT (value clarification technique) method or it can also be called learning value clarification techniques. Apart from the expression above, it can be compared with the use of the moral belief learning method used by MTsN 5 Solok Selatan. As stated by Mrs. Yenti Elfina, S.Pd as the subject teacher and curriculum representative, said that the use of habituation methods, example, question and answer, discussion and demonstration

methods. With the answers given by teachers at the two educational institutions above, it can be compared and the methods used when learning moral beliefs can be compared according to the level of education.

Based on the interview on the second question with Mrs. Meldayenti, S.Pd. The strategies used by educators during the teaching and learning process to support the cultivation of morals in students are: 1) needing to use advice for students who behave impolitely, 2) giving educational punishments, 3) through habituation, such as saying hello every time they meet, 4) use of exemplary strategies. When compared with the opinion of Mrs. Yenti Elfina, S.Pd, namely: 1) fostering the formation of morals through the habit of having noble morals in speaking, dressing and socializing. 2) familiarize students with helping each other, loving each other and respecting others. 3) get used to being happy, optimistic, confident and patient. So it can be concluded from the explanation above, as students, they must practice all the strategies taught by educators so that good morals can be achieved.

Based on the interview on the third question, Mrs. Meldayenti, S.Pd said that the media that can be used to support the methods and strategies used in the process of learning moral beliefs at MAN 1 South Solok are: 1) the Koran as a guide to explain the propositions that related to learning moral beliefs, 2) infocus to show learning videos, 3) whiteboard as an explanation of the material being explained, 4) teacher handbooks and student worksheet books and notebooks. Meanwhile, the learning media used at MTsN 5 South Solok are based on the answers mentioned by Mrs. Yenti Elfina, S.Pd, namely: 1) using audio media, 2) through visual media, 3) using audio-visual media, 4) using picture and globe media . Based on the description above, educators and students must provide the media needed for learning at school.

Based on the interview from the fourth question, which was obtained from Mrs. Meldayenti, S.Pd regarding the process for maximizing learning of moral beliefs, namely: 1) through the direct lecture method to students in delivering learning material to achieve their learning objectives, 2) teaching and instilling religious values morals to students, so that students can change into better individuals for their lives, 3) through the use of student discussion (cooperative) with the aim that students can appreciate and draw conclusions together, 4) giving assignments to students, with The aim is to see students' understanding regarding the learning that has been carried out and 5) at the end of each lesson, students are given a quiz to test the learning achievements that have been carried out.

Based on the interview on the fifth question, Mrs. Meldayenti, S.Pd said that the causes of students' poor morals are: 1) Students' morals will become bad if there is influence from friends who do not prioritize the existence of morals in their lives or you could say the influence of their peers and their environment. , 2) the influence of a bad environment, and 3) students' morals can also be affected because the use of cellphones is not adapted to learning needs which leads to negativity so that many students are found speaking rudely to each other. Meanwhile, the results of the interview obtained from Mrs. Yenti Elfina, S.Pd explained that the cause of bad student morals is the influence of cyber

information such as TV and cellphones which are used in a negative direction. After knowing the causes that give rise to bad student morals, a student must be able to weigh the benefits and the impacts that will arise if something is done inappropriately and use science and technology wisely.

Based on the interview on the sixth question with Mrs. Meldayenti, S.Pd stated that the curriculum used at MAN 1 South Solok was the 2013 Curriculum. It was explained that the 2013 curriculum was determined by all educational institutions. As students, they must be able to carry out learning independently and be able to instill good character in their behavior, where teachers as educators also play a role in instilling the moral education of their students. Achieving the desired final learning outcome in the 2013 curriculum is that every student acquires competency in spiritual attitudes, especially in religious subjects such as morals and beliefs. Having a curriculum provides benefits in implementing the teaching and learning process, such as the course of education being more focused because there are rules and guidelines that can be followed.

CONCLUSION

The moral belief learning method is a method used to support successful learning. Before carrying out learning, each educator has determined what strategies and methods will be used in the teaching and learning process. To maximize learning, efforts need to be made by educators and students. Based on the results of interviews conducted, the method that can be used is through the habit of behaving or behaving well towards everyone. As a teacher, you must be able to provide exemplary examples because students will imitate and imitate. Apart from that, it is necessary to use the discussion method which is carried out by dividing group tasks. During the class study meeting, each student presents the results discussed through questions and answers. To support the implementation of learning, a mature strategy is also needed. Among the strategies used when there are students who do not behave politely and politely towards educational staff is that they need to be given a warning and advised gently.

If before studying the moral beliefs, the student's attitude is not in accordance with the actual rules, then it is hoped that after completing the study there will be a change towards a better direction created by each student. A knowledgeable person must have commendable morals so that the knowledge gained can be realized in everyday life. In general, everyone will give an assessment to students of knowledge by looking at how they use attitudes in interactions. Therefore, it is necessary to instill character in students which is supported by the family and friendship environment. Students' academic intelligence is not enough to determine whether they will be accepted into employment. In this day and age, the most important thing is to pay more attention to attitude, communication skills and skills. Good morals can be formed through extensive interaction with colleagues who care about moral standing. Through the 2013 curriculum, educators and students will be helped in carrying out learning in the classroom.

SUGGESTION

As discussed in this research, the results were obtained from qualitative research by conducting observations and interviews regarding the multicultural-based moral teaching model as an effort to instill character in students. Based on the submission of several forms of questions to the moral aqidah subject teachers who teach at MAN 1 Solok Selatan and MTsN 5 Solok Selatan, answers and explanations can be given regarding the picture of learning carried out at each of these schools from all aspects. Researchers could only reach two schools as comparison material. It is hoped that after knowing the discussions related to moral education, researchers can use guidelines when they become educators. We hope that the contents of this article will broaden your insight and knowledge and can be used to realize perfect morals. Therefore, it is strongly emphasized that every student of science pays more attention to morals and practices them to the maximum.

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