

The Implementation of *Adab* Education Reinforcement with Learning-by-Doing Method to Foster Students' Character at SD Islam Al Azhar 56 Malang

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Abstract: Responding to the moral issues that are vastly arisen among teenagers in Indonesia, *adab* education is a solution in addressing these problems. This is related to behavioral deviations and even degenerating students' character from any cultural, national and spiritual values. Related to this, SD Islam Al Azhar 56 Malang is one of the Islamic educational institutions that focuses on building students' character by reinforcing *adab* education. *Adab* Education is a sustainable program for shaping students' character which is manifested in the learning process, habituation in the school environment and its culture. In this research, the author will both analyze and discuss the reinforcement of *adab* education with the learning-by-doing method at SD Islam Al Azhar 56 Malang. The research methodology employed in this study is a descriptive qualitative, focusing on teachers and students of SD Islam Al Azhar 56 Malang, through questionnaires, in-depth interviews and observations as the method of data collection. The results of this study are, the method of learning-by-doing has been well implemented in reinforcing *adab* education (especially *adab* towards Islam) at all indicators. Around 89% of teachers have consistently implemented the method of learning-by-doing in reinforcing *adab* education. As well, the manners performed by students proved that the learning-by-doing method has made a positive contribution to their habits, and thus fostering students' character. In conclusion, consistency, repetition and synergy are the keys to applying this method so that the reinforcement of *adab* education can be carried out at all grade levels.

INTRODUCTION

In the digital era of the Millennial generation, the development of an increasingly developing era has made it impossible for people's views and thoughts to be conditioned again. The influence of environmental life will shape an individual to be better or worse. The higher education level that most of the millennial generation has is slowly creating big changes and influences in their lives. In this case, it shows that the higher human knowledge of science, the higher the technological developments that will be created by humans (Budi, 2013). The rapid pace of technology has attracted the attention of the millennial generation for their curiosity, based on a phenomenon that occurs in the world of education, namely *adab* or moral education (Sutrisno dkk, 2022). Someone will tend to something that attracts him to appear social in society, with the collision of bad social interactions making good norms will have a bad impact.

The world of education today is a picture of the world of education in the future. In essence, the subsystem of moral education will develop in basic education. The purpose of basic education should be more dominant in the moral education process of students, this application is not only in the school environment but the first application is in the family (Ahmad S. , 2011). The big problem of education today is the implementation of knowledge in attitudes and actions (Basyumi, 2012). The scientific competence possessed by a student has not had an impact on attitudes and behavior (Ahmad, 2012).

In the learning method, the teacher is used as the main facilitator of education in schools. An innovative educator is able to bring learning to be creative and tends to be normative with an appreciation of moral or etiquette values that will be applied to everyday life. One of the strengthening of existing problems in the field, researchers will apply to students by strengthening *adab* education with the learning by doing method. The learning by doing method is a learning method that places more emphasis on the active role of students so that they can understand the teaching materials delivered by the teacher so that students can see and practice exclusively during the learning process. This learning method has the function of introducing several realities in teaching carrying out a series of direct teaching by involving students to solve problems using teacher guidance.

METHOD

The type of research used is qualitative research. According to Denzin & Lincoln (1994), it is a research that uses a natural setting with the intention of interpreting the phenomena that occur and is carried out by involving several methods of data collection (Anggito & Setiawan, 2018). The subjects of this study were a team of teachers at SDIA 56, totaling 20 people.

The data used in this study is divided into two, primary and secondary. First, the primary data is obtained from the observations of *Adab* education reinforcement carried at school as well as the results of distributed questionnaires from respondents related to learning-by-doing method implemented to forming *Adab* towards Islam through daily learning process. Meanwhile, the secondary data is cited from studying documents related to institutional programme, especially Muslim personal development curriculum concerning *Adab* education.

The research data were analyzed in some ways, quantitatively and qualitatively. Quantitative analysis is calculated by: (a) summarizing the values obtained, (b) calculating the average value, and (c) calculating the percentage. Qualitative techniques are used to analyze qualitative data obtained from the results of data collection (Sugiyono, 2011).

This research focused on teachers and students of SDIA 56 Malang. As the materials for data review, researchers conducted data collection through both questionnaires and observations. Also, observations and documentation have been carried out during the research and produced some that can be used as data processing.

RESULT AND DISCUSSION

SD Islam Al Azhar 56 Malang is a branch school of Al Azhar Kebayoran Baru Jakarta, which was founded by Buya Hamka. The school has been established in Malang since 2017. With the big vision of creating a civilized, intelligent and globally competitive generation, SDIA 56 Malang educates their students by prioritizing the values of *adab*. Thus, the school has its curriculum (Al Azhar curriculum) which

emphasizes more on 3 main principles, namely that all Al Azhar students must: 1) have strong faith, 2) excel in science and technology, and 3) be able to compete globally (Damarahmad Setiobudi, dkk., 2022).

Adab education plays an important role in whole learning process. It is because *adab* takes precedence over knowledge. In SDIA 56, there is a scope of *adab* which includes the servant's relationship with Allah, relations with fellow human beings, relations with the environment and *adab* in daily activities, including: 1) *adab* towards Allah SWT, 2) *adab* towards Al-Qur'an, 3) *adab* terhadap Rasul, 4) *adab* towards Islam, 5) *adab* towards oneself, 6) *adab* towards others, 7) *adab* towards the environment, 8) *adab* in daily activities. The fourth point, which is *adab* towards Islam, is a kind of *adab* that has been successfully implemented in SDIA 56.

Adab towards Islam consists of several indicators, they are: the habit of saying *salam*, the habit of shaking hands, the habit of saying *kalimah thayyibah*, the habit of dressing properly according to syariah, the habit of praying before and after doing activity, the habit of carrying out daily worship, the habit of inviting friends to do good, the habit of reciting qur'an and *tahfidz*, the habit of giving charity and the habit of respecting others.

The results of questionnaire distribution related to the implementation of *adab* education, especially for *adab* towards Islam, at SDIA 56 are as follows:

Table 1. Indicators of Adab towards Islam

No	Habit Indicator	%
1	Saying Salam	90
2	Shaking Hands	93
3	<i>Kalimah-Thayyibah</i>	93
4	Dressing Properly	85
5	Praying pre-and-post Activity	91
6	Daily Worship	90
7	Inviting Friends to do Good	93
8	Reciting Qur'an & <i>Tahfidz</i>	93
9	Giving Charity	80
10	Respecting Others	90

Based on the study results, it was found that the implementation of *adab* towards Islam has been well implemented at all points. For instance, the habit of saying greetings is consistently exemplified and disciplined with the percentage of 90. The habit of shaking hands gains the percentage of 93. The habit of saying *kalimah thayyibah* gains 93%. Around 85% the habit of dressing properly according to syariah is consistently exemplified and disciplined. The habit of praying before and after carrying out each activity counts for 91%. The habit of carrying out worship in accordance with the Shari'ah is consistently exemplified and disciplined around 90% The habit of inviting friends to do good gains 93%. The habit of reading and memorizing the Koran is consistent and disciplined for 80%. The habit of giving charity gains the percentage of 90 consistent and disciplined. As well, the habit of respecting the differences between friends is 90% consistently exemplified and disciplined.

Learning-by-doing method is mainly carried out by the teachers in reinforcing *adab* education through daily habituation at school. It involves students in forming good

morals and building students' characters. Based on the observation results, it was found that the implementation of learning-by-doing method in reinforcing the ten indicators of *adab* towards Islam has been well implemented in all *adab* points. 89% of teachers implement the learning-by-doing method consistently in each role they have.

Learning activities at school in each session take place habituation with the learning-by-doing method which is carried out every day. Activities carried out starting from the arrival of students. The teacher accustoms students to greet by saying *salam* to the teachers and friends and also shake hands (according to syaria) with each other. The habit of saying *kalimah thayyibah* is also carried out in daily routines. The school also makes rules for how students dress which is written in the school regulations. In the women's program, the teacher also compiled a special material about dressing etiquette for Muslimah.

Besides, it is proven that from the arrival of students until the students go home, it is customary to read a prayer every time they start and end an activity. In this habituation, a leader is also chosen to lead the students to pray together. Habits of worship such as ablution, dhuha prayer, fardhu prayer and dhikr are carried out daily for all students. In this habituation all stakeholders also become role models.

Consistency, repetition and synergy are the keys to implementing this method so that the formation of *adab* can be carried out properly at all grade levels.

Observational responses from the manners formed in students have also found that the implementation of learning by doing makes a positive contribution to the habits they build.

CONCLUSION

Adab education has an important role in the learning process. The Learning-by-Doing method is effective in strengthening *adab* education, especially in forming *adab* towards Islam. Consistency and repetition in the implementation of this method play a key role in shaping the character of students at all levels. This study provides strong evidence that the application of *adab* education with the Learning-by-Doing learning method is an effective approach to holistically shape student character.

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